

Green!



IMPRESSUM

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zeleniklik@zeleniklik.hr www.zeleniklik.hr

Authors: Daša Filipčić, Nikolina Turčinović Dupor, Maja Krapec, Ivana Gucek, Katka Žbogar, Corinne Koch

Photographs: Ivana Gucek

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Green up!

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Green up! is a non-formal education for increasing social inclusion and knowledge in a field of sustainable development and permaculture.

It is a partnership focused on exchange of various green sustainable skills that will develop human resources within partner organizations, develop key competences of their staff, start new non-formal educational activities and entrepreneurship initiatives, and promote social inclusion of marginalized groups.

Many organizations involved in adult education in the field of permaculture and sustainable development do not have the opportunity to participate in activities in which their beneficiaries are persons belonging to marginalized social groups, which increases disparities and social separation included in ordinary social life due to their specific needs and other factors. We often encounter situations where we don't know how to communicate with someone who is "different" and this encourages separation even more. We want to encourage opposing processes through the application of a permaculture ethic that cares about people, the environment and equitable distribution and gives us examples of sustainability (biodiversity, polyculture).

This means that adults in terms of applying knowledge about permaculture and its practical application in everyday educational work, as well as encouraging inclusive activities.

About Zeleni klik! association

The founding of a community garden on the outskirts of Zagreb by the EkoEkipa Prečko (Eco Group Prečko) in 2013 brought together like-minded townspeople wanting to garden and to be a part of a small gardening community. Four women brought together by the garden wanted to do more than just grow their own vegetables, so they started an NGO called Zeleni klik! (English: Click Green!). They started off as partners of already established NGOs, and they realized their first small community project in 2015. Encouraged by its success, together with their partners from Zagreb and the region, they continued with community projects with local schools, kindergartens, libraries, shelters for homeless people, kids with disabilities.



The mission and main activities of the NGO KRES (K-kultura, R-okodelstvo, E-kologija / -nologija, S-kupnost) is awareness raising and preventive action in the field of digital addiction. With its name, the institute communicates the original method of our work (culture, handicrafts, ecology, ethnology, community.) The institute operates on three levels, namely training of mentors, working with children, youth, and adults. Solving environmental problems and developing a self-care project and skills growing through their activities enables less skilled adults to develop their potentials, real life experiences, provides experiential education through the arts, work on the land (sustainable farming / self-sufficiency) traditional handicraft skills and life skills during the

season and develops their creative spirit. We train new mentors (educators, social workers) with our programs LIVE program - life skills of growing up.

Den Rejsende Hoejskole på Sydsjælland or DRH Lindersvold "The Travelling School for Change", was opened in 1994. It's goal is to inspire and empower ordinary people to take actions against worldwide poverty and climate change by addressing issues of our time with unique teaching and learning environments that cultivate social change and support a global vision of a sustainable future. We provide different kinds of long training for volunteers to take the opportunity to build their capacities, practical skills, social skills, leadership skills and knowledge base in order to be competent in the tasks they undertake both during the time at our school, in the projects and in their communities after the end of the program.

The organization is in an area with residential schools and institutions for adults with educational difficulties, social obstacles, and behavioral problems.

INTRODUCTION TO PERMACULTURE

Permaculture is a tool to design sustainable systems.

It uses logic of nature – imitating and repeating patterns found in nature & combines elements to create abundance in food, energy, needs... But! Permaculture is not destructive or greedy, concentrating only on one need, excluding all other elements in a system. It is based on a premise that Gandhi expressed perfectly: „The world has enough for everyone's needs, but not everyone's greed.“

Permaculture design is a result of a process which begins with observation, then combines many elements found in the system with 12 permaculture principles and follows the logic of 3 ethic permaculture principles:

1. Care for the land
2. Care for people
3. Fair share of resources

Approach in permaculture design is interdisciplinary: it combines logic and knowledge in architecture, building, agriculture, forestry, chemistry, biology, sociology, economy, energy... Implementation of permaculture design usually implies a group work, depending on the skills of individuals.

“Permaculture is also a global movement of individuals, groups and networks working to create the world we want, by providing for our needs and organizing our lives in harmony with nature. The movement is active in the most privileged and the most destitute communities and countries.” ~ from David Holmgren's latest book RetroSuburbia.

How it all begun? / Short history of permaculture

Bill Mollison and David Holmgren – “the fathers of permaculture” are Australian college professor (Mollison) and his student.



In the late 1960' and early 1970' Mollison and Holmgren were developing the method of balanced and sustainable system based on the net of trees, bushes, fungus etc.

Their work was inspired by Joseph Russell Smith, Ruth Stout, Esther Deans, Masanobu Fukuoka, Eugen and Howard T. Odum.

Permaculture is a contraction of 2 words permanent and agriculture, originally coined by them in the mid 1970's to describe an “integrated, evolving system of perennial or self-perpetuating plant and animal species useful to man.” At the beginning, the goal was sustainable and regenerative food production, but in the process they have expanded and realized that agriculture is just one thread in the net of sustainable way of living so *permanent agriculture* evolved to permanent culture.



In the 1980' they have created educative system called PDC – Permaculture Design Course – the basic course recognized across the world, that consists of 72 hours of theoretical knowledge and practical experience. Mollison's Permaculture: A Designers' Manual is permaculture classic used as a base for the PDC.

Other 2 books written by Mollison, Permaculture One (co-authored with David Holmgren) and Permaculture Two are considered by many to be among the most important writings in sustainable agriculture.

Explore more → Known permaculturists today: Mark Shephard - USA, Joseph 'Sepp' Holcer - Austria, Tony Anderson – Denmark, Geoff Lawton – Australia

Few facts about permaculture in Croatia

Permaculture in Croatia started its development in early 2000. and by 2012. we had 7 permaculture graduates who could teach PDC in Croatian language. In 2005. in small Istrian town Motovun, was held 7th Internacional permaculture convergence in the world, organized in cooperation with Danish Association/ European Permaculture Institute.

The first (of four) national Permaculture convergence was held in September 2010. on the Recycled Estate in Vukomerić, govern by ZMAG. Tony Andersen,

a permaculture teacher from Denmark was a mentor to the first generation of graduated permaculture designers in Croatia. Permaculture convergence (national, international or local) is the traditional name for a professional gathering of permaculturists for the purpose of exchanging knowledge and confirming qualifications.

Pioneer organizations and individuals in permaculture: Association Green Network of Activist Groups (ZMAG) operates as one of nine Centers of Knowledge for social development, in the field of sustainable living and the development of permaculture. Miroslav and Karmela Kiš, hosts of International permaculture convergence in Motovun 2005. Many associations and initiatives were developed in the last 12 years practicing and teaching permaculture depending on the location and needs – from urban permaculture (for example creating school and kindergarten gardens), to wild nature, islands, local estates and development of communities. Some of them are Hrvatska permakultura (Perforum), Perkmakultura Dalmacija, Eko centar Latinovec and others.

Permaculture Design

Permaculture design is created with the aim of maximizing system sustainability, but - although it's not necessary to adhere to a specific method - there are certain tools that facilitate the analysis of the existing conditions and design process. One excellent tool for assessing the situation is the and described 5 elements analysis (Water, Soil, Air, Energy, Society). Another approach to reading the terrain is Sector analysis.

Before we analyse existing conditions, we need to learn 12 main permaculture principles. They were derived from studies of pre-industrial societies and models in nature. Those principles are used as guidelines in implementation of sustainable solutions in practice, considering local needs and desires.

12 PRINCIPLES OF PERMACULTURE DESIGN:

Main principles of permaculture were derived from studies of pre-industrial societies and models in nature. Those principles are used as guidelines in implementation of sustainable solutions in practice, considering local needs and desires.

1. Work with nature, not against it

Each element has its own role and contributes to the system as a whole. For example, we call some plants weeds, but they each have their own important role in the ecosystem. If we move them, we lose important helpers. These plants are dandelion, daisy, creeping speedwell, clover, nettle, horsetail in our garden.

2. Design according to patterns from nature

By stepping back, we can observe patterns in nature and society made by

natural selection. These patterns form the base of designs we use in our gardens and community. Natural structures are efficient, solid, and adaptable and that's the reason they've survived so long in the nature.

3. Increase diversity, increase stability

Diversity reduces vulnerability to a variety of threats and takes advantage of the unique nature of the environment in which it resides. Proverb 'Don't put all your eggs in one basket' reminds us that diversity offers insurance against the changes in our environment. Polyculture is better than monoculture because if one harvest fails, we don't lose all our food.

4. Each element has multiple functions

For example, benefits from trees in the city: they give noise, sun, and wind protection, clean the air, give food and habitat for animals, retain moisture in the air and soil, they can be used as a playground for children, make the city look better and much more.

5. Each function is supported by several elements

Identify which functions in the design are critical, such as water, food, energy... Then ensure that these functions are supported in two or more ways. Your garden can have water supplies from rain, public water supply, wells, or grey water from kitchen.

6. Grow your food

In the city, you can have raised beds or pots on the windows and grow your own food instead of decorative plants.



7. Create self-sustainable systems

The goal is to achieve the maximum results with minimal effort.

8. Integrate rather than segregate

By putting the right plant in the right place relationships develop between them, and they support each other (see any companion planting chart). If you have problems with snails in your garden, maybe you don't have too many snails but too little ducks.

9. Catch and store energy

By developing systems that collect resources when they are abundant, we can use them in times of need. Examples: solar collectors, solar panels, rainwater harvesting, reed beds, pickled vegetables

10. Produce no waste

By responsible consumption we can reduce the amount of waste.

11. Do small steps

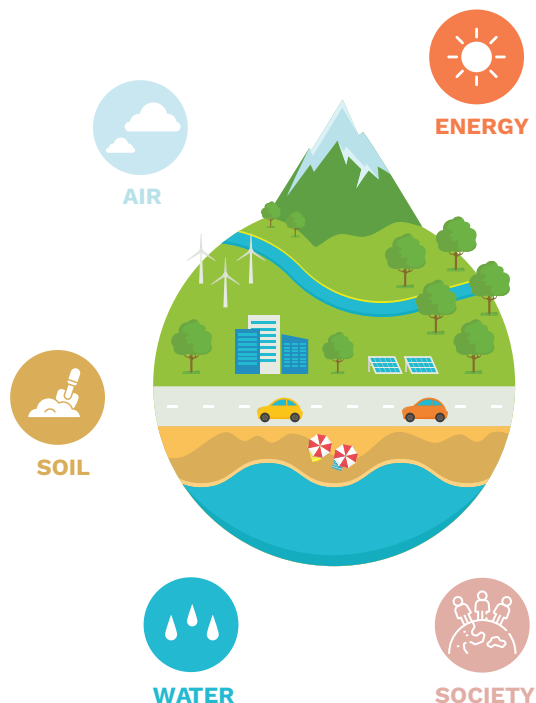
Grow food on your balcony, start a community garden with your neighbours, buy 'green baskets' from small local producers, volunteer in the community.

12. Be creative and respond to change

Small systems are easier to maintain than big ones and can simply follow the change.

Use the 'edge effect' in nature and society because where two ecosystems overlap, the overlapping area supports species from both ecosystems plus another species that are only found in the overlapping area.

5 elements Analysis:



Try an experiment: take an apple that in this game play the role of the planet Earth. Cut the apple in 4 equal pieces and put 3 of them aside. These 3 slices represent water on Earth and one slice the land. Cut the “land” slice in half – one half represent high mountains, ice covered land and deserts, the other half is good soil. Now cut the good soil in 4 pieces and remove 3 which represents areas where is not possible to grow food – too hot, too cold, stones, concrete etc. You are left with small piece of an apple that represent a suitable soil for growing food – but not quite. Peel the skin of this small piece – and that is the fertile soil on planet Earth available to grow food!

Now eat the apple and compost or plant her seeds :)

ZONES

Zones are the fundamental tool of permaculture design. Zoning illustrates the frequency of use of various parts of the terrain, and with the goal of conserving energy, zones are determined and drawn mostly so that low-numbered zones (1, 2) are close to living areas and easily accessible, while higher-numbered zones (3, 4, 5) may be more distant or harder to access.

We must bear in mind the following: if we place certain elements further away rather than closer, we will most likely incur additional costs or waste precious time/energy/resources during system maintenance.

It's not a rule that zones must be concentrically arranged; it depends on the size and configuration of the terrain and the distribution of resources on it. However, the guiding principle in designing is how to distribute the design elements, or in which zone to place them, to save the most time, materials, and even financial resources.

Also, it's not necessary for all 5 zones to exist in the terrain design. This depends on the size and capabilities of the terrain, as well as the needs of the users. The zone that is most often omitted is zone number 4 because it is unrealistic for many terrains to include forests or pastures. Creative design involving the community could offer solutions for shared zones outside of plots - these could be public areas, state forests, or in some cases even our neighbours'



yards (if, for example, one family in the yard has a pear tree from which they cannot eat all the fruit in the season, and the neighbour has a cherry tree that they cannot harvest, both households can agree to exchange surplus - so the neighbour's yard, in practice, becomes the 3rd zone).

It's interesting that it's much easier to incorporate zone number 5 into the design because “wilderness” can be any even the smallest piece of land that is inaccessible or that we decide not to use - it can literally be a few square meters in the corner of an urban plot! Abandoned plots often unintentionally have a large 5th zone, but since the design is planned long-term, we should not include space in the future state's 5th zone that we plan to repurpose into something else.

If we are designing a permaculture design for a smaller plot and want the design to be comprehensive, we should consider that we never live “without” further zones (3, 4, 5), but in practice, our further zones are beyond the plot that belongs to us or where we live. Often, as a substitute for zones that we don't have on the plot, we use the purchase of additional resources (spending money for it), so our zones 3 and 4 are often shops!

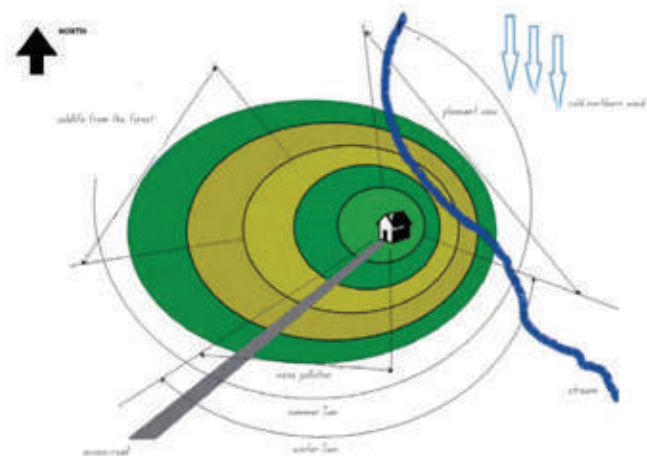
We must not forget that we are designing for sustainability and that we should consider how we can improve the condition of these zones in our lives. Various

forms of cooperation and exchange within the community can enable us to reduce consumption and transportation, so with good and comprehensive design, we can “push” shopping centres as far as possible towards the 5th zone, the zone we almost never enter.

SECTORS

Sectors, in permaculture terms, are defined as the directions of influence of external factors on the system, or the way in which anything from the outside affects the system and passes through it. Sectors can be described in words, but - since they primarily indicate a part of space in the system affected by that influence - it's usually more practical and clearer to represent them graphically.

What passes through the system and from which direction?



Obvious sectors are paths or roads that pass through or along the terrain, but we must not forget unconventional sectors of people or animals coming to the terrain - for example, deer or foxes may come from the direction of the forest, but so can hunters (all undesirable). A similar sector is watercourses. Other important factors include air currents and angles of sunlight.

We must determine the direction of frequent airflow on every terrain and consider what these air currents carry with them. It's necessary to consider each specific location. A typical north wind is cold, but - depending on the region and micro-location - the coldest winds can blow from other directions and often come from the direction of high mountains. Southern winds are usually warm, but again, this is not a given condition. Wind rose diagrams for a particular region can be found in literature and on the internet, and sectors of air currents at a specific location also depend on the configuration of the local

terrain - for example, a forest or hill can serve as a windbreak, while on the other hand, gaps between steep slopes function as air tunnels and accelerate airflow.

Other sectors closely related to the element of air are pollution from exhaust gases and airborne particles, and noise. Pollution sectors usually come from traffic roads and industry, while noise, apart from such sources, can also come, for example, from the direction of a neighbour's workshop or kindergarten. On the other hand, a factory a few kilometres away may not produce noise, but it's close enough that polluted air comes from its direction. Pollution and noise sometimes come together, but sectors need to be analysed and treated separately.

The sunniness of the terrain is important both for plant growth and for locating and designing buildings. We should notice the sectors of summer and winter sunlight, that is, the maximum and minimum angles of sunlight. Typically, this occurs on the summer and winter solstices (the longest and shortest days of the year). There are tools on the internet (e.g., SunCalc.net) that can show us the angle of sunlight on the terrain at any time of year, including solstices, but nothing can replace careful observation. For example, if there is a hill, forest, or tall building on the south side of the plot, it's possible that we will have shade on the terrain for most of the day, rather than a sunny area. A good idea is to observe shadows on the terrain over a longer period and photograph them at various times of the day, and to map lighting sectors only after observing them over a longer period.

The danger of spreading fires can also be a sector that is important to notice, especially in areas surrounded by easily flammable shrubbery (on the coast) or fields where owners regularly burn crop residues (e.g., corn stalks) or weeds. Among other sectors, we can mention as examples good/bad views, fire hazard, good/problematic neighbours, light pollution... The list is endless because sectors vary from terrain to terrain, from case to case. It's important to note that among the sectors are both favourable and unfavourable influences, and that all are important. Later, as part of the design, we will try to maintain and enhance favourable influences and neutralize or at least mitigate unfavourable ones.

A well-analysed existing condition (regardless of whether it's through the technique of 5 elements analysis or observing sectors) will greatly ease our design process because it will highlight all the points that need improvement or change, and visually demonstrate the possibilities of how various elements in the design can be arranged in space and interconnected.

MAIN KEY ELEMENTS OF TRAINING IN ZAGREB, CROATIA

Web of life

“We’ve moved from being a part of nature to being apart from nature.”
David Attenborough, A Life on Our Planet

How do you perceive your connection to nature and the ecological systems upon which we ultimately depend? This is an example to experience the living world we are part of, as an infinite web of relationships.

By being more present to the living world around you, it is possible to enhance your connection to nature and experience yourself as a part of the greater whole.



Work in the social garden with users from vulnerable groups- Udruga za osobe s intelektualnim poteškoćama Grada Zagreba, Prečko

How to build an herb spiral

Herb spirals provide many benefits: They create a range of micro-climates that allow you to place each herb in the right place to best meet its needs. Plants will be healthier and grow better in the right place:

Rosemary at the top in the sun; basil and tomato in the middle; and mints and cress at the bottom where it's moister.

They can be built on concrete and in small spaces. You can grow more food on any given area by making use of vertical space. They create more habitat for lizards and frogs.

They give you easy access to the plants. You can reach from all around on a small spiral or walk up the spiral path on a bigger one. It's easy to water with a can or with drip hose irrigation.

Covering garden with agrotextile; visit to the Tuškanac Center for Education



Visit to the Tuškanac Center for Education, covering garden with agrotextile Agrotextiles protect crops against weather, help to conserve water, resist solar and ultraviolet radiation, and guard against other micro-organisms. These materials are valued for their strength, stability, and long life, which means they don't wear out easily.

How to make a bug hotel

Bug hotels are a great way to promote biodiversity in your garden by offering a place for beneficial insects such as bees and butterflies to hibernate, nest and take refuge from the elements. Bug hotels are a great way to encourage pollinators who help make your garden healthy and thrive with flowers and food for months to come.

Using your ruler and a pencil, mark out lengths on your bamboo stakes to fit. You will need quite a few to fill the can.

Once marked out, take your bamboo stakes and saw into measured lengths one at a time.



When you have finished cutting to size, collect all your lengths of bamboo and use a piece of wire to clear out any fibrous bits from inside each piece. This will create a hollow centre where the beneficial insects will live. Continue filling the can with bamboo until it is full, and the sticks are tightly packed in.

How to make a seed ball

A seed ball is a marble sized ball made of clay, earth and seeds which is used to replant areas where the natural flora has been destroyed.

Seed Ball Recipe

2 parts potting soil
5 parts pottery clay mix
1-2 parts water
1-2 parts seeds of your choice
Large tub to mix ingredients
Large box to dry and store seed balls



How to make a willow fence for the garden

This project involves weaving a garden fence from about twenty willow rods. We used green willow for weaving, and all that means is that the rods are either freshly cut or dried out slightly over a period of a week or two. If you order willow, it may arrive dried out though, and will require soaking in water to make it pliable.



Visit to the Shelter for the Homeless of the Croatian Red Cross in Kosnica, building willow fence with the residents



Inclusive activity at the Horvati Elementary School, making a fence out of rope

Rope is a versatile material perfect for DIY outdoor projects, serving as a simple yet wonderful means to infuse and turn your garden into a charming outdoor space. It is versatile, easily available, and cost-effective.

Visit to Zmag permaculture estate



Green Network of Activist Groups (ZMAG) is an association that brings together organic gardeners, practitioners of applicable technologies and eco-building, permaculture designers, researchers of equitable social models of organization and equal interpersonal relationships, and environmental activists.

ZMAG operates as one of nine Centres of Knowledge for social development in Croatia, in the field of sustainable living and the development of permaculture. For years, ZMAG has been developing research and learning areas of practical application of knowledge and skills for sustainable living by applying permaculture design and respecting permaculture ethics (care for people, care for the Earth and equitable allocation of resources). The association has become known as an incubator for the implementation of sustainability, with its most prominent example being the construction of the Recycled Estate educational centre in Vukomerić, which is the headquarters of the association and a social-educational centre.

For twenty years, ZMAG has been working on implementation of activities in the fields of organic food production and seed preservation, sustainable waste management, learning about the use of renewable energy sources, building of ecological and natural houses, advocating, and creating models of good economy, namely systems of Social and Solidarity Economy.

MAIN KEY ELEMENTS OF TRAINING IN DENMARK

Learning by doing

Learning by doing, also known as experiential learning, is an educational approach that emphasizes active engagement, hands-on experience, and practical application of knowledge and skills. Instead of passively receiving information through lectures or reading, learners actively participate in activities, experiments, projects, or real-world tasks to acquire new understanding, develop competencies, and solve problems.

The process of learning by doing typically involves several key steps:

Engagement: Learners actively engage in the learning process by participating in hands-on activities or real-world experiences related to the subject matter.

Experience: Through direct involvement in tasks or projects, learners gain firsthand experience and encounter challenges that require critical thinking, problem-solving, and decision-making skills.

Reflection: Learners reflect on their experiences, observations, and outcomes, considering what they have learned, what worked well, and what could be improved or refined in future iterations.

Application: Learners apply their knowledge, skills, and insights gained from hands-on experiences to new situations or contexts, reinforcing their understanding and building proficiency over time.

Learning by doing is rooted in constructivist theories of learning, which emphasize the active construction of knowledge through meaningful interactions with the environment and social interactions with others. It is often associated with progressive educational approaches, such as project-based learning, inquiry-based learning, and problem-based learning, which prioritize student-centered, experiential learning activities over traditional teacher-centered instruction.

Overall, learning by doing fosters deeper understanding, retention, and transfer of knowledge and skills by engaging learners in active, authentic, and meaningful learning experiences that connect theory with practice and prepare them for real-world challenges and opportunities.

Theatre of the oppressed

The Theatre of the Oppressed is a form of participatory theatre developed by Brazilian theatre practitioner Augusto Boal in the 1960s. It is grounded in the belief that theatre can be a powerful tool for social and political change by encouraging dialogue, critical thinking, and collective action.

At its core, Theatre of the Oppressed seeks to empower marginalized communities by giving them a platform to voice their experiences, analyse their social realities, and envision alternative solutions to their problems. It challenges traditional notions of theatre where the audience passively consumes a performance by actively engaging them as “spect-actors” who can intervene, change the outcome of scenes, and even become actors themselves.

The techniques employed in Theatre of the Oppressed include “forum theatre,” where a scene depicting a situation of oppression is performed, paused, and then replayed with audience members invited to step into the roles of the characters to explore different responses and outcomes.

Theatre of the Oppressed is a dynamic and adaptable form of theatre that has been used worldwide in diverse contexts, including community development, education, activism, and therapy. Its main goal is to stimulate critical consciousness, inspire collective action, and ultimately contribute to the liberation of oppressed individuals and communities.



Rooftop garden

Rooftop gardens play a significant role in urban environments, offering a range of benefits that contribute to environmental sustainability, community well-being, and urban resilience. Here's why rooftop gardens are important:



Environmental Benefits: Mitigating Urban Heat Island Effect: Rooftop gardens help reduce the heat island effect in urban areas by absorbing heat and providing natural cooling through evapotranspiration.

Improving Air Quality: Plants on rooftops act as natural air filters, capturing pollutants and particulate matter, thus improving local air quality and reducing air pollution.

Reducing Stormwater Runoff: Green roofs absorb and retain rainwater, reducing the volume and velocity of stormwater runoff, alleviating pressure on urban drainage systems, and helping to mitigate flooding.

Enhancing Biodiversity: Rooftop gardens provide habitats for birds, insects, and other wildlife, contributing to urban biodiversity and promoting ecological resilience in cities.

Social Benefits: Community Spaces: Rooftop gardens serve as valuable community spaces for recreation, relaxation, and social interaction, fostering a sense of belonging and community cohesion.

Mental Health and Well-being: Access to green spaces and nature in urban environments has been linked to improved mental health outcomes, stress reduction, and overall well-being.

Educational Opportunities: Rooftop gardens offer educational opportunities for schools, community groups, and residents to learn about gardening, sustainability, and environmental stewardship.

Climate Resilience: Urban Adaptation: Rooftop gardens contribute to urban resilience by helping cities adapt to climate change impacts, such as extreme heat, heavy rainfall, and urban flooding.

Carbon Sequestration: Plants on rooftops absorb carbon dioxide from the atmosphere, mitigating greenhouse gas emissions and contributing to climate change mitigation efforts.

In summary, rooftop gardens offer a multifaceted approach to addressing environmental, social, and economic challenges in urban areas, making cities more sustainable, liveable, and resilient for current and future generations.

CopenHill

CopenHill, also known as Amager Bakke, is a waste-to-energy plant located in Copenhagen, Denmark. It is renowned for its innovative design, which incorporates a ski slope, hiking trails, and recreational facilities on the roof of the plant, making it a unique example of combining industrial infrastructure with public amenities.

Explanation: Waste-to-Energy Plant: CopenHill serves as a state-of-the-art waste-to-energy plant that incinerates municipal solid waste to generate electricity and heat for the city of Copenhagen. It helps reduce the city's reliance on fossil fuels and landfilling while contributing to renewable energy production and waste management.

Public Recreation: CopenHill's distinctive feature is its rooftop recreational area, which includes a 400-meter ski slope, hiking trails, climbing walls, and a viewing platform offering panoramic views of the city. This integration of industrial infrastructure with public leisure facilities promotes active lifestyles, outdoor recreation, and community engagement.

Tourist Attraction: CopenHill has become a popular tourist attraction and landmark in Copenhagen, drawing visitors from around the world to experience its unique combination of industrial architecture, urban innovation, and recreational opportunities.



Contradiction: While CopenHill represents an innovative approach to sustainable urban development and resource management, it also raises some contradictions and criticisms.

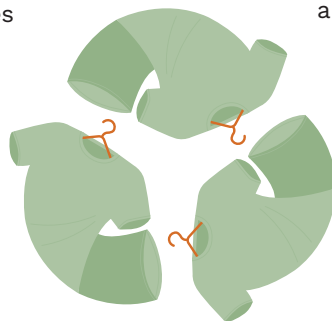
Environmental Impact: Despite its emphasis on renewable energy and waste management, waste-to-energy plants like CopenHill still emit pollutants and greenhouse gases, albeit at lower levels compared to traditional incinerators. Critics argue that such facilities may discourage efforts to reduce waste generation and promote more sustainable alternatives, such as recycling and composting.

Health Concerns: Some residents living near waste-to-energy plants express concerns about potential health risks associated with air pollution and toxic emissions from the incineration process. While modern plants like CopenHill incorporate advanced filtration systems to mitigate these impacts, the long-term health effects remain a subject of debate and scrutiny. The size of the plant: The size of this plant is too big to be sustainable with the trash coming only from Copenhagen municipality, increasing the risk of imported trash and burning biomass to maintain its production. Greenwashing: There are concerns that projects like CopenHill may be used to “greenwash” or downplay the environmental and social impacts of waste-to-energy technologies, presenting them as eco-friendly solutions without adequately addressing underlying issues such as waste reduction, recycling infrastructure, and environmental justice.

Humana People to people centre



Erasmus participants sorting clothes in Humana People to people centre, Copenhagen, Denmark



Since its birth, on July 30, 1987, Humana is, above all, the sum of the efforts of a team that works day by day to protect the environment and improve the living conditions of other people.

Humana People to People spans the globe through 29 independent member associations, each one with a firm base in their own country. Their main objective is the development of cooperation and environmental protection projects.

And that is why one of the main sources of funding comes from Humana's collecting, sorting, and selling of second-hand clothing and shoes. These activities promote sustainability and environmental friendliness, fulfilling their commitment to the 3 important “Rs” for environmental programs:

- Reduce the volume of clothing that goes to waste treatment facilities
- Reuse most of the clothing that's discarded
- Recycle clothes that are in bad shape so that they can be transformed into other products

Once sent to a centre, the clothing goes through a classification process, performed by specialists in textile recycling. The clothing is then transformed into new products. Depending on the quality, the clothing is classified as follows (in approximate percentages):

- 19% of classified clothing goes to second hand stores that Humana has in Denmark
- 40% of the classified clothing is sent to Africa to be sold at low prices to local merchants. This meets the demand of the countries, creates local economic activity, and generates local resources for development
- Approximately 31% of the collected clothing cannot be reused as a garment and is therefore sold to textile recyclers
- The remaining 8,5% is sent to waste treatment facilities, as it cannot be reused or recycled due to its quality
- 2% is made up of other recyclable waste that is placed in the hands of the corresponding authorized managers
- 1% is textile waste destined for energy recovery
- 7% is banal waste (unusable textiles and other non-recyclable waste)

During the years:

365,175 tons of used clothing collected, representing 2.22 million tons of CO₂ not emitted into the atmosphere.

34 million euros allocated to projects of international development cooperation, local support, social agriculture, and awareness.

More than 3 million people involved in these projects



Beekeeping

Beekeeping, also known as apiculture, is the practice of raising and maintaining colonies of honeybees for various purposes, primarily to produce honey, beeswax, and other hive products. Beekeepers, or apiarists, manage bee colonies in hives, providing them with suitable habitats, food sources, and protection from pests and diseases.



The importance of beekeeping spans several aspects, from pollination to environmental conservation. Overall, beekeeping plays a critical role in food security, ecosystem functioning, economic development, and cultural heritage. By supporting bee populations and sustainable beekeeping practices, societies can enhance agricultural productivity, conserve biodiversity, and promote human well-being.

Biodynamic farming

Biodynamic agriculture is an approach to farming that views the farm as a self-sustaining ecosystem, seeking to create a harmonious balance between soil, plants, animals, and the surrounding environment. Developed in the early 20th century by Austrian philosopher Rudolf Steiner, biodynamic farming incorporates principles of organic agriculture while also incorporating spiritual and holistic perspectives.

Key principles of biodynamic agriculture include:

Organic Farming Practices: Biodynamic farms avoid synthetic chemicals, pesticides, and fertilizers, relying instead on natural methods of soil fertility management, pest control, and weed suppression.

Biodiversity: Biodynamic farms prioritize biodiversity by cultivating a variety of crops, integrating livestock, and preserving natural habitats. This diversity helps to enhance ecosystem resilience, pest resistance, and nutrient cycling. **Compost and Soil Health:** Biodynamic farmers emphasize soil health as the foundation of agricultural sustainability. They use compost, green manures, and biodynamic preparations to improve soil structure, fertility, and microbial activity.

Crop Rotation and Integration: Biodynamic farms practice crop rotation and companion planting to minimize soil depletion, control pests and diseases, and enhance plant health. They also integrate livestock into cropping systems to recycle nutrients and maintain soil fertility.



Biodynamic Preparations: Biodynamic farmers use special preparations made from natural materials such as cow manure, herbs, and minerals to enhance soil vitality, stimulate plant growth, and improve compost quality.

Observation and Timing: Biodynamic farming emphasizes observation of natural rhythms and cycles, such as lunar phases and celestial influences, in agricultural activities. Planting, harvesting, and other farm tasks are timed according to these cosmic rhythms.

Holistic Approach: Biodynamic agriculture considers the farm as a holistic organism, interconnected with its environment, and influenced by cosmic forces. It seeks to balance physical, biological, and spiritual elements in farming practices.

Overall, biodynamic agriculture aims to create regenerative farming systems that promote soil health, biodiversity, and ecological resilience while producing high-quality, nutrient-dense food. It is practiced by farmers around the world who are committed to sustainable and holistic approaches to agriculture.

Dumpster diving

Dumpster diving refers to the practice of salvaging discarded items, particularly food, from dumpsters, bins, or other waste containers. Typically associated with individuals who are seeking to reduce waste, save money, or address issues of food insecurity, dumpster diving involves searching through refuse for items that are still edible, usable, or recyclable. While it may be considered unconventional or stigmatized by some, dumpster diving can be seen as a form of resourcefulness and environmental activism aimed at reducing waste and promoting sustainability.



Making bread from old bread

- Whatever crust you have left over
- 300ml warm water
- 500g strong white flour
- 5g (or 1 sachet) easy bake yeast or 10g fresh yeast
- 5-10g fine sea salt
- Additional water (you will need varying amounts so it's difficult to give an amount here)



Method

At least one hour before (or the day before) put the crust in a bowl and add 300ml water. Break up the crust into smaller pieces when you can. When it has soaked up the water break the bread up into small pieces. You can run it through the food processor to get it fine if you prefer.

Add the flour, yeast, and salt and start to mix. Add more water as you need it, using your hand like a claw and squeezing the dough as you go so that you are squeezing the water out of the crust and into the flour. Mix, adding small splashes of water, until you have a soft, slightly sticky dough.



Allow the dough to rest for 10-30 minutes and then see if you think it needs more water adding. Sometimes as the dough rests the flour absorbs more water and the dough becomes a bit dry. If you need to, add a little more water, and squeeze the dough until the water is incorporated. You can now develop the dough using the stretch and fold method or by kneading or in your stand mixer.

Once you have developed your dough, cover it well and let it rest to ferment and rise. This can happen at room temperature or in the fridge overnight. Once it has doubled in size and is light and airy. Shape your loaf and cover again with a proving cloth or oiled cling film. Leave to rise until fully proofed. Preheat your oven to 220C, placing a solid shelf in the oven. When your loaf is ready to bake, place in the oven and steam your oven. Bake for 30-35 minutes (depending on your oven) until fully baked. Cool fully on a wire rack before enjoying.

MAIN KEY ELEMENTS OF TRAINING IN ŠKOFJA LOKA, SLOVENIA

The tradition of handicrafts in Škofja Loka and the wider Gorenjska region is long and rich. Handicrafts have always been developed both in the countryside and in the cities, where mostly merchants and craftsmen lived. From the middle of the 15th century, the Škofja Loka area was strongly marked by the guilds in the economic, cultural, and social spheres of life. Handicrafts and crafts contributed to the fact that Škofja Loka became the administrative and craft-trade centre of the entire Loka territory in the Middle Ages, and at the same time one of the most developed towns in Slovenia.



KRES Institute is working on the prevention of digital addiction and handicraft is one of the methods we use in our work, so with Erasmus+ mentors in the GREEN UP! project, we presented this knowledge and deepened the main meaning of handicrafts for human development.

“Manual work is a time when children is undisturbed by oneself. And so are adults. Handwork helps thinking, judgement skills (is each stab consistent, the same as the last, tense enough? They are looking for sameness and clarity and getting a feel for it. There is a harmony during the work, the space calms down...” Rachel Magrisso, handicraft teacher.

In Škofja Loka people from different fields want to create a very close-knit community. We wanted to share this atmosphere to our Green up! mentors, so we met every day in Kreativnice- Contemporary textile hub-connect Škofja Loka s textile designers and creators/ Creative Women Center. A couple of times we prepared lunch together. This is also one of the methods how to connect people and have good and creative atmosphere.

Our meeting place was every day at Kreativnice - Creative Women Centre where Nina Vastl Štefe, our Green up! mentor from Škofja Loka and artist hosted us and explained all the work that is done in the centre. She has also shown us art project in progress which was set up for opening in following weeks. She explained how the community process of four textile artists is going. This was a very interesting insight because our group was facing the same challenge but had much less time to implement it.

Wet felting in the studio of Anja Musek



Hand felting is one of the oldest techniques of textile art, as the fibres are stretched by the warm water and mechanical processing of the wool, the scales open, the fibres of the wool get stuck together during the rubbing process, resulting in the shrinkage of the wool and the formation of a firm surface - the felted surface. Felt can be made from most types of animal hair, but in Slovenia we mainly use wool from indigenous breeds of sheep.

Other fabrics and materials can also be felted into wool using various wet felting techniques, for example: silk scarves in the Nuno technique, where silk is felted along with the wool.

We have learnt the basic forms of wet felting.

Materials and accessories:

- White and coloured carded wool,
- warm water,
- a bar of soap with more olive oil personality, which dries out the hands the least,
- polyvinyl,
- towel.

Unspun wool in strips or bales is suitable for the manufacture of our products. The wool must be properly prepared before felting. It is unwoven and placed in thin layers on a 'cross'. This means that the layers are stacked perpendicular to each other. 3-4 layers are enough to make our products. Colours can be mixed. Wet your product with warm water in which you have previously dissolved the soap. Press gently with both hands to distribute the water.

Smooth gently in circular motions for a few minutes. Cover the product with cling film and continue felting for a while. Felt for about 15 minutes on both sides. Lift the foil and check that the fibres are well adhered. We continue our work in circular motions from the outside to the inside until our product is finished.

Finally, rinse the product under running water and leave it to dry.



Sharpening the blades with Gašper on Hribec

Master Gašper showed us how to sharpen different blades. The universal instruction is to strike the hammer only once in one place.

Materials and accessories:

- Grass sickle,
- grass-cutting stone,
- hammer,
- grinding seat;



The grinding angle is extremely important when grinding most sickle for cutting grass and cereals are ground at an angle of 17-22 degrees, but it can be less (between 10-16 degrees). How do we know if we are grinding at the correct angle? Again, you can help by folding a piece of paper diagonally to get a 45-degree angle. Halve this in half and you get an angle of 22,5 degrees. You can also use special sanding adaptors. The degree of the angle "coincides" with the way the knife is used. The only recipe is learning by doing.

Introduction into the LIVE LIFE program (lecture and workshop) - VISIT OUR CAPITAL LJUBLJANA - examples of good practice and inspiration for our Green up« project



Krater creative laboratory

The Krater is a temporary production space that emerged from an abandoned, crater-like construction site near Ljubljana's city centre. It functions as a prototype of a mechanism for regenerating the earth's surface, creating new worlds on the ruins of urban ecosystems. The mobile production stations - a paper-making workshop, a wood workshop and a myco-laboratory - are set up to help create a dialogue with the depleted crust of the earth, overgrown with invasive and other wild plants.

Inspired by the regenerative capacity of these pioneering species, the Krater has been revitalised to produce materials, products, projects and alliances that uplift the urban ecosystem and the communities that live within it. They aim to make the Krater a space of interspecies encounter, providing a testing ground for experimenting with sustainable ways of producing, designing and exchanging goods in the city, with the help of a rich programme of educational and research activities.

In the crater, we visited an area where invasive plants are used to make paper and other useful items:



A unique paper made from invasive plants, which is becoming part of the circular economy through the way it is produced. By using locally harvested invasive plants as raw material instead of precious trees, not weed paper is breaking new ground in the paradigm of the modern paper industry. Paper made from invasive plants has a more noble texture than other organic papers, and its colour nuances can vary. It has a pleasant, velvety feel, and its haptic qualities stand out. No bleach is used in the production process. It is best suited for printing with contrasting colours, screen printing, high-end printing as well as digital and offset printing.

Plant shelter - Abandoned Plants Sanctuary

The shelter for discarded plants has been in place since autumn 2015. It takes care of all those (mostly houseplants) that have been left without a warm home. Only those who commit to take proper care of the plants can take them home. Adopting a plant, unlike buying one conventionally, has no negative impact on the environment; on the contrary, it is an act of kindness and an expression of respect for the species with which we share our habitat.



How to grow mushrooms?

The workshop was led by Primož Turnšek, Master of Microbiology, current President of the Slovenian Permaculture Association, permaculture planner and teacher.

Primož prepared a substrate for us, which consisted of sawdust in which we carried the spores, and we took the spawn home in a jar. After a few days, the spores have outgrown the substrate, and we are now waiting for the mushrooms to grow.

We received a broader understanding of mycology and were inspired to take on this kind of project in our workshops.



The Autonomous Cultural Centre Metelkova town

The Autonomous Cultural Centre Metelkova town is in a former military barracks in the centre of Ljubljana. Metelkova as an “alternative space of difference. It is a unique spatial and social experiment whose significance has long since transcended city or state boundaries. Over the years, countless bonds have been forged and countless stories written at Metelkova, and the list of projects that have been born here is long overdue. Today, Metelkova is home to many artists and visitors, many of whom were not even born at the time of its creation. Today, Metelkova is an established and indispensable landmark, the pride of too many artists at home and abroad.

Creative hib – Center Rog in Ljubljana

For our mentors, we organised a guided tour of the Rog Centre, a creative hub where you can create anything you can imagine, on your own or with the help of trained mentors. We were introduced to nine production laboratories, where traditional hand tools and the latest technologies are at our disposal. Here, old and new, designers and masters of traditional crafts, computer whizzes and bookworms, chefs and metalworkers, architects and carpenters, engineers and the curious, come together from morning to night. The ROG Centre is a factory of ideas, with milling and sewing machines, biochemistry and imagination, restaurants and workshops, a library and a café... Here, ideas are turned into products and encounters into experiences. The project has been running since December 2023 and is a great networking hub and opportunities to develop different skills. We visited all nine labs and had the opportunity to meet the mentors of each department.





Social - eurythmy work to harmonize individual position within social organism

Part of the innovative programme organised at the Green Up! meeting in Škofja Loka included a workshop in eurythmy as art of cultivating social life. The main quality in building up interpersonal social relations in the artistic environment of eurythmy consists of harmonising two initially opposed forces, i.e. individuation and socialisation, which lie at the heart of all social antagonisms. By means of exercises it has been experienced how the antagonisms can be overcome while not sacrificing the quality of either individual or the social. The exercises have turned out to be a highly valuable tool in developing social relations and can thus be considered as a welcome component in settings such as those of Erasmus+ project.

Individual and Social Organism

Harmonisation of individual efforts to contribute to the social organism through social exercises followed a simple but necessary sequence. Such a sequence is a prerequisite for building up a sound contemporary society and consists of following stages:

1. acquiring sufficient level of self-consciousness (HUMAN SELF aware of itself as an autonomous individual)
2. enabling such an individual self to look upon itself as a constituent part of a wider entity such as group, team, organisational setting, world etc. to which it wants to contribute and from which it needs to receive support to implement his/her own intentions (HUMAN SELF AND SOCIETY)

3. promoting vivid and constructive dialogue between the self and the group which an individual is part of (HUMAN SELF CONTRIBUTOR TO SOCIETY)
The Role of Social / Eurythmy Exercises for the Above Relationship
Considering the above three aspects the exercises were specifically aimed at:

a. enhancing the awareness of the individual of his/her own body, soul, and spirit processes by means of doing exercises that involve conscious, emotionally experienced and precise body activity. How do I do the exercises physically, how do I feel what I do, how do I develop my inner picture of what I do.

b. enhancing individual awareness of being part of a broader group striving to fulfil a common goal. How do I interact with others, how do I help others.

c. stimulating individual contribution to that goal + verification of fulfilment of that common goal. Have I succeeded, have we succeeded, how did I experience my success, how did I experience common success of the group.



Types of Exercises

Main characteristics of social / eurythmy exercises chosen for the Green up! workshop can be summarised as follows:

- a. textile ball exercises
- b. copper pole exercises

In each case participants, always standing in a circle and able to interact with each other, were instructed to individually perform different coordinated movements involving either a textile ball or copper pole for each one. Movements required passing textile balls or poles from one person to another while performing specific intermediate movements between respective passages. Movements involved either arm movements or, in advanced cases, movements of the whole body. These movements were further enhanced and made more complex by using copper poles.

Methodology

Exercises were graded from simpler to the more complex. Group work was involved on all stages. Initial explanation was provided in words, followed by demonstration and, eventually, group work. Accompanying exercises were poems which could be reflected in movements, and which tend to underline the importance of both human consciousness and its participation in broader entities, groups, society. A short discussion followed each exercise, followed by a general discussion on perceptions and experience after the workshop.

Examples of exercises

- Icebreaker

Group exercises with textile balls (passing the textile balls, walking while passing on etc.).

- A changed view of the world and oneself / self-orientation

Group textile-ball exercises based on words by Angelus Silesius Two eyes our soul possess:

While one is turned on time,

The other seethe things Eternal and sublime

Unless you find paradise at your own centre,

there is not the smallest chance That you may enter.

- Strengthening individual orientation physically

Copper pole exercises 7 - fold exercise small waterfall in the group - Strengthened and orientated I contributes to the social organism.

Big breathing (group exercise) - J. W. von Goethe

(In taking a breath there are two kinds of graces)

Conclusion

By means of changed perception, emotional experience, and movements, participants and the mentor have managed to develop a micro-entity of increased practical consciousness about the role of the human self and its contribution to social organism (represented, in this case, by the group).

Block Printing

Block printing is a traditional method that involves carving a design into a block of wood, linoleum, or other material and then using the block to stamp the design onto the fabric. It's a labor-intensive process suited for small-scale production and is often used for creating unique, handcrafted textiles.



Wild plants - from lawn to kitchen workshop

With the Green up! Project mentors, we walked around Škofja Loka, picked wild plants, and made a pesto out of *Allium ursinum* / wild chesn.

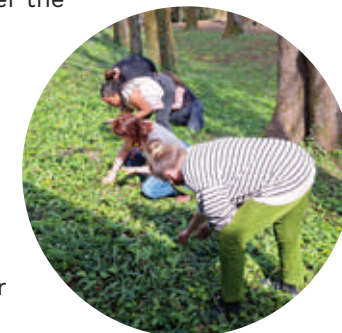
Wild plants that can be used in the diet are treasure troves of vitamins, minerals, and flavors. These are the reasons why even small amounts have a positive impact on health and make them ideal for combining with conventional foods. They are free and, if harvested properly, ecologically sound. They allow us to eat local food even outside the gardening season, i.e. in early spring and late autumn. They will bring new flavors to our cuisine. Good connoisseurs can thus include hundreds of different species in their diet. However, to avoid side effects, let us not overdo it.

We should be especially careful when adding new, less well-known species to our diet. Very young leaves and young shoots are the most tasty as vegetables, but they often become tough or unpleasantly aromatic later on.

The underground parts are harvested in autumn-winter-spring, during the months containing the letter r in its names (September to April). The flowers in full bloom are used as ornaments or to spice up dishes. The fruits are most often picked when they are fully ripe. Some of them (e.g. chestnut, rosehip, birch and scorch) are tastier after the first salts of autumn.

Wild plants can be used to make a wide variety of dishes: salads, soups, vegetable side dishes, fillings, spreads, wraps, syrups, teas, juices, liqueurs, wine, vinegar, beer, oil, flour, porridges, and desserts (jams, ice creams, cakes, pancakes, biscuits, etc.).

When picking, be moderate - always leave a few for example.



Wild garlic pesto

GREEN UP! – garlic pesto is versatile. It can be used as a pasta sauce or stirred into risotto. It is also excellent as a spread on fresh or toasted bread. Of course, it can also be used as a condiment to enrich many dishes, from soups to salads.

- 80 g almonds
- 80 g grated Parmesan
- 250 g wild garlic (chives)
- 80 ml olive oil
- 0,25 g salt
- 2 pinches of ground pepper

HOW TO MAKE PESTO?

1. Wash and dry the chamomile leaves well. In a dry frying pan, toast the almonds until golden yellow. Sprinkle the pan several times to prevent the pine nuts from burning. Put the roasted almonds in a small bowl. Finely grate the cheese.
2. In an electric chopper, first roughly mix the Parmesan cheese and almonds. Then add the garlic leaves and continue mixing until the mixture is almost smooth.
3. Finally, add the olive oil, salt and pepper.
4. Stir everything together just until the ingredients are well combined.

Shake the prepared pesto into a jar, seal it tightly and store it in a cool, dark place.

Couch festival

The Couch Festival 2024 took over 150 unconventional venues in all major Slovenian cities, as well as in the countryside. It brought 140 groups from all over the world into homes and other spaces where art does not usually take place. From ethno to jazz, from performance to puppet shows. A handful of volunteers coordinate and run the 200 or so events, and anyone who wants to turn their space into a venue for an hour can host an event.



The Coordinators' Group works on a voluntary basis and with minimal financial support. Artists are funded by an entrance fee, hosts participate on a voluntary basis and coordinators are not paid in principle. However, the specificity and attractiveness of the Couch Festival mean that it attracts more performers and hosts each year.

The concept of the Couch Festival has already moved to other countries (Spain, Germany), as it is a platform of self-organization that breaks down the walls of stages and institutions. It is this subcultural platform, which creates an opposition to the established cultural industry, that the creators want to give a voice to. So that society dares to host and organize art at home. So that we dare to step out of our safety zone and meet some of the top artists face to face. So that art and social engagement become part of everyday life. After all, every event is co-created by everyone present, something we have probably forgotten in the sphere of our safe havens and the institutionalization of culture.

In one private house, we listened to musician Samo Kutin who played an instrument made from 6000-year-old wood. There was plenty of time to mingle with the locals, sharing experiences, art and culture.

Our mentors from Croatia and Denmark were also enthusiastic, maybe the Green up! project will bring the Couch Festival to our Erasmus+ friends.



Planting old tomato varieties and some practical advice

The purpose of the staking is to give the small seedlings enough space, light and nutrients to grow big and strong before transplanting them outdoors. As the seeds are planted densely in a larger container for germination in the first stage, the plants are later transplanted into their own pots. There is nothing like home-grown seedlings, especially when grown from your own seed or selected varieties. Potting and transplanting plants into larger pots is a special task, and I would like to point out the mistakes and give some good tricks to make the job easier.

1. When can we start planting them?

It is generally accepted that plants experience a small shock when they are transplanted, but grow better afterwards. As the young plants work, they also receive our energy and attention, which has a positive effect on the plant itself. We start the staking process when the cotyledons are in a horizontal position and the rattles have not yet developed their first true leaves. In principle, plants are only staked once.

2. When pickling, bury the stem in the soil, except when ..

All plants (except herbaceous plants) are staked deeply, up to the cotyledons. Especially if the young plants have become a little overstretched in the warmth. Over-stretching is avoided by good lighting of the seedlings, especially for all brassicas and salad crops.

3. Always plant on a sufficiently warm substrate

Never put plants on a cold substrate! Often we start work spontaneously and take the potting medium or compost out of the cellar just moments before we start work, but for all plants the medium should be at a temperature of 22-28 °C, or warm to the touch.

4. Press the substrate against the sides of the pot and pour lukewarm water over it before adding the plants.

The substrate must be free of air bubbles and firm. Therefore, I always press it against the bottom of the pot with two fingers and make a hole for the plant at the same time. Keep the substrate at a warm temperature with lukewarm water. Water before potting, when the substrate is already in the pots, so that the freshly potted plants are not ruined and moved by the water jet. After the potting, I add more substrate to fill the pot to the top.

5. Keeping our roots small

When moving plants, grasp the green part as the roots are delicate and can be damaged quickly. Push the roots into the substrate with a plastic/wood stick.

A final thought

I hope these tips will help you make your planting and transplanting even more joyful. By growing healthy and vigorous seedlings, we can look forward to an abundance of healthy fruit in the garden.



A visit to the Real Unicorn Forest School

The Unicorn Centre for Natural Learning aims to give children and adults back PLAY and FELLOWSHIP WITH NATURE. Play is learning, exploring and socializing. Authenticity and spontaneity. Joy. Discovering amazing stories beneath the veneer of everyday facts and things.

The Center for Natural Learning works on the principle: *Experientia est optima rerum magistra* (experience is the best teacher).

Today, 64 children attend the Samorog SNU, mostly school children from 1st to (currently) 8th grade. The children have homeschooling status. The knowledge the children acquire at Samorog is unique, as can be seen in the results of the annual exams they have to take at their home public school.

Why forest school?

The forest or nature is a place of unlimited possibilities for gaining experience and imparting knowledge in an interesting and playful way. Children test the limits of their skills in nature and build their self-confidence.

- Improved agility (hard work, diligence)
- healthy and active lifestyle
- development of motor skills
- lots of free play that encourages creativity, imagination, ingenuity, perseverance and problem-solving skills.

Outdoor learning promotes social skills and spending time in nature makes children healthier and more resilient.

- opportunities for physical activity, freedom and exercise
- understanding nature, learning about the interdependence of people, animals, plants and life cycles
- support for children's socio-emotional development, which is too often forgotten in kindergartens and schools today.





<https://zeleniklik.hr/projekti/>

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