

2020

**Building Sustainable Child
(Eco and Healthy Child Component):
Training & Workshop in Hammamet and Ettadhamen City**



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Context

Climate-related ecosystem changes have negative impact on children and young people as well. While the accelerating deterioration of the global environment has its most profound effect on children and young people, environmentally aware and empowered children and adolescents are potentially the greatest agents of change for the long-term protection and stewardship of the earth. They are the decision-makers and their decisions can and will shape the future of our world. The next 10 years are crucial, and they offer an amazing window of opportunity. Young people's knowledge of water, environment, nutrition and health is a largely untapped resource. They are the next generation of water users and environmental stewards in households and communities. The capacity of these young people to live in harmony with nature and to manage and maintain local water, air and land resources effectively is vital.

Community-based monitoring and advocacy activities in selected countries have begun to create opportunities for young people to participate in actions that reduce the incidence of water-related disease and deforestation, as well as clean up degraded community environments and watershed areas to improve living conditions for themselves and their families. Children's participation in these activities has succeeded in raising awareness about their role as agents of change. But experience tells us that more must be done to influence the opinion of adults so they regard children as partners in a shared mission.

Based on the premise that what children learn today will shape the world tomorrow, instilling environmental awareness at a young age is an effective way to protect the environment. Programmes that improve the availability and quality of environmental education are key interventions for long-term change. While schools – and especially primary schools – are ideal platforms for increasing children's environmental knowledge, hygiene knowledge (especially after corona virus spread), the most effective learning programs go beyond schools and into local communities. This project will focus on raising as well increasing children's and young people environmental and nutritional awareness.

We will work about a program helping the primary school's children to become effective agents of change. We will work about promote children's participation in local environmental initiatives, that strengthen children's knowledge and about healthy food to help them create sustainable green diet for life.

In the framework of the program « Leading Change across the Mediterranean : Policy Advice and Strategy Development : Linking Academia, Civil Society and Politics » implemented by « Center for Applied Policies Research » and supported by the « Bavarian Government », we will work in the primary school situated in Ettadhamen City, in Ariana. "Cité Ettadhamen" is a neighborhood in the capitol Tunis although it is considered as marginalized.

All the activity and the training respected the Covid-19 measures and the well-being is the key principle in each step.

Background

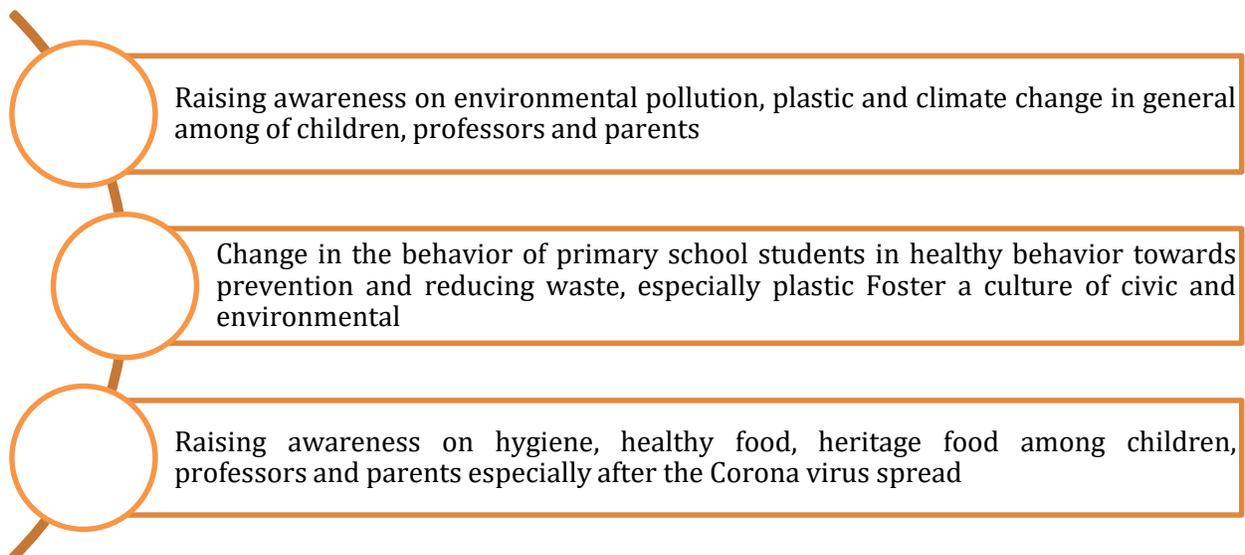
The activity builds on experiences and achievements from another cooperation with the German Goethe-Institut. The Goethe-Institut is the cultural institute of the Federal Republic of Germany with a global reach. It promotes knowledge of the German language abroad, fosters international cultural cooperation, and conveys a comprehensive image of Germany. One of Goethe-Institut's projects is "Dialogue & Transition" programme, which is financed through special funds from the German Federal Foreign Office, and encompasses projects in the culture and education sectors, working towards the goals of qualification and advice, participation, networking and mobility. It connects young stakeholders in culture and education in North Africa and the Middle East and brings them together with partners in Germany.

Under the framework of the "Dialogue & Transition" programme supported by the German Federal Foreign Office, the Goethe-Institut has been implementing several projects facilitating mobility in the culture and education sectors and fostering exchange between stakeholders in North Africa, the Middle East and Germany. Recognizing the importance and strong potential of civil society in shaping societies, one of these projects in particular aims at strengthening civic education and active civil society organizations in the region.



Actually, Change Alliance for Development with her Egyptian partner "Nawaya" using this opportunity created a community of Practice in Civic Agriculture and are currently in the phase of building their capacities. This community participated effectively in the project.

Goals-oriented Approach



Description of the project “Building Sustainable Child (Eco and Healthy Child Component)”

This project was divided into 2 phases:

- **Phase 1:** Enriching and enhancing the capacity of the Community of practice about: the ecological challenges, how to communicate and advocate with children, how to work about the communication and the non-violence speech and the peacebuilding alliances (Training of Facilitators in Hammamet) from 18 to 20 September 2020
- **Phase 2:** Students who benefit from the training in Hammamet conducted the training for the children from Ettadhamen City primary school “How to be an ECO Child / How to be a Healthy Child” in Ettadhamen City, 04 October 2020. This is to mainstream an approach of sustainability of activities and spreading the seeds of change as the students will use the training and the experience lived in their future work as members of the Community of Practice and as actors of change in their local communities.

Profile of the trainer

Diop Abderrahmane, [Food and Nutritional Security Consultant, and Food Safety Expert](#).

Diop holds a bachelor's degree in Nutrition and Human Health, at the University of Nouakchott (Mauritania), and a Master in the same specialty obtained in Tunis, at the Higher School of Health Sciences and Techniques of Tunis and a second master's degree in Food Safety at the Faculty of Sciences of Bizerte.



Mr Diop is the vice President of the ODDs business center for Mauritania which campaigns for the achievement of Sustainable Development Goals in Mauritania as well he is a communication manager for the association of Mauritanian nutritionists. He is very active in community life in both countries Mauritania and Tunisia.

He is leading the particular model simulations of the African Union in Mauritania. Further, he militates for the preservation of the environment and the biodiversity within several NGOs. Besides, he has a social perceptiveness, which is key factor for him as a trainer to allow him to understand the motivation or lack of motivation of the participants and use the information to encourage the development of interpersonal skills.

Other key skill areas of Mr Diop include analytical skills, decision-making skills, interpersonal skills and public speaking skills. Mr Diop delivered the training for the student in Hammamet (from 18 to 20 September 2020) about the main skills and tools for the future facilitator (Students) to work on the Healthy and Eco component with children in Ettadhamen City. Furthermore, he mentored closely the future facilitator (Students) and co-designed with them the workshop to be delivered in Cité Ettadhamen.

Training & Workshops

- **Meeting of preparation 16 September, Synergy Space Tunis:**

For this activity, trainings and workshops were led with the Community of Practice (CoP) in Civic Agriculture. The community represents student leaders in Tunisia. We began by selecting the most motivated 05 students from the (CoP) to join the program.



- **Training of Facilitators in Hammamet from 18 to 20 September 2020:**

Program

18/09/2020	
10h00 à 10h30	Mots de bienvenue et présentation du programme par Sonia Fatmi et Dhekra Elhidri
10h30 à 10h45	Ice-breaking and Brainstorming
10h45 à 11h00	Pause café
11h00 à 13h00	Session1 : Atelier de Réflexion sur la conception et le montage des vidéos, (scénario et script des vidéos relatifs à la campagne en ligne "l'Importance du patrimoine alimentaire Tunisien")
13h00 à 14h30	Déjeuner
14h30 à 16h30	Session2 :Atelier de Réflexion sur la conception et le montage des vidéos, (scénario et script des vidéos relatifs à la campagne en ligne "l'Importance du patrimoine alimentaire Tunisien")
16h30 à 17h30	Présentation des travaux de groupe et restitution
20h00	Dîner

19/09/2020	
9h00 à 9h20	Présentation du Project : For Building Sustainable Child
9h20 à 10h30	Session 1 : Co-design Eco Child Workshop
10h30 à 10h45	Pause-café
10h45 à 13h00	Suite de Session 1 : Co-design Eco Child Workshop
13h00 à 14h30	Déjeuner
14h30 à 16h30	Session 2 : Co-design Healthy Child Workshop
16h30 à 16h45	Pause-café
16h45 à 17h45	Suite Session 2 : Co-design Healthy Child Workshop
20h00	Dîner

20/09/2020	
09h30 à 11h30	Session 3 : Co-design Peace-maker Child Workshop
11h30 à 13h00	Préparation de la campagne en Ligne
13h00	Déjeuner

Description



The training focused on tools for knowledge management that enable students to share the ideas they discussed with nearby children. To make the training hands-on, we worked with students to co-produce a few initial design of the workshop with Ettadhamen City children.



Some Tools and approaches used during the training

- **Check in / Icebreaker**

An introduction was given about the project, the objectives and an overview about the program as well the pedagogy of the training workshop is that we are going to learn together, with each other and from each other, the learning process is participatory and according to an inclusive approach.

The trainer invited participants to stand in a circle and to introduce themselves using a ball play. After that, two participants, who do not yet know each other well, get together and interview one another. Therefore, participants have been divided into pairs to give them the space to introduce themselves, their interests, and their expectation from the training in 10 minutes to each other and after that, each member will represent the other one.

- **Concept: The pyramid of Culture**

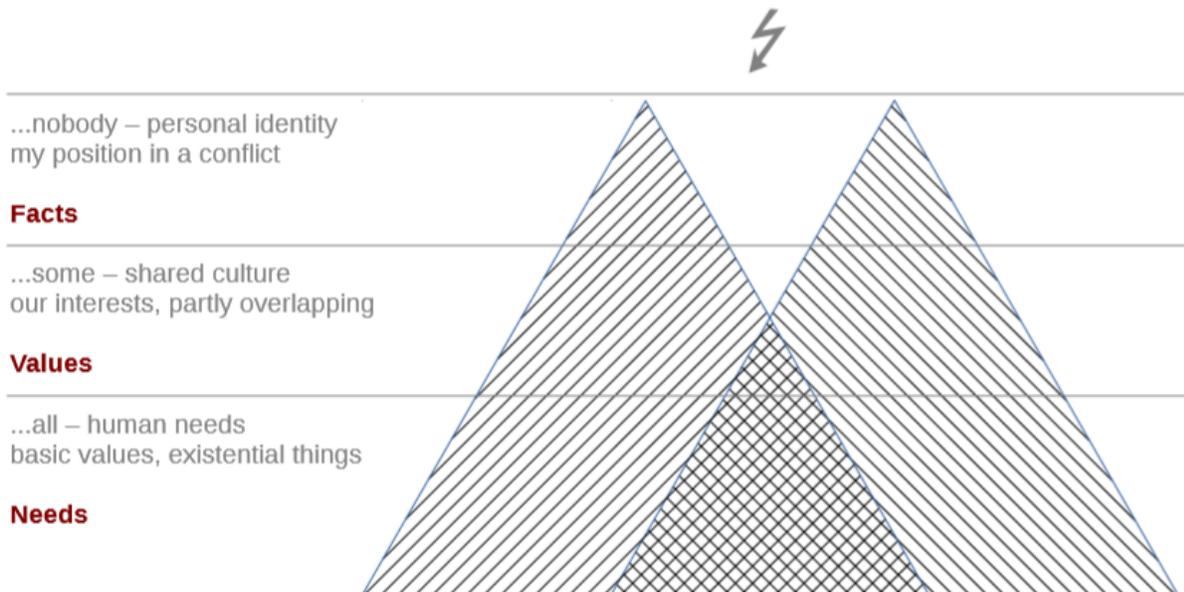
In order to make it easier for participants to get away from positions in a conflict, from playing a **win-or-lose game** and understand the relevance of diversity, the **“Pyramid of Culture”** is a helpful concept for framing a workshop.

It shows that the source of conflict often stems from the top of every individual being different. Going down deeper and deeper into the pyramid, they discovered that we share a lot of interests and basic needs. If we get to the needs, many conflicts will disappear, and those that remain, will be dealt with on a much deeper and existential level. The model also shows that the individual parts of our identity will not get lost on the existential level, but will be related more closely to what we all share.

We give up fighting for our positions, become aware of our identity in a more existential level, opening up for sharing with others.

Every human being is like...

Everyday conflicts between individuals



The two central and basic human needs that have to be fulfilled are:

- **Self-determination:** being able to act freely and unfold my potential
- **Embeddedness:** being recognized by others as part of a social network

From these other existential needs can be derived:

- Security
- Orientation
- Economic stability
- Flexibility
- Spontaneity
- Autonomy
- Respect

Culture can be defined as collective programming of the mind, which distinguishes the members of a group or a category of people from another. The "category" can refer to nations (in our case rural communities), regions within or across nations, ethnicities, religions, occupations, organizations, or genders. A simpler definition is **'the unwritten rules of the social game'**. (Geert Hofstede, 1993).

Working with the concept, we let participants collect cases of individual or collective conflicts from their professional or societal life.

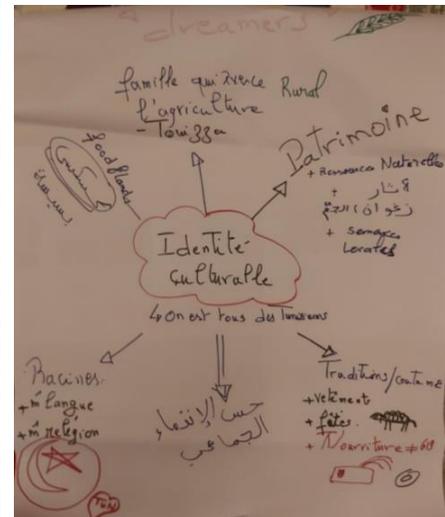
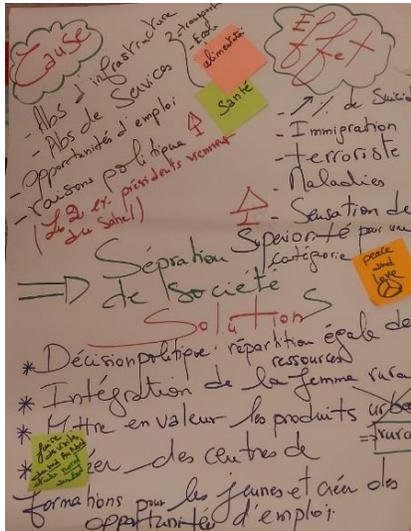
We spited them up into pairs and asked them to think about ways of 'going deeper' with the help of **the Pyramid of Culture:**

- Where do they find shared aspects in terms of culture?
- Where do they find commonalities at the existential level? Let them review the conflict in the light of having done this and ask them to come up with creative solutions that respects the diversity of identities and 'cultures' in society. Put the scheme with only one pyramid on the

Reflection

To do the reflection, we divided them into 2 groups to share between each other their impressions, reflections, thoughts. In plenary, each group discussed and answered about aspects of power structures in society:

- How did you feel when belonging to a powerful group? To a powerless group? Is there a difference - can you realize how others with other group identities feel?
- Which relevance does inclusion and participation of marginalized groups, such as kids and youth from marginalized areas like Cité Ettadhamen, and examples of how this could be done?



Concept: The 4 'T' - Mechanisms of Oppression

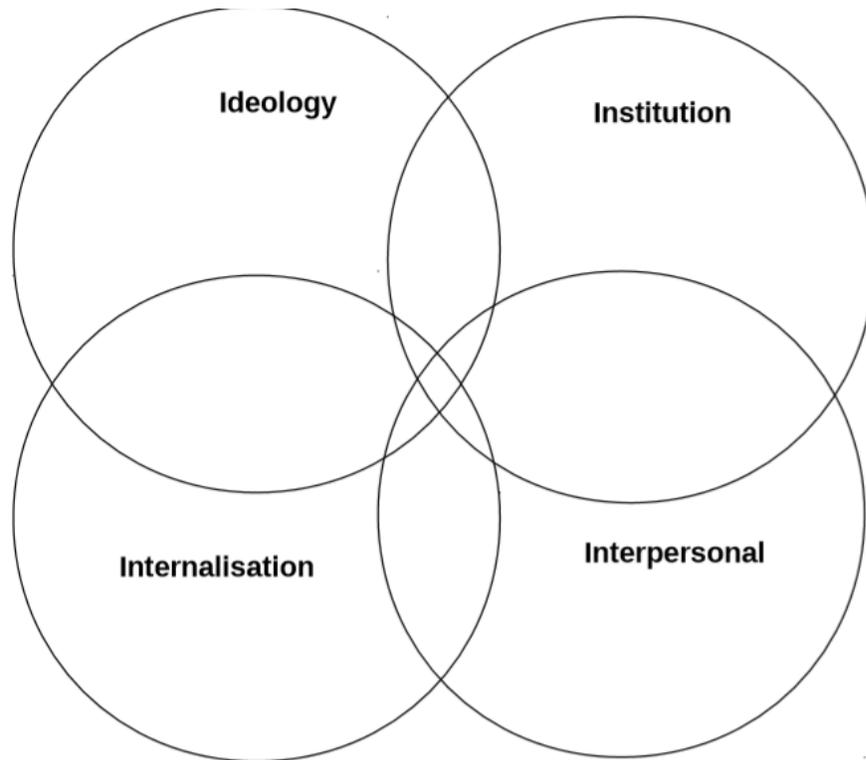
Considering the whole – important goals:

- Realizing the context of a situation or a concrete action:
 - Structures (frame conditions, implicit rules), differences in power, possible discrimination
 - Reflecting assumptions, prejudices and dilemmas in situations of conflict
 - Realizing the logic of a social or societal system – its preconditions and implications.

Discrimination

- **Discrimination** has been defined as '*institutional constraints on self-development*', according to Iris Young (Justice and the Politics of Difference, 1990):
 - **Exploitation:** "a steady process of the transfer of the results of the labor of one social group to benefit another"
 - **Marginalization:** Described as being "...perhaps the most dangerous form oppression. A whole category of people is expelled from useful participation in social life and thus potentially subjected to severe material deprivation and even extermination"
 - **Powerlessness:** "The powerless are those who lack authority or power... those over whom power is exercised without their exercising it; the powerless are situated so that they must take orders and rarely have the right to give them"

- **Cultural imperialism:** *“To experience cultural imperialism means to experience how the dominant meanings of a society render the particular perspective of one’s own group invisible at the same time as they stereotype one’s group and mark it out as the Other”*
- **Violence:** *“members of some groups live with the knowledge that they must fear random, unprovoked attacks on their persons or property, which have no motive but to damage, humiliate, or destroy the person”.*



Concept: The 4 'I' - Mechanisms of Oppression

The 4 'I'

- The model shows 4 dimensions of oppression.
- An example of institutional discrimination is when women earn less than men for the same job.
- This institutional practice is rooted in an ideology that has existed for a long time and has only begun to really change in more recent generations.
- This ideology describes roles of men and women in society.
- For example it has asserted that a man’s role is to be the **“leader”** who stands in public and makes decisions.
- The woman’s role has been described as the one who takes care of household and children, providing emotional support in the education.
- Or, if she has a job, then mainly in the field of service and support, being in any case a burden (and not as enrichment) for economy, as she can become pregnant and then has to be substituted.
- This ideology, combined with the reality of men earning more, and having more opportunities to work for financial gain, has effects on the interpersonal interactions between men and women, as well as amongst men and amongst women.

- In fact, the majority of families today have two working parents, and girls today receive educational and professional opportunities that do not compare to the situation 40 years ago.
- Yet many women will report the feeling of having two jobs.
- After a day at the office, they come home to take on the larger portion of house work and child care. Pressure from all sides to be more available, to be a better wife, mother, or worker, takes place in the interpersonal realm of oppression.
- Often their position at work is not taken as seriously as the same position performed by a man
- The effect of this pressure on the woman in this situation, can weigh her down, leaving her feeling trapped, or feeling guilty, or maybe resentful. It is when individuals come to believe inside themselves the ideology that is supported by institutions and culture, that oppression shows its whole face.
- A woman who is exhausted after working a job, just as a man, and then gives all her other time for house work and family care, and somehow feels guilty or inadequate, has internalized social expectations of her.
- The same is true for a man who feels an extraordinary amount of pressure to earn enough money for the family, and may sacrifice his own potential to fulfill his pre-determined role as a man.
- These four dimensions of oppression overlap and interact. Like gears in a mechanism, they turn to each other.
- Sometimes people argue about which approach for overcoming oppression is more important:
 - Institutionnel – focusing on policies,
 - Individual – focusing on people’s attitudes.
- In fact, these dimensions of discrimination are interdependent.
- We worked with the concept and asked participants what discrimination means to them. The reason is to prepare them for the next activity “Imagining a fair society” with inclusive and participatory aspects.



Activity: Labeling ourselves

Method

Participants are asked to stand in a circle and close their eyes. They were told they could trust that only a small change will be made on their forehead. Even we mentioned “If someone feels uncomfortable about this, he or she can be an observer of the activity”, they were motivated to participate in the activity.

We stucked differently colored stickers on the foreheads of the participants and left two participants without any sticker. After that, participants are asked to open their eyes again and form groups of no more than four persons without speaking.

An open process begins without any interruption or comment by the trainer. The group in the beginning was somewhat shy but after that and with time running they started to get into the activity a forming the groups of 4 and how to make their group stable and strong. For a period of 15 minutes, the participants sit together in their groups formed during the process. They answer the following questions:

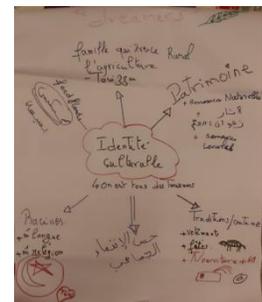
- Why are you a group, which are important criteria for your group?
- How you can be a strong and stable group?
- How does our food heritage and identity shape our relationships to local community?

After 15 minutes:

- Each group selected a name like: Dreamers, 4 Hopes, Synergy
- Answers of questions were various, for instance: we gathered as a group according to stick color, shape and light colors (orange, pink). We are strong and stable because we share the same way of thinking, we are diverse but we complement each other, and another group suggested that their strength that they already agreed to have an organized structure and role sharing

Participatory reflection

Starting from a brainstorming, which is a method for generating ideas to solve a design problem. The strength of brainstorming is that participants had in drawing associations between their **ideas in a free-thinking environment**, thereby broadening the solution space. After that, they were asked to answer a question with a creative way.



Activity: Speed Dating

We prepared two chairs, which were being put together, forming seating locations for participants spread throughout the room. The participants are seating themselves and the trainer announce that several questions will be asked. Then one partner of each pair starts repeating the question, the other partner will give answers for exactly one minute. After that the first partner answers for one minute. Signals are given for the turns. In terms of who begins, we thought of things like the following: the one with longer hair, with more siblings, who has spent more time abroad, with the darker clothing, who is shorter, etc. Then one partner of each pair will leave and look for another chair, then the next question is being asked. Each person write what he/she heard.

Questions were about:

- What comes to your mind when you think about 'equality in the same family talking about your brothers/sisters'?
- What comes to your mind when you think about 'dignity while living in marginalized area'?
- What comes to your mind when you think about 'the right to healthy food'?
- If there was a magic moment: which law would you install in your society?

After that the speed dating activity, we did a reflection, participant shared interesting, and surprising statements they heard as the setting itself and the way of communication and getting to know the others can be focused upon.

After 20 minutes each group was thinking together, they did presentations trying linking agroecology with values and ethics in one hand and in the other hand to be inspired from the different speed dating papers and they did as a group Community of Practice TV show to mainstream that. So they Worked together as one group to produce script and to act (Video about Dialogue).

- **Meeting of preparation 01 October, Synergy Space Tunis:**

During this meeting, we finalized the design of the workshop and organized the activities. As well due to Covid-19 we selected 3 facilitators among 5 students who benefit from the training in Hammamet to deliver the training in Ettadhamen City.

Nihed Weslati Licence and Master degree about hygiene & security at FST Tunis	Sarra Charradi Futur Engineer in Agro-food industry at INAT and	Samar Ellafi Futur Engineer in Phytiatry at INAT
		

The three facilitator co-designed the workshop with the mentoring of the trainer Mr Abderahmen Diop. The facilitators were very motivated as well very keen to apply and conduct the training with the children in Ettadhamen City. The co-design was interactive and very fruitful as they tried to make in practice what they learned from the trainer and from the exchange with the project leader Ms Dhekra Elhidri and the project assistant Ms Sonia Fatmi.

“How to be an ECO Child How to be a Healthy Child” in Ettadhamen City , 04 October 2020:

In this workshop: 18 kids (girls and boys) and 9 mothers were present.

About the Eco-Child Activity:

Activity	Description
Watch and Discuss	Presentation of videos (Eco Heros) and open discussion about: (https://www.facebook.com/watch/?v=1004301040006394)
	Push the children to interact and make their voices heard
	Create synergy and interactivity around it
Charter for Eco-management	Each class is asked to write a part of the school's collective charter about (Hygiene, Environment, Plastic use, Green spaces, etc.) listing each one as an effective and concrete way to work on it
Imagine and Paint	Each class is requested to imagine and paint a pictures around environment



• **Quick energizer**

After the first activity, a quick energizer using a bugle and humor to build the energy in the training environment with children using the Karaoke and singing:

- <https://youtu.be/XqZsoesa55w>
- <https://youtu.be/IYLTc3tGdzc>

About the Healthy-Child Activity

Activity	Description
Watch and Discuss	Presentation of video about Healthy food (Arabic) and open discuss about it https://youtu.be/igKh_ogFLJ8
	Push the children to interact and make their voices heard
	Create synergy and interactivity around it
Fruit and Vegetable Mystery Bag	<ul style="list-style-type: none"> • Identify foods and describe their characteristics • Recognize that plants have several parts from which we can get food
Name That Food	<ul style="list-style-type: none"> • Be willing to try new foods • Be able to talk about why they like certain foods
Supermarket Hot and Cold	<ul style="list-style-type: none"> • Identify foods and describe their characteristics • Recognize that plants have several parts from which we can get food
Food Origins Game	<ul style="list-style-type: none"> • Identify foods and describe their characteristics • Identify foods as coming from plants or animals • Recognize that foods can be divided into groups and have Some idea of what those groups are • Identify members of the community (farmers, truck drivers, factory workers, bakers, and family members) who help provide food • Recognize that plants have several parts from which we can get food
For both parents and Professors: “GO, SLOW, OR WHOA”	<p>Try thinking about foods in terms of “Go, Slow, or Whoa!” The healthiest foods are “go” foods; they can be eaten anytime. Foods that are ok to eat sometimes are “slow” foods. Some unhealthy choices should make you stop, think and say, “Whoa! Should I eat that?”</p> <p>Think collectively about their old diet and heritage food and how to be again integrated into their children diet</p>



Final event

Pictures from the final event and distributing gifts to encourage them to be Eco and Healthy Children and to incentivize them to be Eco and Healthy Hero



Impact of Eco and Healthy Child

Our workshop was able to reach and sensitize children as well as their parents (mothers) from marginalized region in the capitol Tunis. It was their first event and they were very excited, happy and more self-confident.

This was a new seed and an introduction to themes and new knowledge they were not able to reach and get it. It encouraged the children to be more responsible and aware about using ecological products and how to eat healthy and taking care of their well-being.

