

EVENT DESCRIPTION SHEET

(To be filled in and uploaded as deliverable in the Portal Grant Management System, at the due date foreseen in the system.)

 *Please provide one sheet per event (one event = one workpackage = one lump sum).*

PROJECT	
Participant:	4 - EducPro Portugal - EducPro
PIC number:	886736074
Project name and acronym:	Solidaritown – Solidarity Across Towns.

EVENT DESCRIPTION	
Event number:	7
Event name:	SOLIDARITY AND EUROPEAN GREEN DEAL
Type:	Policy dialogue; hands-on environmental action; practice-transfer workshop; intergenerational co-creation; cultural/heritage learning.
In situ/online:	<i>[in-situ]</i>
Location:	Portugal, Braga
Date(s):	02-05 June 2025
Website(s) (if any):	https://educpro.eu/05_news_event7_solidaritown/
Participants	
Female:	28
Male:	34
Non-binary:	-
From country 1: Portugal	47
From country 2: Spain	5
From country 3: Italy	1
From country 4: Belgium	2
From country 5: Romania	2
From country 6: Slovenia	2
From country 7: Poland	2

From country 8: Ukraine	1		
Total number of participants:	62	From total number of countries:	8
Description			
<i>Provide a short description of the event and its activities.</i>			
<p>The Seventh International Event WP 7 was held in Braga (Portugal) between the 2nd and 5th of June 2025 for our joint project SOLIDARITOWN.</p> <p>PARTNER ORGANISATIONS ATTENDING THE MEETING:</p> <p>Christmas Cities Network Association and Ayuntamiento de Torrejón de Ardoz (Spain). Ayuntamiento de Medina de Rioseco (Spain). Asociatia Se Poate (Romania). AUTOKREACJA FOUNDATION (Poland) and Municipality of Gorlice (Poland). Association Edushakers (Belgium). Center Za Podjetnistvo in Turizem krsko (Slovenia) Municipality of Genova (Italy). Associacao Educpro (Portugal).</p> <p>INVITED ORGANIZATIONS :</p> <p>Lviv Polytechnic National University (Ukraine)</p> <p>LOCAL ORGANIZATIONS :</p> <p>Municipality of Braga — Policy/practice partner; Environmental Councillor’s Office represented on the expert panel. University of Minho (UMinho) — Higher-education partner; sustainability leadership represented on the panel. Profitecla VET School (Braga) — Youth partner; hosted VET students for the intergenerational workshop. Quinta Pedagógica de Braga — Educational farm; hosted presentation + hands-on workshop on ecological literacy and biodiversity.</p> <p>I) DESCRIPTION OF THE ACTIVITIES TAKEN PLACE</p> <p>02/05/2025</p> <ul style="list-style-type: none"> - Arrival of Participants from each partner delegation - Official welcoming - Ice-breakers dynamics and networking between participants. - Dinner in the historical building “Casa das Coimbras” <p>03/05/2025</p> <p>1) Opening remarks & Green Deal presentation What it was: A short welcome by Fernando Vieira followed by an EducPro presentation that framed the event and linked solidarity to achieving the European Green Deal.</p> <p>Objectives:</p>			

Align participants on goals, expected outcomes, and the solidarity lens.

Ground discussions in Green Deal priorities relevant to local governance and education.

Format & method: 10–15 min remarks + 15–20 min presentation with slides, ending with 5–10 min Q&A/clarifications.

Key content focus: Local implementation pathways (education, municipal policy, campus operations), small-scale actions with visible impact, and cross-institutional collaboration.

Conclusions: The opening block did more than welcome participants; it aligned them around a shared language for the Green Deal and a practical understanding of solidarity as a delivery method rather than a slogan. By mapping European priorities to local education and municipal action, the session clarified why each actor was in the room and what they could realistically influence. Three themes emerged organically—visible small wins, coordination across institutions, and simple KPIs—which became the thread participants followed through the rest of the event.

2) “Plant a Tree” hands-on action)

What it was: A symbolic, practical activity embedded early in the programme to translate intentions into action.

Objectives:

Create an immediate, tangible climate action shared by all attendees.

Model small interventions that participants can replicate in schools/communities.

Format & method: Brief demonstration on planting/care, small participant groups handle planting and tagging; quick reflection circle on stewardship (watering/monitoring).

Conclusions: Translating talk into action early proved catalytic. The planting moment created a shared, tangible achievement that participants could point to and collectively steward, shifting the tone from abstract commitment to practical care. The simplicity of the act—paired with a basic maintenance plan—made replication feel easy and immediate, especially for schools and youth groups. Participants left this block with a concrete example of “start small, start now.”

3) Expert Panel — municipal, university and institutional perspectives (Day 2, late morning)

Panelists: Miguel Bandeira (Vice-Rector, UMinho), Daniel Pinto (Office of the Environmental Councillor, Municipality of Braga), Diogo Arezes (Sustainability lead at UMinho), João Alcaide.

Objectives:

Compare institutional roles in Green Deal delivery at city, campus and community levels.

Surface collaboration opportunities and constraints (governance, finance, engagement).

Format & method: 5–7 min opening inputs per speaker; moderated questions on (i) campus-to-city links, (ii) youth participation, (iii) data/KPIs for local action; audience Q&A.

Highlights (discussion themes):

Aligning municipal policies with campus sustainability roadmaps.

Leveraging university expertise for local pilots and monitoring.

Enabling regulations, procurement, and partnerships for scale-up.

Conclusions: The panel crystallised complementary roles: municipal policy and logistics as enablers, university knowledge and monitoring as a backbone, and schools/CSOs as the engines of engagement. It also surfaced real constraints—procurement, micro-budgets, and data collection—and reframed them as design parameters rather than blockers. The discussion converged on a practical path: co-develop pilots that are modest in cost, measurable with simple indicators, and designed for quick iteration.

4) Practice-transfer session at Quinta Pedagógica de Braga — presentation & participatory workshop

What it was: An on-site learning block at the educational farm focused on ecological literacy, biodiversity and community engagement.

Objectives:

Translate panel insights into concrete local practices.

Explore how place-based learning (urban farms, living labs) can catalyse behaviour change.

Format & method: Guided presentation + walk-through of facilities; small-group activity mapping “what we could replicate” in schools/municipal programmes (materials, partners, seasonality).

Conclusions: Seeing sustainability embedded in a living educational space demystified implementation. Participants could “touch” the practices—composting, biodiversity corners, guided learning loops—and immediately translate them into what a school or community garden would require. The host’s know-how anchored the conversation in feasibility (space, caretakers, seasonality), turning inspiration into a short list of replicable modules. The result was a clearer picture of who could do what, where, and with which minimal resources.

04/06/2025

5) Intergenerational Workshop with Profitecla VET students — “Eco-Action Challenge”

What it was: Mixed teams (students + international participants) co-designed small sustainability projects tailored to schools/communities.

Objectives:

Turn solidarity into shared authorship: youth and adults co-create feasible actions.

Produce 1–2 ready-to-pilot ideas per team with clear owners and minimal resources.

Format & method:

Kick-off (10 min): Challenge brief, criteria (feasibility, impact, solidarity).

Co-design sprint (45–60 min): Teams use a simple canvas (Problem → Action → Partners → Materials → Timeline → KPIs).

Peer clinic (15 min): Quick rotations for feedback; teams refine scope.

Typical solution spaces: Waste-sorting and signage, biodiversity patches/planters, energy-saver campaigns, active travel days.

Conclusions: When students and international guests designed together, ambition became practical. Youth perspectives grounded ideas in the rhythms of school life, while adult participants added pathways to partners and permissions. Each team left with an actionable concept, named roles, and a near-term timeline—evidence that solidarity can function as shared authorship, not merely consultation. The atmosphere shifted from “what should be done” to “what we are going to try next.”

6) Presentation of workshop outputs (Day 3, late morning)

What it was: Team pitches to the whole group to consolidate buy-in and identify support.

Objectives:

Public commitment and constructive critique.

Surface synergies (e.g., two teams merging around mobility or biodiversity).

Format & method: 3-minute pitches + 2-minute Q&A; a simple feedback form for all listeners (clarity, feasibility, next steps).

Conclusions: Public pitching sharpened the work. Feedback from peers and local actors tightened scopes, clarified benefits, and nudged teams toward measurable outcomes. A small set of concepts naturally rose to the top for immediate piloting, along with informal mentoring offers from EducPro, municipal, and university representatives. The session created accountability and a light follow-through pathway—owners, first checkpoints, and what evidence of progress would look like.

7) Cultural visit — Braga historic centre & Bom Jesus do Monte (UNESCO) What it was: A guided visit connecting urban heritage and sustainability.

Objectives:

Read the city through sustainability lenses (mobility flows, conservation, green spaces).
 Reflect on cultural identity and community engagement as enablers of climate action.
 Format & method: Guided walk with short stops for discussion prompts (e.g., visitor pressure vs. preservation; inclusive access).
 Conclusions: The guided visit reframed heritage sites as living classrooms for sustainability. Participants read the city through lenses of mobility, conservation, and inclusive access, and several teams adjusted their project narratives accordingly—clearer signage, stewardship messages, and attention to visitor flows. Beyond insight, the visit reinforced a sense of place and community pride, strengthening the social foundations that any long-term climate action requires.

05/06/2025
 Departure of participants

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	01.04.2022	Initial version (new MFF).