



Capitalisation Report

Learning from seminars and experimentation on fair, ethical, local and responsible consumption

Consumo Justo · Erasmus+ KA220-YOU cooperation partnership
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1 Executive summary

This report gathers what the Consumo Justo partnership learned from three transnational learning activities: a seminar in Pamplona, Spain in May 2025, a seminar in Dax, France in November 2025, and a five-day experimentation in Riga, Latvia in June 2026. It draws on host reports, programme documentation and 63 archived evaluation responses: 14 from Pamplona, 22 from Dax and 27 from Riga.

Coverage differs by event and is stated wherever it affects a figure. Every Riga participant completed the evaluation, giving full coverage of that group. Dax reached 22 of its 25 participants. Pamplona's 14 responses come from a roster of 25, so its percentages describe the respondents rather than everyone who was present.

Capitalisation is not the same as measuring satisfaction. The useful questions are what participants actually did, how the educational method worked, what they intend to reuse and what should change. Every rating in this report is therefore attached to the activity that produced it.

The three events formed a progression rather than three separate trainings. Pamplona made fair trade, value chains and local consumption visible through several workshops related to chocolate, wool and cooperatives, and through visits to local experiences such as an urban garden and a rural social enterprise. Dax put the Consumo Justo mobile application into participants' hands alongside debate, quizzes, role play, collaboration with an agricultural high school and encounters with local initiatives. Riga extended the work across five days: participants built shared definitions of sustainability, worked through the Sustainable Development Goals, visited a household waste landfill, experienced a wide range of non-formal methods and finished by designing and facilitating activities of their own.

Across all three events, local immersion did the heaviest teaching. The market visit in Dax was that seminar's highest-rated activity at 9.45/10. In Riga, the visit to the Getliņi household waste landfill averaged 9.78/10, and 11 of 27 respondents named it the most useful activity of the week, well ahead of any other. In Pamplona, neighbourhood visits and contact with a local wool producer made solidarity economy and community stewardship observable rather than theoretical.

Objects proved to be reliable entry points into systems. Chocolate, shoes, wool, baskets, waste, SDG cards, bread and market produce all gave groups something concrete to investigate. What made them educational was the second move: asking who produced the thing, how value was distributed along the way, what infrastructure stood behind it and who could realistically reach the alternative.

Participatory formats were well received but not self-sufficient. Debate, simulation, quizzes, role play, group design and visual reflection all scored highly, yet participants consistently asked for firmer background information, more discussion time and a better daily rhythm between concentration, movement and travel. What worked was a short input, then the activity, then a structured debrief.

Mixed national groups made comparison part of the method. Instead of assuming that one sustainable choice travels everywhere, participants ran into real differences in local availability, public infrastructure, price, culture and organisational capacity.

The Riga week closed the loop by moving participants from using methods to owning them. In Design Your Own Activity they converted the week's themes into facilitation formats of their own, and several of those participant-designed sessions were then delivered to the group. All 27 respondents agreed or strongly agreed that they had gained knowledge and skills, found a method they intended to use, and felt more confident facilitating sustainability activities. These are self-reported perceptions rather than tested outcomes, but they show that the week registered as professionally useful.

The report recommends a five-stage pattern for youth work on consumption: start from a concrete experience, investigate the system behind it, debate the competing interests, create an activity or action, and connect it to what participants will do next. It also recommends consistent evaluation questions across events, keeping delivered agendas and final method notes in the archive, acces-

sible activity design, early dietary planning, and giving the mobile application a defined role inside sessions rather than treating it as an add-on.

Evaluation response coverage

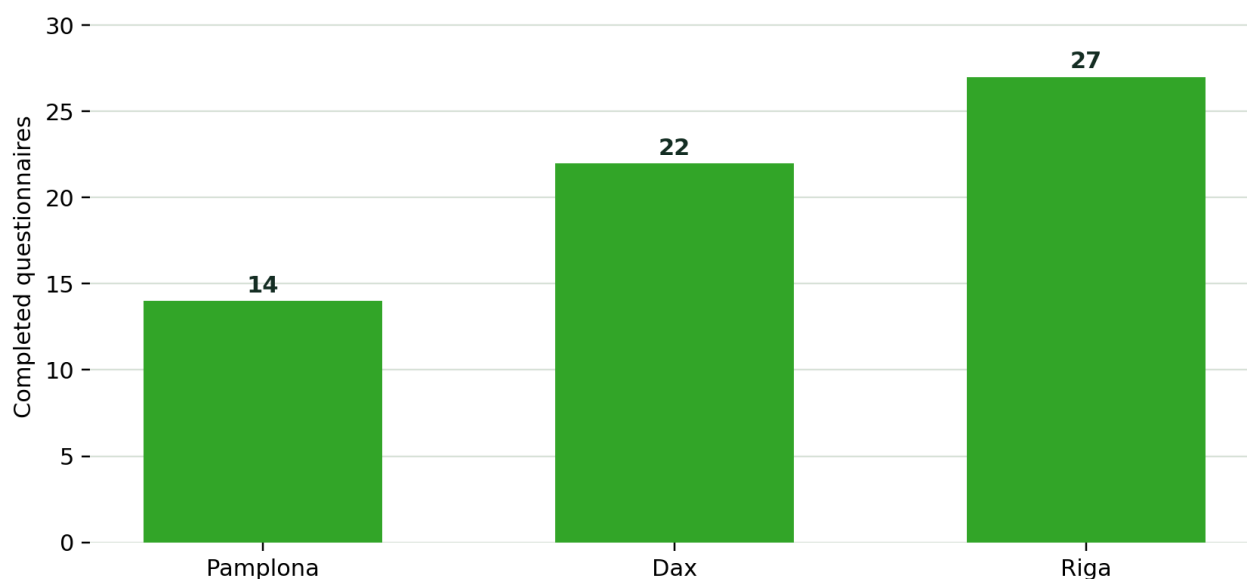


Figure 1. Archived evaluation responses analysed for this report. Riga reached every participant; the Pamplona and Dax counts show the available evidence base rather than total attendance.

2 About Consumo Justo

Consumo Justo is an Erasmus+ cooperation partnership in the youth field bringing together organisations from France, Spain, Norway, Poland and Latvia. The project supports youth workers and young people to understand and promote fair, ethical, local and responsible consumption. Its outputs include a sustainable-consumption toolkit, explanatory and activity sheets, a mobile application, podcasts, transnational learning activities and action planning with young people. The project treats consumption as more than a private purchase. The explanatory materials describe responsible consumption as taking account of environmental, social, economic, health and well-being effects. Within that broad idea:

- **Fair consumption** asks how benefits, risks and value are distributed, including workers' conditions and fair-trade relationships.
- **Ethical consumption** considers the social, environmental and ethical implications of products and services, not only price or quality.
- **Local consumption** connects products and services to nearby producers and communities, with attention to traceability, local economic value and transport.
- **Responsible consumption** brings these dimensions together and asks what individuals, organisations, businesses and public systems can change.

These concepts overlap, but they are not interchangeable. A local product is not automatically fair; an environmentally preferable product may still be inaccessible; and an ethical choice cannot be judged only by a label. This complexity shaped the educational approach used across the three events.

2.1 Why the three learning activities mattered

The project application planned two three-day seminars for youth workers and a five-day experimentation in Latvia. The seminars were intended to train youth workers, present the project's tools, exchange good practice with local actors and create time to reflect on learning. The experimentation was intended to test tools in a more immersive setting and connect learning to practice with young people.

The events therefore served several functions at once:

1. **Training:** youth workers developed knowledge and facilitation experience.
2. **Testing:** project tools and methods were used in real group settings.
3. **Exchange:** partners and participants compared national and local practice.
4. **Observation:** local organisations and infrastructure became case studies.
5. **Capitalisation:** feedback was collected to improve methods and future action.

The events were not identical versions of one curriculum. Each host used its context. Pamplona foregrounded fair trade, solidarity economy, local production and community space. Dax connected participatory methods with an agricultural school, community initiatives, the mobile application and local culture. Riga created a longer experimentation around sustainability, SDGs, waste, method design and future use.

3 The Consumo Justo mobile application

The mobile application is the project's main digital output. It carries the toolkit's content into a form that youth workers and young people can use outside a training room: explanatory material on fair, ethical, local and responsible consumption, together with games and activity resources that a facilitator can run with a group.

The application was not developed alongside the learning activities and then left there. It was used inside them. Participants in Dax downloaded it during the seminar, tested it in session and fed their reactions back to the partnership. In Riga its games and activity resources were used in live sessions across the five days, and the host report records that the application was successfully presented and adopted during the experimentation.

The application is free and available on both major platforms.

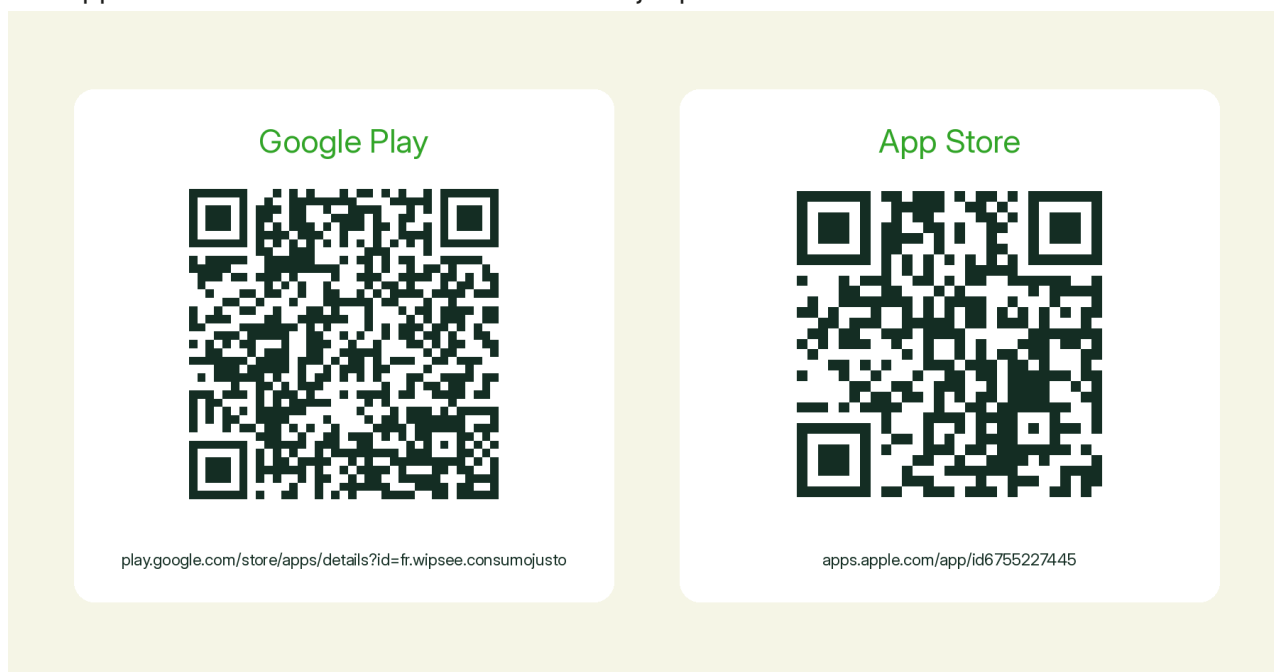


Figure 2. Download links for the Consumo Justo mobile application. Google Play: play.google.com/store/apps/details?id=fr.wipsee.consumojusto. App Store: apps.apple.com/app/id6755227445.

None of the three evaluation questionnaires contained a question specific to the application, so this report does not attach a satisfaction score to it. What the archive does establish is that the application was distributed, tested by participants and used in delivered sessions. Section 10 recommends giving it a defined role within a session rather than presenting it as an optional extra.

4 Purpose and method

4.1 What capitalisation means in this report

Capitalisation is the process of turning experience into knowledge that can be retained, shared and reused. A satisfaction report asks whether participants liked an activity. A capitalisation report must also ask:

- What exactly did participants do?
- What educational purpose did the activity serve?
- What made the approach work in its setting?
- What did participants report learning or intending to use?
- What practical weaknesses affected the experience?
- What can another youth worker adapt, and under what conditions?

This report answers those questions through event narratives, quantitative summaries, open-response themes and transfer recommendations.

4.2 Evidence base

Activity	Main narrative evidence	Evaluation evidence	Other supporting evidence
Pamplona, 22-24 May 2025	Completed host report and infopack	14 responses; 25 roster entries (56.0%)	Participant record and photographs
Dax, 20-22 November 2025	Completed host report and infopack	22 responses; 25 participants (88.0%)	Participant record and photographs
Riga, 15-19 June 2026	Completed host report, preparation package and infopack	27 responses; 27 participants (100%)	Attendance records, activity sheets and photographs

The project application and its responsibility annex established the purpose of WP3.5 and Mobile Adventure's coordinating role. Project explanatory sheets and activity collections were used where they clarified an educational method. Meeting records supplied context about preparation and about how evaluation data was collected.

4.3 How the evidence was analysed

All three workbooks were recalculated from the archived response exports. Every figure uses the number of valid responses to that specific item rather than assuming that everyone answered every question.

The instruments differ. Pamplona and Dax asked categorical questions about welcome, accommodation, meals, organisation and pre-event information, followed by 1-10 ratings for programme activities. Riga added overall satisfaction, a 1-5 organisation rating, categorical logistics questions, 1-10 activity ratings, five agreement statements about learning, and three questions asking which activity was most useful, most engaging and most likely to be reused.

Open comments were grouped around organisation, educational method, local immersion, intercultural exchange, practical application and improvement. Quotations appear only where they illustrate a theme that the wider evidence already supports. They are anonymous, and some have been lightly edited for grammar or length without changing their meaning.

Timing of collection also varies. Dax feedback was gathered on the final seminar day. Pamplona and Riga submissions extend beyond the event itself, with the Riga responses arriving between 22 June and 5 August 2026 as the host followed up with participants. Later responses may reflect more considered judgements than immediate ones.

4.4 Limits

The evaluations capture what participants perceived at the time. They support statements about satisfaction, usefulness, confidence and intended future use. They do not independently demonstrate knowledge gain, behaviour change or later application in participants' own organisations.

The three instruments are not fully comparable. Riga contains explicit learning statements; Pamplona and Dax do not. Cross-event comparison is therefore restricted to the dimensions the events share, and is labelled where it occurs.

Coverage sets the boundary on what each event's figures describe. Riga's 27 responses match its 27 participants, so its percentages describe the whole group. Dax reached 22 of 25. Pamplona's

14 responses came from a roster of 25, and the archived records do not establish whether every listed person was eligible to answer. Pamplona percentages should therefore be read as the views of respondents rather than as an estimate for everyone who attended. Personal data and raw responses are excluded from this report.

5 Seminar in Pamplona, Spain

5.1 Event at a glance

Host: SETEM Navarra
Dates: 22-24 May 2025
Places: Pamplona and Ollo
Approach: non-formal workshops, community and cooperative visits, intercultural exchange, a hands-on wool workshop and structured reflection

The Pamplona seminar aimed to help youth workers promote fair, ethical and local consumption among young people. Its central design choice was to connect critical questions about consumption to visible local practice. Participants did not remain in one training room: they moved between social and cultural spaces, cooperatives, a fair-trade shop, an urban garden and a rural farm-school.

Day	Focus	Examples
Day 1	Supply chains and local production	Fair Trade chocolate, The Sneakers, Geltoki, local wool workshop
Day 2	Community action and neighbourhood practice	Think Global, Act Local; Katakarak; Piparrika; SETEM shop and murals
Day 3	Inclusion, networks and reflection	Gure Sustraiak, moving debate, collective recipe, wool-web and visual evaluation



Figure 3. A geodesic growing structure at Piparrika urban garden. The visit connected ecological growing techniques with community stewardship and local action.

5.2 Starting from everyday habits

Responsible-consumption Bingo was used as an icebreaker. Instead of beginning with formal introductions, participants looked for colleagues whose experience matched consumption-related prompts. The method made habits visible within the group and gave participants immediate examples from other countries. Bingo averaged 8.07/10 across 14 responses. Its value was not that it supplied a complete definition of responsible consumption. It lowered the threshold for conversation and showed that the group already contained relevant practice. For replication, prompts should be adapted to participants' context and followed by a short discussion about which actions are easy, difficult or unavailable.

A separate chairs introduction activity used questions about why participants had joined the project and what shaped their environmental or social engagement. It averaged 6.93/10, the lowest Pamplona activity mean. No open comment identifies a single cause, so the score should not be over-explained; it does indicate that even a familiar icebreaker needs a clear thematic purpose, suitable pacing and enough room for participants to answer meaningfully.

5.3 Fair Trade chocolate: preference is not the whole story

In a blind tasting, participants compared two chocolates and tried to identify which had been produced under fair-trade conditions. Taste and texture created an accessible starting point, but the debrief challenged the idea that ethical conditions can be detected through sensory quality. It redirected attention to sourcing, certification, producer relationships and the social and environmental effects of a familiar product.

The activity was the highest-rated Pamplona programme item, averaging 8.71/10. The result suggests that a recognisable object and an element of uncertainty can engage a group with a complex subject. The educational work, however, happens in the questions after the tasting: what information can a consumer know, what remains hidden and which actors make the production conditions visible?



Figure 4. Practical prompts and materials helped participants connect consumption concepts to objects they could handle, compare and discuss.

5.4 The Sneakers: distributing value along a supply chain

Participants estimated how the final price of shoes or a basic T-shirt is divided among workers, manufacturers, brands and retailers. They then considered how those percentages might change under fairer conditions.

The exercise made the value chain discussable in numerical and human terms. It asked participants to confront how little of a retail price may reach the workers who make a product and to think about the power of brands and intermediaries. Its mean rating was 7.07/10. The lower score relative to chocolate does not make the method unhelpful, but it supports the case for stronger preparation, adequate time and clear source information. Without those elements, participants may be asked to guess rather than analyse.

5.5 Wool: a producer, a workshop and the value of local production

A local wool producer explained issues facing wool production in Navarra, presented her work and guided participants in making a small woollen bowl. The session connected a material to landscape, producer knowledge, labour and product value. Participants handled the material and experienced the time and skill involved in transforming it.

The workshop averaged 8.29/10. Its transferable principle is to connect making with economic and social context. A craft activity should not be presented as sustainable merely because it uses a natural material. Facilitators should also discuss sourcing, waste, durability, local livelihoods and the conditions under which small producers can continue.

5.6 Learning from a neighbourhood ecosystem

Several visits collectively showed that responsible consumption depends on community infrastructure.

- **Geltoki** combined food, culture and solidarity-economy initiatives in a shared civic space.
- **Katakrak** illustrated cooperative ownership through a bookshop, publishing activity, café and programme of public events.
- **Piparrika** demonstrated community stewardship through an ecological urban garden using composting, crop rotation and local varieties.
- **SETEM's Fair Trade Shop** connected campaigning and public education to retail practice.
- **Neighbourhood murals** showed how social and environmental messages can enter public space.

The combined neighbourhood visit averaged 8.29/10. The important method was not walking between attractive locations. Participants were introduced to how each initiative worked: ownership, participation, sourcing, educational purpose and relationship to the neighbourhood. A local visit becomes a case study when those mechanisms are made explicit.



Figure 5. A public mural encountered during the neighbourhood visit shows how social and environmental messages can enter shared space.

5.7 From individual action to collective networks

Think Global, Act Local placed participants in international groups to compare practices concerning food, clothing, energy, technology and saving. The activity averaged 7.14/10. Its main contribution was to show that responsible choices are conditioned by local systems. Price, transport, repair services, housing, regulation and cultural norms differ, so a useful European exchange must include constraints as well as good examples.

The final networking sequence asked participants to create a collective recipe for responsible consumption and pass a ball of wool across the group, forming a visible web. The recipe exercise appears in the questionnaire as the "Spanish Tortilla" activity and averaged 7.92/10; participants contributed practical "ingredients" for responsible consumption rather than preparing food. The wool-web method turned cooperation into a physical image: the network became stronger as more people contributed. It averaged 8.31/10.

Two visual methods completed the evaluation. In the Barometer activity, participants positioned themselves in response to prompts and explained their placement; it averaged 7.77/10. With Dixit Cards, participants selected an image that represented their experience and used it to articulate a reflection; this averaged 8.62/10, the second-highest Pamplona activity mean. Both methods widen participation beyond a written form, but their value depends on recording the meaning participants attach to a position or image.

Gure Sustriak added a rural and inclusive dimension. The cooperative farm-school combines environmental education, rural development, accommodation and social programmes designed to be accessible to people with disabilities. It broadened sustainability beyond product choice to include participation and inclusive services.

5.8 What participants reported

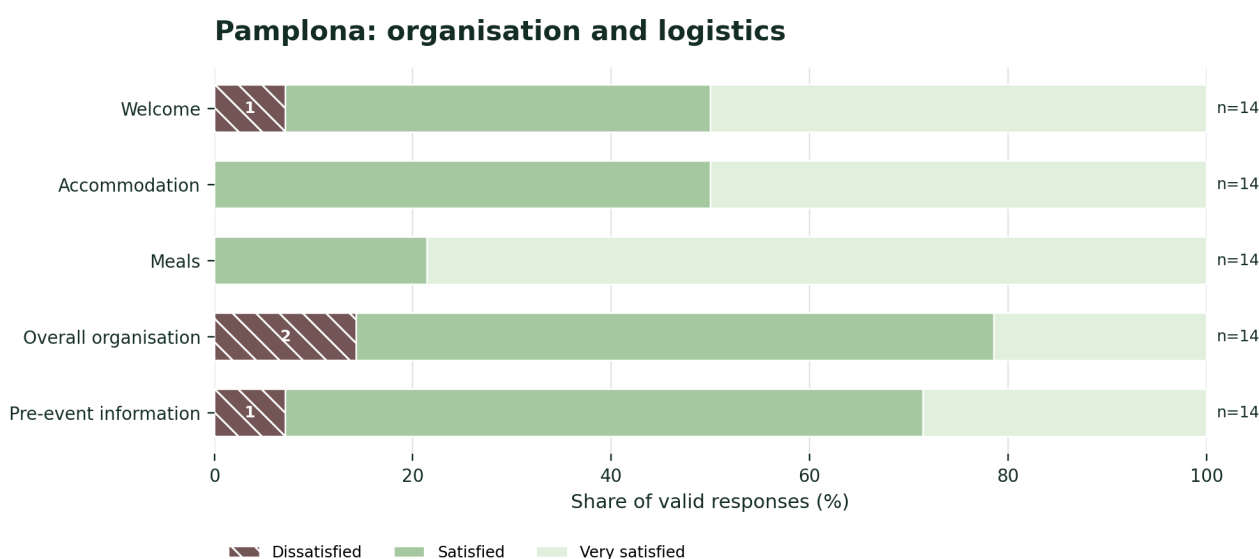


Figure 6. Pamplona logistics and organisation. Percentages use 14 valid responses.

Accommodation and meals received positive responses from all 14 respondents. Welcome and pre-event information were positive for 13 of 14. Overall organisation was positive for 12 of 14, or 85.7%.

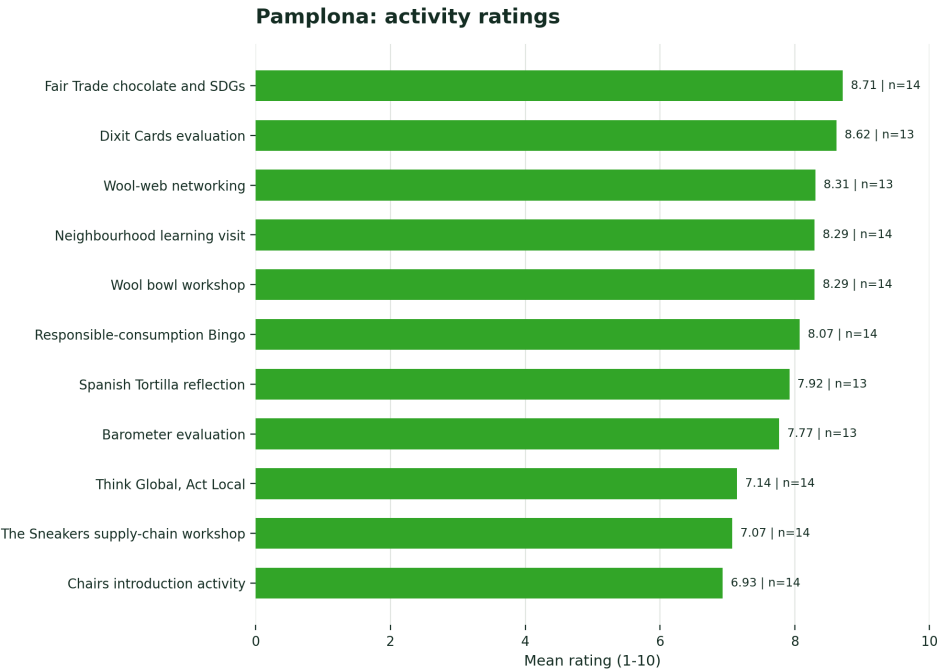


Figure 7. Mean activity ratings in the Pamplona evaluation. The number of valid responses is shown beside each bar.

The open comments were limited but useful. One participant asked for more group discussion time so that everybody could contribute before presentation. Another emphasised how much learning and connection had fitted into three days.

“These three days left such a great impact on me. I am shocked by how much can be learnt in just three days.” Pamplona participant, anonymous; lightly edited

5.9 What Pamplona contributes

Pamplona demonstrates a strong object-to-system approach. Familiar products opened questions about value, labour and certification; local visits showed organisational alternatives; and group reflection connected individual habits to collective action. For future use, the seminar also shows that participatory depth depends on time. A strong activity can lose value if discussion is compressed or evidence is not provided before groups are asked to judge a supply chain.

6 Seminar in Dax, France

6.1 Event at a glance

Host: MDE40 WIPSEE
Dates: 20-22 November 2025
Places: Dax and the Landes area
Approach: mobile-app testing, participatory workshops, school collaboration, local initiatives and cultural immersion

Dax continued the themes introduced in Pamplona while giving more space to method testing and project tools. The first available Consumo Justo mobile application was introduced in a live learning environment. Participants then examined local practices and consumption dilemmas through group work, debate, quizzes, role play and visits.

Day	Focus	Examples
Day 1	Project tools and local partnerships	App presentation, cross-country discussion, local initiatives, local agri-cultural high school
Day 2	Choices, trade-offs and facilitation methods	Responsible Basket, minimalism debate, sorting energiser, quiz and role play
Day 3	Reflection and local consumption	Evaluation, closing and Dax market visit

Dax school collaboration: moving from audience to author

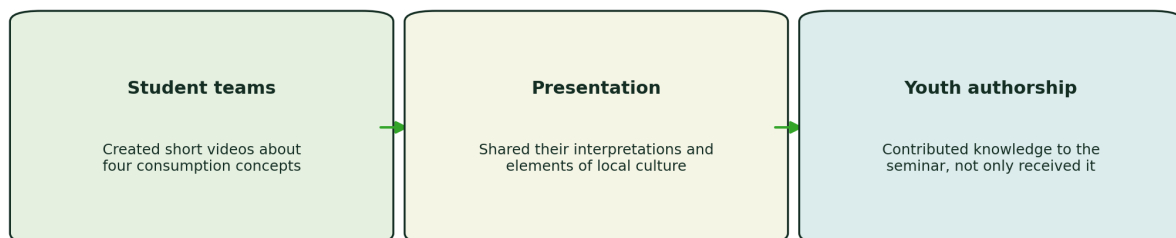


Figure 8. At the local agricultural high school, students used self-produced videos to interpret four consumption concepts and present local knowledge to seminar participants.

6.2 Testing the Consumo Justo mobile application

The application was presented as a working project result. Participants could download it, explore the tools and connect digital content to the activities taking place around them.

This was an important design choice. A stand-alone app demonstration often produces comments about appearance or navigation. Testing within a seminar allows participants to ask whether the content helps them understand an activity, whether the language works with their target group and whether a facilitator can use it before, during or after a session. The event report confirms that the app and project tools were part of the programme, although the seminar questionnaire did not include a separate app rating.

6.3 Responsible Basket: solutions under real conditions

Groups received everyday consumption situations and had to propose a “responsible basket” using practices from their countries, new ideas and realistic compromises. The word realistic matters. It prevented the activity from becoming a competition to name the most ethically perfect option without considering cost, availability or the needs of the people involved.

The method is useful for youth work because it can be adapted to different contexts: a weekly food shop, clothing for an event, equipment for an organisation or digital devices. A strong debrief should ask which trade-offs remained, who would find the proposed basket accessible and what public or business changes would make the decision easier.

6.4 Minimalism debate: testing a simple claim

Participants were assigned to pro and con teams around the statement “Minimalism is the key to responsible consumption”. The pro teams could argue that consuming less reduces waste and pressure on resources. The con teams could challenge minimalism as the only solution and introduce circular economy, repair, product standards, social access and different cultural contexts.

After prepared statements and exchanges, participants stepped out of their assigned roles for an open discussion. This sequence matters: role-based debate creates intellectual distance and ensures that more than one position is developed, while the final discussion allows participants to state what they actually think.

The debate averaged 8.82/10. Its transfer value lies in choosing a statement with genuine tension rather than an obviously correct answer, supplying enough background information and asking participants to reflect on who gains or loses under each position.

6.5 Movement and factual feedback

In an energiser, participants moved between zones labelled recyclable, repairable and avoidable in response to example objects. They had to explain their choice, opening discussion about obsolescence, alternatives and the limits of recycling. A Kahoot quiz then tested facts concerning sustainable consumption and supplied immediate feedback.

The Eco-Friendly or Not? quiz averaged 8.95/10. The associated method sheet recommends discussing why the selected answer is preferable and why the alternatives are not. This prevents a quiz from becoming only a speed test. Movement can also restore energy, but the learning value depends on explanation after the choice.

6.6 Role play: seeing the interests behind a decision

Participants took roles such as consumer, business owner or environmental advocate and responded to dilemmas involving plastic packaging and cost, or fast fashion and ethical labour. Groups then explained decisions and examined how an assigned role differed from their personal view.

The role play averaged 8.05/10. Its educational strength was to make competing interests visible. Responsible consumption is often communicated as an individual duty, but the role play showed how price, profit, regulation, convenience and labour conditions shape what is possible. The method should not end when a group announces a decision. The facilitator needs to ask which stakeholder held power, which information was missing and what would change the options.

Golf Anaiak: an object-to-system re-use case

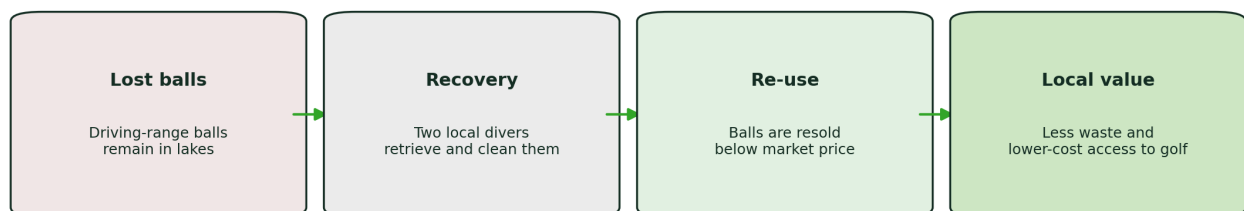


Figure 9. Golf Anaiak made re-use concrete through one locally familiar object: golf balls recovered from driving-range lakes, cleaned and returned to use.

6.7 Young people and local initiatives as contributors

At a local agricultural high school, students presented videos they had created to interpret responsible, local, ethical and fair consumption. They also introduced elements of local traditions, sport and culture. This gave young people an authored role: they were not only an audience for materials produced by adults.

Local initiatives provided further cases. Golf Anaiak was presented by two local divers who recover golf balls that would otherwise remain in driving-range lakes, clean them and resell them below the price of new balls. The case connected waste prevention to lower-cost participation in golf, a popular activity in the Landes, and showed how one recovered object can open discussion about disposal, access and local demand.

Permaps is an association concerned with health through responsible and local food; Café Terra is the community initiative it created. Their contribution linked food choices to health, local supply

and collective organisation rather than presenting responsible consumption only as individual shopping. The Saturday market then placed local consumption in a public setting where products, producers and regional culture were visible.

The market visit was the highest-rated Dax activity at 9.45/10. Its success suggests that local immersion was not an optional cultural break. It was one of the clearest ways for participants to connect a project concept to a place and the people who produce or sell goods there.

Dax local encounters: whose knowledge entered the seminar?



Figure 10. The Dax programme brought youth-authored media, community food practice and a public market into the seminar, widening whose knowledge participants encountered.

6.8 What participants reported

Twenty-two of the 25 seminar participants completed the evaluation, an 88% response rate.

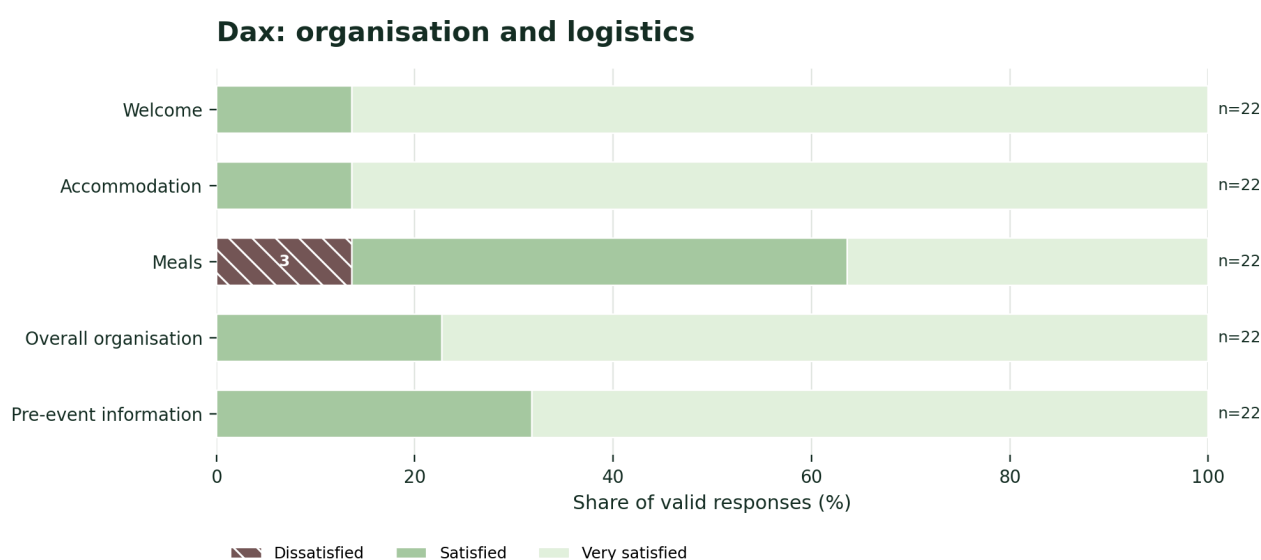


Figure 11. Dax logistics and organisation. Percentages use 22 valid responses.

Welcome, accommodation, organisation and pre-event information received positive responses from all 22 respondents. Meals were positive for 19 respondents, or 86.4%.

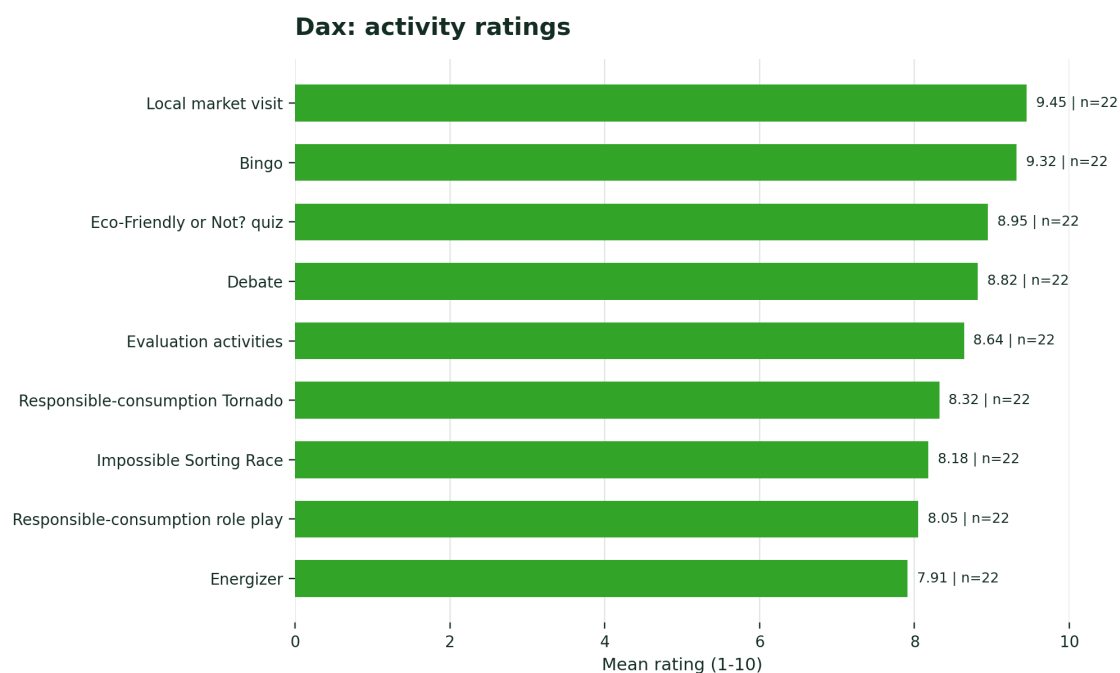


Figure 12. Mean ratings across the nine activities included in the Dax questionnaire.

The mean across all rated activities was 8.63/10. A total of 152 of the 198 individual activity ratings were 8 or higher. Participants praised organisation, host support, intercultural exchange and movement through the local area. Suggestions asked for more dietary choice, additional practical or cultural workshops, more physical movement, clearer background references and a daily schedule that places concentrated work earlier and active sessions later.

"I really loved travelling around and seeing the culture. That was a different experience from previous projects." Dax participant, anonymous; lightly edited

6.9 What Dax contributes

Dax shows how a project tool can be tested inside a broader learning experience. It also demonstrates that debate, quiz and role play serve different purposes: one develops arguments, one checks and discusses factual understanding, and one exposes stakeholder interests. The event's strongest result, the market visit, confirms that local context should be designed as part of the curriculum. The improvement comments show that content, movement, food and daily rhythm jointly determine whether participants can engage.

7 Experimentation in Riga, Latvia

7.1 Event at a glance

Host: Ecological Future Education

Arrival and departure: 14 and 20 June 2026

Training days: 15-19 June 2026

Main venue: Islande Hotel Riga, with activities elsewhere in the city

Approach: five-day experimentation with sustainability concepts, the SDGs, non-formal methods, local observation, activity design and reflection

Riga was the final mobility of the project, and it was designed to do something the two seminars could not. Three days allow a group to encounter methods. Five days allow them to encounter methods, question them, and then build their own. The host's completed report describes each delivered session together with a facilitator reflection on how it worked and what should change, which makes this the best-documented of the three events.

Twenty-seven participants took part, drawn from all five partner organisations, and all 27 completed the evaluation. The findings in this chapter therefore describe the whole group rather than a sample of it.



Figure 13. Participants play the EFE-designed SDGs Community Impact Simulation board game, using task cards and tokens to examine how decisions affect communities and the SDGs.

7.2 The delivered week

The host report sets out the programme as it was actually run.

Day	Delivered activities
Day 1, 15 June	Silent Line-Up; Learning Journey; Define Sustainability; SDGs Cards; Kahoot quiz on climate myths; Walk and Talk; Sensorium in the evening
Day 2, 16 June	Portrait Icebreaker; Statement Debate; World Café; Rock, Paper, Scissors Championship; SDGs Community Impact Simulation
Day 3, 17 June	SDG Photo Scavenger Hunt; mid-week reflection; visit to the Getliņi household waste landfill
Day 4, 18 June	The Living Supply Chain; Beyond Potatoes; Design Your Own Activity; Potato Adventure; The Sustainable Circle
Day 5, 19 June	The Pool Game; Recycling Game; SWOT Analysis; Web of Connections; Youthpass ceremony; visit to the Herbal Festival

The shape is deliberate. Days 1 and 2 build a shared vocabulary and a group willing to disagree in public. Day 3 takes the group out of the room. Day 4 hands the facilitation over. Day 5 closes with synthesis and recognition.

Nineteen of these activities carried a rating question in the evaluation form. Four did not: Potato Adventure, The Sustainable Circle, The Pool Game and Recycling Game. These were the sessions that participant teams designed during Design Your Own Activity and then facilitated for the rest of the group on Days 4 and 5. They were all delivered, and the host report describes each of them, but no separate score was collected for them, since a rating would have meant participants scoring their peers' facilitation.

7.3 Building a shared starting point

An international group cannot be assumed to mean the same thing by "sustainability", so the week began by making the disagreement explicit rather than skipping past it. In Define Sustainability, participants wrote their own definition alone, then merged into pairs, fours and progressively larger groups, negotiating a single wording at each step before comparing the result with the Brundtland definition. The host's reflection identifies where the learning actually sat: not in the final definition but in the negotiation at each merge, with a warning that the later rounds run long unless each is given a firm time signal.

Around that core sat lighter formats with specific jobs. Silent Line-Up (9.67/10) asked participants to order themselves by birthday, height or number of Erasmus+ projects attended without speaking, which levelled the group regardless of English fluency. Learning Journey (9.63/10) collected what each person hoped to discover, share and take home, giving facilitators an early read on the room. Walk and Talk paired participants for short rotating conversations while walking, and the host notes that by the end almost everyone had spoken with almost everyone else.

Three respondents put the Kahoot quiz on climate myths at the top of their list for usefulness, and it scored 9.63/10. Its value is easy to misread. The competitive format is not what teaches; the pause after a tricky question, where the facilitator explains why the correct answer is correct, is what converts a game into learning. The SDGs Cards set (9.44/10) worked on the same principle, functioning best when a card was paired with a concrete prompt rather than discussed in the abstract.

7.4 Dialogue, simulation and sensory learning

Statement Debate was the most engaging activity of the week by a clear margin: ten of 27 respondents chose it, and five said it was the method they were most likely to use with their own groups. Participants moved physically to an agree or disagree side of the room on propositions such as "fast fashion should be banned", with no neutral option available, then argued and were free to switch sides. Allowing people to change position is what kept it from becoming adversarial. The host's facilitator note is worth carrying forward: quieter participants need to be actively invited in, or the loudest voices set the terms.

The SDGs Community Impact Simulation was the highest-rated activity of the entire week at 9.81/10, and eight respondents found it the most engaging. EFE built it as a board game set in a fictional community in 2050, in which each player holds a secret personal goal alongside shared resources and projects. Groups quickly discovered that improving one dimension of the community damaged another. That tension, rather than any single lesson about the SDGs, is what the game teaches, and the host report is direct about the condition attached: without a thorough debrief it is remembered as enjoyable but abstract.

World Café (9.56/10) took a different route to the same end. Groups rotated between tables, but each stop carried a new instruction rather than a repeat of the same question, so that ideas accumulated instead of circling. Participants specifically valued that design choice.

The evening visit to Sensorium, which explores perception in darkness, scored 9.22/10, and three participants called it the most useful session of their week. It also produced the sharpest practical criticism of the programme: participants did not know in advance what the experience would involve, or that a guide would be present. Sensory methods need informed consent, an explanation of conditions and a comfortable alternative, and this is one of the few points where the evaluation and the host report agree on a concrete fix.

7.5 Getliņi: following waste beyond the bin

Nothing else in the week came close to the visit to Getliņi. It averaged 9.78/10, and 11 of 27 respondents named it the single most useful activity, more than three times the next choice.

Getliņi EKO is one of the largest waste management sites in the Baltics, operating under the principle *Izmests nav zudis*, "discarded is not lost". The guided tour covered landfill operation, biodegradable waste processing, energy recovery from landfill gas and greenhouses heated by the site's own energy. Participants saw the downstream end of consumption at industrial scale.

This addresses a real gap in consumption education. Most people know that waste should be sorted; far fewer have seen what happens after collection. One participant wrote that the strongest part of the week was seeing "what we leave behind us", and said they wanted to visit a comparable site in their own region.

The transferable condition is framing. The visit needs questions before arrival and processing afterwards: predict where materials go, record what surprises you, connect the facility back to prevention and product design. Without that, an infrastructure visit becomes technically impressive but detached from anything a participant will do on Monday.



Figure 14. Participants inside a Getliņi EKO greenhouse during the environmental-education and waste-facility visit. Getliņi was the activity most frequently selected as useful.

7.6 Handing facilitation to the participants

Day 4 turned the week around. Having spent three days receiving methods, participants were asked to build one.

Design Your Own Activity averaged 9.78/10, joint second across the week. Groups first "harvested what worked" from the previous days, naming the ingredients of the sessions they had valued: movement, a clear goal, teamwork, creativity, surprise. They then formed themed teams around food systems, energy, waste and reuse, local economy and local production, worked through a structured activity design canvas, pitched their concept in 30 seconds and refined it on peer feedback. The host's reflection notes that teams need enough time to complete the canvas rather than sketch it, because a finished design is what actually travels home.

Four of those designs were then delivered to the group. Potato Adventure gave teams three graphite pencils and asked them to increase their value by trading with others, which required approaching strangers, building trust quickly and finding exchanges that worked for both sides. The Sustainable Circle rotated participants through sensory stations that asked them to slow down and notice their surroundings. The Pool Game staged a stakeholder role play on whether schools should prioritise local or imported food. Recycling Game had teams perform reduce, reuse and recycle as silent theatre for the others to guess. None carries a rating, for the reason given above, but all four are documented in the host report as delivered sessions.

Two facilitator-led activities on the same day supported the shift. The Living Supply Chain (9.22/10) asked the group to build a human chain for the journey of bread from seed to table, with no role allowed to repeat, which forced them to name stages they had never considered. Beyond Potatoes (9.26/10) asked for as many uses of a potato as possible, each in a different category. Most groups hit a creative block after the obvious answers, and the host report identifies that block, and the breakthrough after it, as the actual content of the exercise.

The week's application resources were used in live sessions throughout, connecting the project's digital output to face-to-face facilitation. An application becomes educational at the point where a facilitator picks a resource for a defined purpose, adapts it to the group and debriefs what happened, not at the point of download.



Figure 15. Activity design required participants to translate sustainability themes into a form they could facilitate with young people.

SWOT Analysis (9.11/10) closed the analytical work on Day 5, with groups rotating between four flipcharts on encouraging responsible consumption among young people, each building on the last. Starting from individual written reflection ensured that everyone contributed before the confident voices shaped the discussion. Web of Connections (9.41/10) and the Youthpass ceremony (9.70/10) closed the week, the first making the group's connections physically visible through a passed ball of yarn, the second giving the learning formal recognition.

7.7 What participants reported

All 27 participants completed the evaluation, so the figures below describe the entire group. Overall organisation averaged 4.85 out of 5. Every respondent was satisfied or very satisfied overall, with the venue and facilities, and with the training methods and tools. Accommodation drew 26 positive responses and one neutral. Meals were the one weak point, with 25 positive responses, one neutral and one dissatisfied.

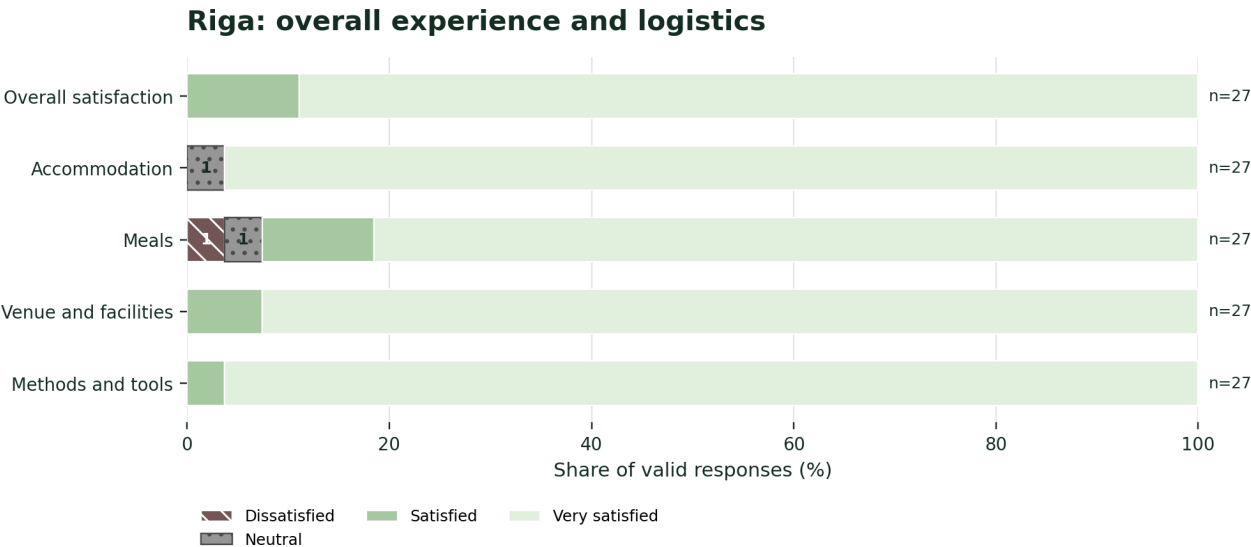


Figure 16. Riga overall experience and logistics, based on all 27 responses.

Every one of the 19 rated activities scored between 9.11 and 9.81 out of 10. The SDGs Community Impact Simulation led at 9.81, followed by the Getliņi visit and Design Your Own Activity at 9.78 and the Portrait Icebreaker at 9.74. The spread is narrow enough that the ranking alone says little; the participant selections and open comments carry more information.

Riga: highest-rated activities

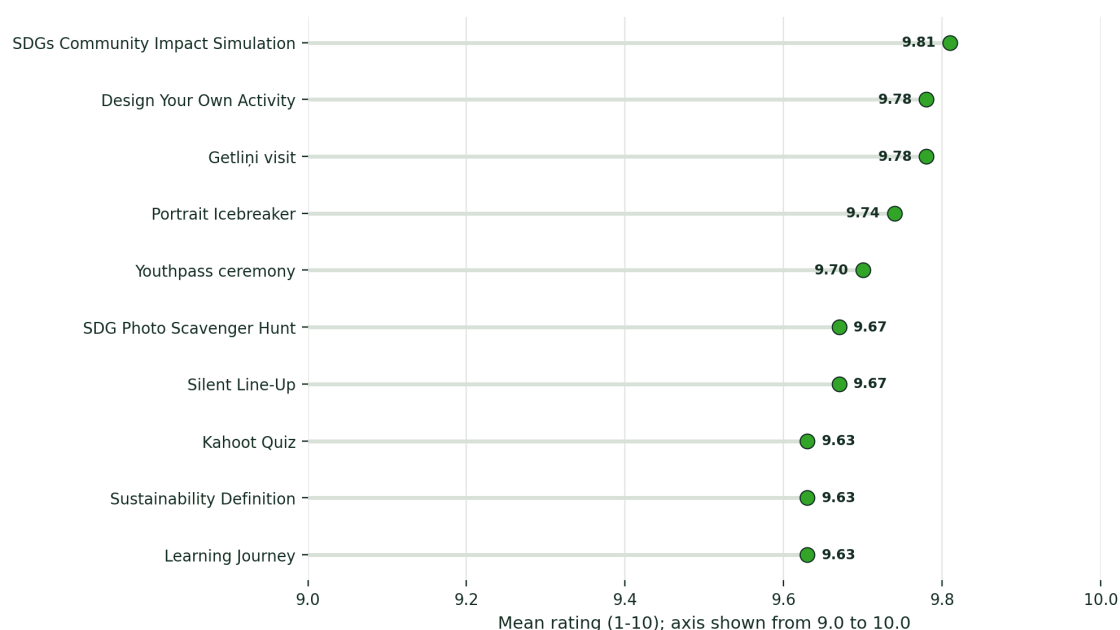


Figure 17. Ten highest-rated activities in the Riga evaluation, shown as a dot plot on an explicitly truncated 9.0-10.0 axis. The narrow spread makes participant selections and open responses important additional evidence.

All 27 respondents agreed or strongly agreed with all five learning statements. Twenty-five strongly agreed that they had gained knowledge and skills, 24 that they had found a method they intended to use, 24 that their understanding of consumption had improved, 21 that they felt more confident facilitating sustainability activities, and 20 that they felt confident explaining the project's consumption concepts to young people.

Riga: reported learning outcomes

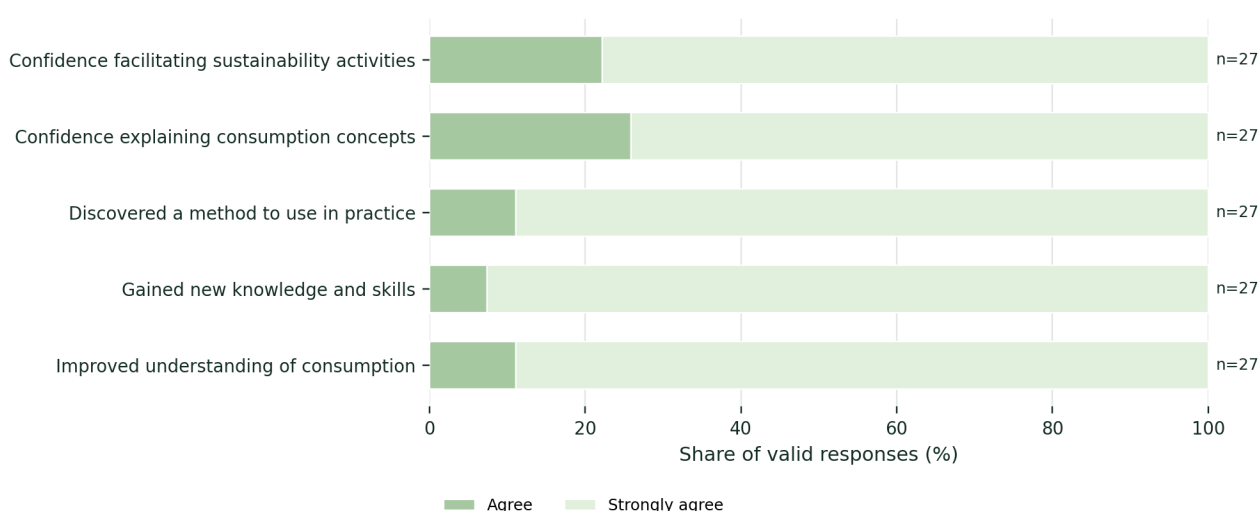


Figure 18. Agreement distribution for the five Riga learning statements. These are participant perceptions, not an external competence test.

The three selection questions did not produce the same answer, and that divergence is itself a finding. Getliņi was most often the most useful. Statement Debate was most often the most engaging, and also the most frequently chosen for reuse. The likely-to-use answers spread widely

across the Photo Scavenger Hunt, Beyond Potatoes, the Living Supply Chain, the simulation, the quiz, SWOT and World Café. An activity that a participant enjoys, one they judge professionally useful, and one they expect to run themselves are three different things, and a single satisfaction question would have collapsed all three.

The open responses cluster around teamwork and transfer. Several participants described learning that large goals are unreachable alone; others named specific methods they intended to take home.

"I discovered practical ways to promote responsible consumption with young people." Riga participant, anonymous

"There are a myriad of ways in which one can explain sustainability, fair trade and responsible consumption. The play element is important to ensure a judgement-free environment and boost participation, all the while learning and making mistakes." Riga participant, anonymous; lightly edited

One respondent proposed that a future project should ask participants to prepare a concrete action for their own area and then reconvene to reflect on what happened. That suggestion identifies the real limit of any end-of-training questionnaire: it can record intention, but not what came of it.

7.8 What Riga contributes

Riga supplies the clearest evidence in this report of perceived learning and intended transfer, and the completeness of its evaluation means those figures describe everyone who was there.

Its five days made a progression possible that a three-day seminar cannot hold: shared concepts, then dialogue and simulation, then observation of real infrastructure, then participants designing and facilitating their own sessions. The Getliņi visit shows what seeing a system does that describing it cannot. Design Your Own Activity shows that method ownership is a distinct stage, not a closing formality. The debate and the community simulation show that engagement rises when participants have to take a position or make a decision with consequences.

The week also produced usable corrections. Sensory activities need advance explanation. Discussion formats need active balancing so that quieter participants are heard. Design work needs enough time to be finished rather than sketched. Delivered agendas and participant-created method notes should be archived while they are fresh, because they are the part most easily lost once an event ends.

8 What the three activities taught us

8.1 Local immersion was part of the curriculum

Across the events, strong responses clustered around experiences rooted in place. Pamplona used cooperatives, local production, an urban garden and a rural inclusive project. Dax connected learning to a school, community initiatives and a public market. Riga took participants to a household waste landfill, into the city for SDG observation and to a local herbal market.

These experiences worked because they revealed relationships. A market links product, producer and place. A cooperative links ownership, work and community purpose. A household waste landfill links disposal to infrastructure, energy recovery and regulation. Local immersion should therefore be designed around what participants need to investigate, not only around where they will go.

8.2 Tangible prompts helped groups enter complex systems

The strongest activities often began with something participants could taste, hold, sort, photograph or observe. Concrete prompts reduced abstraction and created a shared reference point. They did not remove complexity; they made it possible to ask more precise questions.

A reusable sequence is:

1. encounter the object or place;
2. make an initial judgement or prediction;
3. reveal information about origin, labour, impact or ownership;

4. compare perspectives and constraints;
5. identify what individual and structural action could change.

8.3 Participation was not a substitute for content

The events used many participatory forms: Bingo, debates, moving exercises, role play, simulations, World Café, craft, visual evaluation and design tasks. The ratings show that participants generally welcomed this variety. The comments also show what participatory practice requires. Pamplona participants needed more time in some group tasks. Dax participants wanted more background reference, movement and practical work. Riga's Sensorium feedback showed the need for clearer preparation. The lesson is not "use more games". It is to match method, content, time and accessibility.

8.4 Intercultural groups exposed conditions behind choices

Mixed groups repeatedly compared food, clothing, energy, waste and local practices. This helped prevent responsible consumption from becoming a universal checklist. A recommendation that works in one country may depend on transport, regulation, local producers, repair services or income that are different elsewhere.

Facilitators can strengthen this value by asking:

- What makes this practice possible in your area?
- Who cannot access it, and why?
- Which part is an individual decision and which part depends on an organisation or public system?
- What could be transferred, and what must be adapted?

8.5 Method ownership was a meaningful final step

Pamplona and Dax allowed participants to experience methods and compare practice. Riga explicitly asked them to design activities and consider future use. This progression is important for youth-worker training. Knowing a concept does not automatically produce the ability to facilitate it. Design, presentation and peer response provide an intermediate step between participation and independent delivery.

8.6 Logistics affected the learning environment

Accommodation, meals, transport, information and daily rhythm are often reported separately from educational quality. Participants experience them together. Food choice can affect inclusion; a long sequence of seated sessions can reduce concentration; unclear information can create stress before arrival; and insufficient transition time can weaken reflection.

The evaluations suggest four practical priorities: collect dietary needs early; make alternatives visible; alternate concentration and movement; and protect time for debriefing.

9 Transferable educational approaches

9.1 Object-to-system learning

Use when: the subject feels abstract or morally loaded.

Examples: chocolate, shoes, wool, pencils exchanged for donation, a shopping basket, product packaging.

How it works: participants first react to the object, then trace the people, materials, money, rules and impacts behind it.

Avoid: implying that one label or sensory quality reveals the whole system.

Transfer question: what information would a young person need to make an informed judgement about this object?

9.2 A local place as a case study

Use when: a local initiative or infrastructure can show the topic in operation.

Examples: Geltoki, Katakarak, Piparrika, Café Terra, Dax market, Getlini.

How it works: participants prepare questions, observe mechanisms and discuss the case after

the visit.

Avoid: treating the visit as tourism or presenting one organisation as a perfect model.

Transfer question: which parts of this case depend on local conditions, and which principles could travel?

9.3 Debate and role perspective

Use when: a topic contains genuine trade-offs.

Examples: minimalism, plastic packaging and cost, fast fashion and labour.

How it works: participants develop assigned positions, exchange reasons and then step out of role for reflection.

Avoid: choosing a statement with an obvious “good” side or leaving unsupported claims unchallenged.

Transfer question: who has power, who bears the cost and what information changes the decision?

9.4 Quiz plus explanation

Use when: participants need factual reference points or misconceptions need to be surfaced.

Examples: Eco-Friendly or Not?, Kahoot, SDG cards.

How it works: every answer becomes a short discussion of reasoning, uncertainty and context.

Avoid: rewarding speed without explanation or presenting contested questions as simple facts.

Transfer question: can participants explain why an answer is preferable and where it might not apply?

9.5 Participant-designed activity

Use when: learners need to transfer content into youth-work practice.

Examples: Riga's Design Your Own Activity and SWOT work.

How it works: groups define a target audience, purpose, steps, materials, debrief and adaptation needs, then receive peer feedback.

Avoid: asking groups to create a game without first clarifying the learning objective.

Transfer question: what should participants understand or be able to do after the activity?

9.6 Visual and embodied reflection

Use when: verbal discussion alone may not capture the experience.

Examples: wool web, barometer, Dixit cards, Learning Journey, Web of Connections.

How it works: participants position themselves, select an image or create a shared visual representation, then explain meaning.

Avoid: collecting attractive outputs without recording what participants said.

Transfer question: how will the visual response become usable evidence for improvement?

10 Recommendations

10.1 For youth organisations

Before the activity

1. Define the learning question before choosing a method.
2. Check that examples reflect participants' real economic and local conditions.
3. Give local hosts a clear educational brief and prepare observation questions.
4. Collect dietary, accessibility and sensory needs early.
5. Tell participants in advance about dark, sensory or potentially uncomfortable conditions and provide an alternative.
6. For public-facing challenges, define voluntary participation, safety boundaries, an opt-out route and how any collected items will be handled.

During the activity

7. Pair concise content input with active participation and a structured debrief.
8. Give mixed groups enough time to hear each member before presentation.
9. Ask participants to explain choices rather than only vote or sort.
10. Make trade-offs and unequal access visible.

11. Connect local observations to wider supply chains, business practice and public systems.

After the activity

12. Ask separately what was enjoyable, useful, learned and likely to be reused.
13. Record valid response counts and preserve open comments anonymously.
14. Ask each participant for one concrete adaptation or action in their work.
15. Confirm and record any donation or other community handover without publishing unnecessary personal data.
16. Follow up later to learn what was actually implemented.

10.2 For future partnerships

1. Use a shared core questionnaire across events while retaining event-specific questions.
2. Archive four items together after every activity: final delivered agenda, method notes, response export and host narrative.
3. Keep a photo-caption log during the event, including activity, date, place and photographer/source.
4. Preserve participant-created methods as project outputs, not only as photographs.
5. Add a local action-planning stage and a later peer session on implementation.
6. Report planned targets and measured populations separately.
7. Design dissemination reports for practitioners as well as evaluators: explain what happened before presenting scores.

10.3 A five-stage replication pattern

The strongest elements of the three events can be condensed into a flexible sequence:

1. **Experience:** begin with a habit, object, image or local observation.
2. **Investigate:** reveal the supply chain, stakeholders or environmental consequence.
3. **Debate:** examine competing interests, access and uncertainty.
4. **Create:** ask participants to design a method or action for their target group.
5. **Reflect and follow up:** record learning and intended use, then revisit implementation.

This is not a fixed curriculum. The subject, age group, resources and local context should determine the examples and timing.

11 Progress against expected results

The project application set expectations for participant satisfaction and skills. The archived evidence allows a partial, transparent assessment.

Expected result	Available evidence	Assessment
More than 85% of seminar youth workers satisfied and acquiring skills	The seminar forms had no overall-experience item, so overall-organisation satisfaction is used as the nearest available proxy: Pamplona 12/14 positive (85.7%; 14 responses against 25 roster entries) and Dax 22/22 positive (100%; 22/25 coverage). The forms did not measure acquired skills.	The proxy clears the satisfaction threshold, but Pamplona does so by 0.7 percentage points on partial coverage. Because the skills component was not measured, the combined expected result is not fully verified.
More than 90% of Riga youth workers satisfied with tools	27/27 positive about training methods and tools; 27/27 agreed or strongly agreed that they had discovered a method to use.	Met, on complete coverage of the group.
More than 90% of young people satisfied and acquiring knowledge during experimentation	The Riga evaluation covers all 27 experimentation participants. It does not identify a separate sample of more than 40 young people, and no separate youth cohort was evaluated.	Not verifiable from the available evaluation evidence.
One synthesis report analysing participant feedback	This report combines three event evidence sets and 63 questionnaire responses.	Delivered through WP3.5.

This table intentionally avoids converting missing evidence into a positive or negative result. A target is only confirmed where the instrument and respondent population match the claim.

12 Conclusion

The Consumo Justo events show that fair, ethical, local and responsible consumption can be taught without reducing the subject to a list of “good choices”. Participants investigated products, met local initiatives, debated competing interests, observed infrastructure and designed methods for young people.

Pamplona's contribution was to connect familiar objects and neighbourhood initiatives to value chains, solidarity economy and collective action. Dax integrated the mobile application with participatory methods, school collaboration and local culture. Riga extended the learning into a five-day experimentation focused on the SDGs, waste, dialogue, method design and future facilitation, using the application's resources and an EFE-designed board game in live sessions, and closing with activities that the participants themselves designed and ran.

The strongest methods shared three characteristics. They made a system visible; they required participants to interpret rather than only receive information; and they ended with a connection to practice. The strongest local experiences were not passive visits. They gave participants a case through which to understand production, ownership, community organisation or waste.

The feedback also identifies conditions for quality. Participants need sufficient context, discussion time, movement, accessible design, suitable food and protected reflection. End-of-event satisfaction should be complemented by questions about learning and reuse, and eventually by follow-up on implementation.

Capitalisation is complete when experience can travel without losing its context. This report therefore retains both the positive results and the conditions behind them. Its central recommendation is simple: let young people and youth workers experience a concrete part of the consumption system, help them question it from several perspectives, and give them ownership of what they will do next.

13 Event gallery

The following plates provide a compact visual record of the three learning activities. Participant image rights for all three events are held by the project coordinator. These plates focus on places, materials and moments of work rather than on portraits, which keeps the visual record centred on what participants did.

Pamplona, Spain



Figure 19. Pamplona gallery: (a) geodesic growing structure at Piparrika urban garden; (b) chocolate and cocoa materials used to discuss origin and Fair Trade; (c) public mural encountered during neighbourhood learning; (d) close view of the product and cocoa prompts used in the Fair Trade activity.

Dax, France

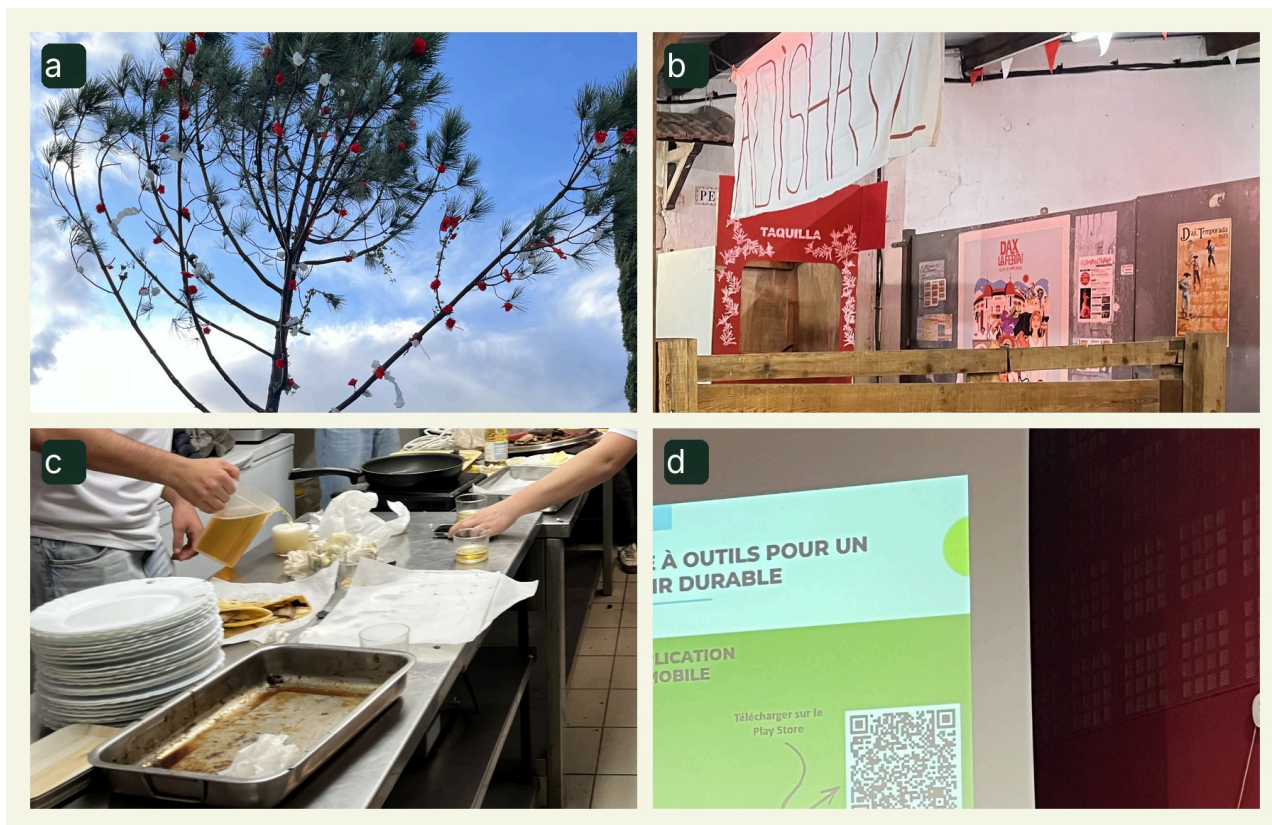


Figure 20. Dax gallery: (a) decorated tree produced through the school collaboration; (b) local arena setting encountered during the seminar; (c) food-preparation details from the local cultural programme; (d) Consumo Justo mobile application presentation used in the school-based learning sequence.

Riga, Latvia



Figure 21. Riga gallery: (a) EFE's SDGs Community Impact Simulation board game; (b) environmental learning inside the Getliņi EKO greenhouse; (c) participant-designed activity development; (d) the closing Youthpass group.



Consumo Justo

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