




creative minds • open hearts • wild places
A magical learning adventure
you will treasure for life!



school of youth
FOR SUSTAINABILITY & HUMAN FLOURISHING

INFORMATION FOR SPONSORS & PARTNERS

www.schoolofyouth.org

A close-up photograph of a woman with curly hair, smiling warmly. She is holding a yellow and black striped butterfly on her hand. The background is softly blurred, showing more of her face and hands.

We are inspired by the following three core values:

Creative Minds ... Encourage learning through art, music, theatre, dance and diverse creative expressions as a universal language.

Open Hearts ... Embrace the connection with others and nature, experiencing and understanding the self as part of the earth.

Wild Places ... Living profound experiences in the outdoors engaging with the interconnected social, environmental and economic challenges of our time.

Overview



IN A NUTSHELL: The School Of Youth brings together young people (ages 13–21) from different social, cultural, religious and economic backgrounds to engage in a magical 10–day learning experience. Blending outdoor adventures with music, art and philosophy, the programme is highly innovative, developing life–skills related to peace, sustainability, entrepreneurship and human flourishing. Past students and their parents have reported the programme to be life–changing. The educational approach has been developed over the course of 12 years working with thousands of students. Founded in 2012, the School Of Youth is managed by Active Earth Learning and the Next Green Heroes. In 2014 we will host one programme in Catalonia, Spain. In 2015 the School Of Youth will also take place in Scotland and Lebanon. The aim of this booklet is to engage individuals and organisations to sponsor scholarships and build partnerships that will enable this wonderful non–profit initiative to thrive.

Educational Approach

At the School Of Youth, we believe that young people play a vital role in leading the world towards a more sustainable and peaceful future. Professional facilitators, guides and language coaches create a safe and caring atmosphere in which students feel inspired to deeply inquire into themes that truly matter to their hearts. It's amazing what happens when young people from all over the world meet and build deep friendships, bridging geographic and cultural divides.

Activities include rock climbing, canyoning, song writing, land art, yoga, a 24h wilderness solo, communication & team skills, story–telling, workshops on social entrepreneurship, and all the magic that emerges in between. The learning experience is transformative, empowering youth to become more responsible leaders in all aspects of their lives.

Action Learning & Social Change

Our changing times demand that we redefine success not only as economic gain but as the impact of a project or an idea on how it addresses real human and environmental needs. To spark this understanding in students, we work with academics and practitioners to offer the latest thinking on how to become part of the solution to the social, economic and environmental challenges of our times.

Students are exposed to multiple cycles of both action and reflection throughout a variety of activities. Through the use of social media, short films and PR we also allow for the stories of our students' learning experiences to inspire their families, friends, communities and nations.



WHAT WE DO ...



The Programme's Design is based on the United Nations' four pillars of sustainable development – exploring cultural, social, environmental and the economic dimensions. We understand that sustainable development occurs when individuals, organisations and



nations move towards greater harmony within themselves, with others and the more than human world. Hence, the learning experience offered at the School Of Youth waters the seeds of understanding and

awareness and supports students to explore and express themselves more fully, not only through language and theories but also through dance, art and adventure experiences. Such learning then is balanced and enables our students to feel part of a much greater whole. Understood in this way, sustainable development is spiritual at its' core.

We plan activities bridging action, theory and reflection. The learning process develops students' skills and thinking to meaningfully engage with the complexities of everyday life.

Learning Outcomes Are:

- Growth in confidence and the ability to reflect on experiences
- Increased capacity to manage and express difficult emotions
- A capacity to appreciate diversity of ideas, beliefs, cultures and roles
- A deep connection with nature through personal experience and a sense being part of a greater whole
- An understanding and appreciation of sustainable development and social entrepreneurship
- Practical tools to meet societal, environmental and economic challenges
- Improved ability to listen and to communicate in a compassionate way
- Cultivation of a healthy lifestyle
- Understanding personal talents and interest through outdoor and community activities



The crisis we face is first and foremost one of mind, perceptions and values; hence, it is a challenge to those institutions presuming to shape minds, perceptions and values. It is an educational challenge. More of the same kind of education can only make things worse.

David Orr

LET'S DO IT TOGETHER



An Emerging Network

The School of Youth is a non-profit initiative and aims to grow into an emerging international network of different programme promoters, hosts, funders and participants who feel aligned with both the school's mission and educational approach.

We offer an powerful learning and adventure experience which can be scaled across the world and adapted to different regions, organisations and needs. Hence, the School of Youth is a 'white label', meaning that it readily integrates into other brands and businesses.

The educational innovators behind the School Of Youth are Active Earth Learning (UK), Emotive Arts (UK) and the Next Green Heroes (Switzerland). It is our role to ensure the programme's educational quality, integrity and safety by providing training and support.

Come and join the network today!



Let's Do It Together!

Alone we can do so little. Together we can do so much. So should you feel inspired by what you find here, then please get in touch. Generally speaking, you can join us in the following ways:

Be a Sponsor – Especially youth from 'disadvantaged' backgrounds need the help of professional and private funders to provide scholarships and travel to young people from developing countries. We are also open to equipment sponsoring - a great opportunity to promote your brand.

Be a Host - Host the School of Youth programme within your non-profit organisation, school or business, under your own brand, in your country and with our support.

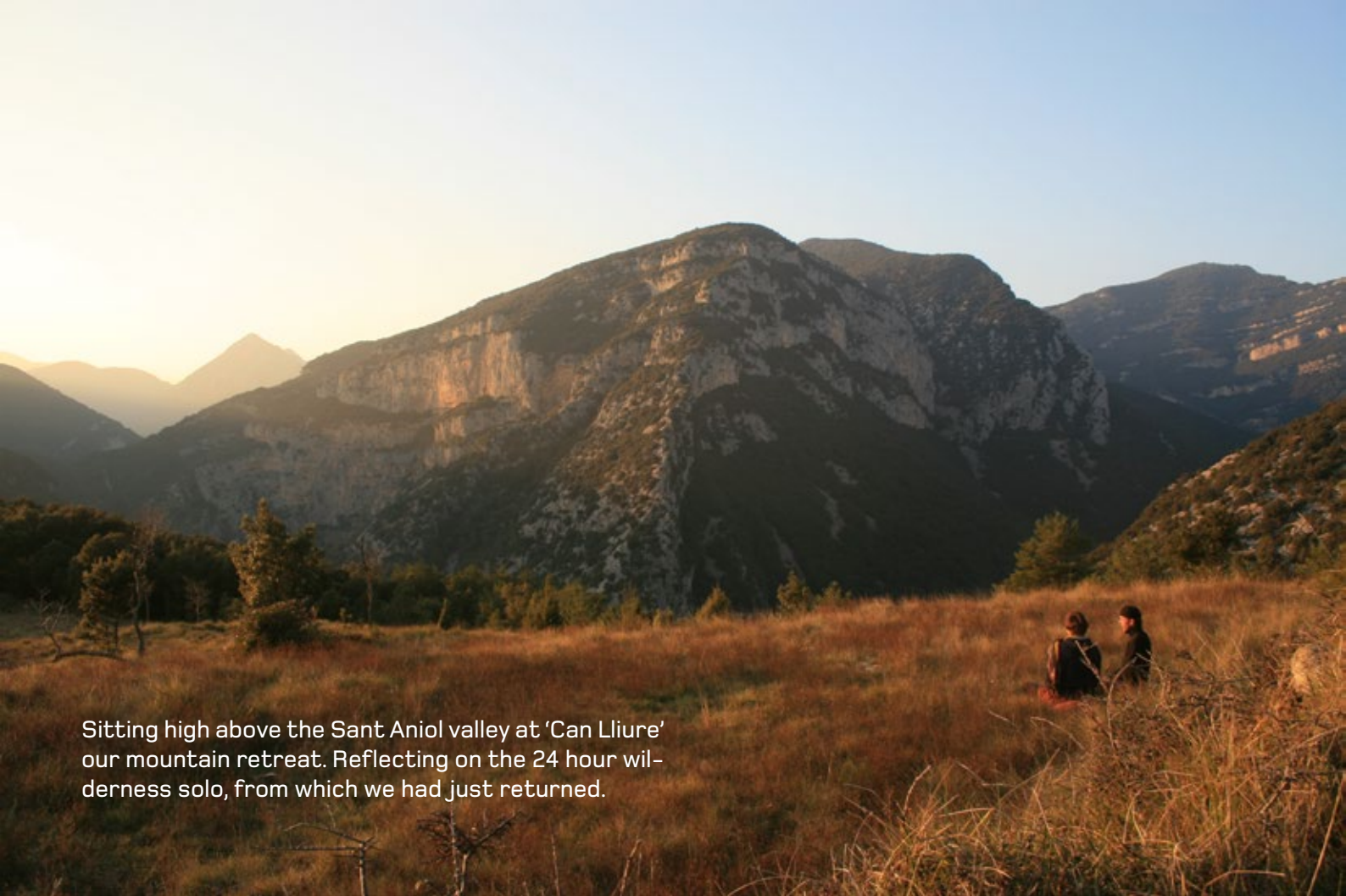
Make it Your CSR Initiative - Seize the opportunity to promote or invest in the development of the sons and daughters of your organisation's employees and stakeholders. Be a creative collaborator and bring your CSR and sustainability concepts right down to earth.

Promote and Co-Create - Offer a cutting edge learning adventure as part of your portfolio in your educational organization, sustainable tour operation or government program.

Our journey starts here.

The pilot programme was supported by:





Sitting high above the Sant Aniol valley at 'Can Lliure' our mountain retreat. Reflecting on the 24 hour wilderness solo, from which we had just returned.

GUIDING PRINCIPLES



Safe Container. Creating a space that is both emotionally and physically safe is the bedrock of our learning community. It is marked by professionalism and an inner posture of true kindness and care.

Sense Of Self. Participants are encouraged to explore their passions, values and beliefs and also spend a night alone in the wilderness as a deep personal journey.

Action & Leadership The nature of the activities give participants opportunities to put into practice the art of acting responsibly towards positive change in and after the camps.

Teamwork. Participants are encouraged to be a part of something bigger than themselves, through living and working in a group of different nationalities and ages.

Interconnectedness. The program incorporates social, ecological, economic and world view dimensions with an appreciation of the complex relationships between the different challenges of our time.

Openness to different ideas, beliefs and cultures. Participants learn to appreciate diversity and different cultural norms, beliefs, languages and rituals as well as tolerance for other individuals or views different to their own.

Service Learning. Each camp contributes to the place and community where the camp is held, for example through eco-building, tree planting, land art or a creative contribution.

Social Entrepreneurship. With the participation of social entrepreneurs, students are exposed to new ideas on how to impact social and environmental problems in today's global economy.

Different Ways Of Knowing. The program provides a blend of experiential, presentational, propositional and theoretical learning to provide a richer, deeper and more useful reflection on life experiences.

Challenge By Choice. None of the activities are obligatory, and the students have the opportunity to influence the program based on their individual learning needs and wishes as well as those of the group.


Language Immersion. All activities are carried out in English to encourage students of varying language abilities to express themselves in a fun and non-intimidating environment.



... AND HOW IT'S DONE

The Latin educare comes from roots suggesting a “leading out” or “leading forth”, with possible implications of developing innate abilities and of expanding horizons.

Thompson



Safety briefing just before stepping into silence for the 24 hour wilderness solo

The program offers a diverse range of adventure, art and community based activities. While no single activity is compulsory, students are encouraged to take part in a variety of different options and experiment with new challenges. Each activity covers a number of learning outcomes.

Canyoning & Water Trekking. A journey led by professional canyoning guides through an awe-inspiring and otherworldly landscape. Equipped with wetsuit, helmet and harness students take on abseils down beautiful waterfalls, jump into crystal clear pools and slide down smooth rocks.

Rock Climbing & Trekking. A gentle introduction to rock climbing with experienced guides and climbers lead a journey through dry riverbeds, up colourful limestone cliffs and through ancient archways and caves. Participants learn how to belay and trust each other to safely move up vertical cliffs in one of Europe's most beautiful climbing areas.

Archery & Meditation. Exercises for calming body and mind prepare participants to practice the art of sport-archery based on the ancient Samurai techniques of medieval Japan. Archery is used to help participants find focus, be present and at one with their environment.

Eco-building & Land Art. Using mud, sand, clay, bamboo, straw and other materials at hand we combine age-old technologies with functional, artistic and decorative concepts to create something both useful and beautiful following the principles of permaculture design.

Project Building Towards Change. Visiting social entrepreneurs will explain their innovative projects and impact on environmental and social issues, inspiring students with ways on how they can concretely act in the world.

Music & Dance. With the support of experienced artists, participants are given the space to find expression through music, dance and performance. They may learn a new instrument, create a song, a rap, write a poem or simply feel the beat of a drum.

Yoga & Massage. Participants learn yoga postures and simple breathing exercises to energize the body and calm the mind. They also have the chance to give and receive massages, learn techniques such as Indian head massage, reflexology and how to make natural remedies.

24h Wilderness Solo. The solo is about making space to slow down, reflect and reenergize; a magical and potentially transformative experience. After days of preparation, participants are alone in the wild for 12 hours, followed by a celebratory return to base, and sharing of the experience.

Learning Domes. A variety of games, films, dances, theory sessions and group exercises are carried out in geodesic domes. Used as social spaces, the domes design supports a grounded yet modern atmosphere.



Different Ways of Knowing

Knowing will be more valid—richer, deeper, more true to life and more useful— if these four ways of knowing are congruent with each other: if our knowing is grounded in our experience, expressed through our stories and images, understood through theories which make sense to us, and expressed in worthwhile action in our lives.

- Experiential knowing** is by being present with, by direct face-to-face encounter with, a person, place or thing. Knowing through the immediacy of perceiving, through empathy and resonance.
- Presentational knowing** emerges from the encounters of experiential knowing, by intuiting significant form and process in that which is met. Its product reveals this significance through the expressive imagery of movement, dance, sound, music, drawing, painting, sculpture, poetry, story and drama.
- Propositional knowing** 'about' something is intellectual knowing of ideas and theories. Its product is the informative spoken or written statement.
- Practical knowing** is knowing how-to do something. Its' product is a skill, knack or competence—interpersonal, manual, political, technical, transpersonal.

(Heron and Reason, 2008)

Leila (16, Spain) focusing. The art of archery is explored in theory and practice - one of our youths favourites.

A TYPICAL WEEK



Typical Week, Sessions & Ways of Knowing at the School Of Youth

■ Propositional Knowing
■ Experiential Knowing

■ Presentational Knowing
■ Practical Knowing

| Day 1 - World vision & Social Dimension | |
|--|--|
| At Camp | |
| Saying bye to the parents | ■ |
| Welcome, setting the culture | ■ ■ |
| Orientation on camp | ■ |
| Dinner | ■ |
| Mandala of Personal Objects | ■ |
| | |
| Day 2 - Deep Ecology & Social Dimension | |
| Morning circle | ■ |
| Dry canyon hike | ■ ■ |
| Learning objectives | ■ |
| Rock climbing session | ■ ■ |
| Swim in river, relax, sunbathe | ■ |
| Diagram of systemic self | ■ ■ |
| Daily review session | ■ |
| Jam Session - Songwriting | ■ |
| | |
| Day 3 - Economic & Social Dimension | |
| Adventure trail - climbing trial | ■ ■ |
| Guided meditation on top of mountain | ■ ■ |
| Abseil from top of mountain | ■ |
| Swim and sunbathe | |
| Back to Camp | |
| Leaving for mountain retreat | |
| Intro on principles of social entrepreneurship | ■ |
| Creative sessions with entrepreneur | ■ ■ |
| Enjoying the place | ■ |
| Dinner | |
| Dancing | ■ |
| Sleeping under the stars | ■ |
| | |
| Day 4 - Economic Dimension | |
| Wake up at mountain retreat | ■ |
| Designing projects social entrepreneur | ■ |
| Trekking into the valley | ■ |
| Swim & jumping at zen pool | |
| Back home to camp | |
| Storytelling | |
| Movie night - Into the wild | |

| Day 5 - Deep Ecology & Social Dimension | |
|---|--|
| Social entrepreneurship review session | ■ |
| Chat about the overnight solo | |
| Yoga session | ■ ■ |
| Deep relaxation & massage | ■ |
| Into the valley for 24 h wilderness solo | |
| Special dinner in valley | ■ |
| Safety brief - emotional, physical | ■ |
| Overnight solo | ■ ■ |
| | |
| Day 6 - World Vision & Social Dimension | |
| Return from solo | |
| Big celebratory brunch at the river with music & swimming | ■ ■ |
| Solo review: | |
| Land art describing our stories | ■ |
| Verbal process: I hear the story... | ■ ■ |
| Back home to camp | |
| Community cooking | ■ ■ |
| | |
| Day 7 - Economic & Social Dimension | |
| Ribbon game on the ecology of economy | ■ ■ |
| Blind square | ■ |
| Team building theory | ■ |
| Consensus decision making process | ■ ■ |
| Trip to the beach | |
| Celebration of week one at beach | ■ |
| Week Review, Freefall writing, reexperience week | ■ ■ |
| Group performance to express their week | ■ |
| Night under the stars at the beach | ■ |
| | |
| Day - 8 Lazy Day | |
| Return from beach | |
| Chill out at camp | |
| Trip to roman bridge for a swim | |
| Free evening at camp | |

... Days 9 & 10 focus on closing, transfer & transition.



Breakfast at camp: Food is important and students participate in preparing meals and making the camp into a beautiful home. We take great care that food is tasty, healthy and organic where possible.

A TYPICAL DAY



Before The Camp, each student completes a learning questionnaire and is given a session with his or her personal tutor at the beginning of the week to gauge learning needs and interests.

Each Day is a unique learning journey, tailored around the learners' needs, combining a balanced mix of physical activities, disclosure of theory, silence, relaxation and creative group work. None of the activities are compulsory and students are given the opportunity to choose how their time on the programme unfolds.

At The End of each day students have the chance to reflect on their actions, explore abstract concepts and experiment with their own ideas. Participants are also directly involved in running the camp as they share tasks around cooking and keeping the camp tidy and beautiful.

The Community Of Learning at the School of Youth is made up of participants, staff and volunteers from a great diversity of countries. The camp includes single- sex sleeping tents, geodesic domes and Native American tipis for group activities, kitchen and eating areas, showers and toilets and open spaces for outdoor activities.

A Typical Day Schedule

08:00 Energetic wake-up activity, ie. yoga

09:00 Breakfast

10:00 Activity time, ie. canyoning; exploring the theme of emotional development experientially and through theory sessions along the way

13:00 Lunch en route

17:30 Return to camp

18:00 Reflection of the day

19:00 Free time

20:00 Dinner

21:00 Free time, optional film, music or workshops

23:30 Silence



Banxaeu (13, Ethiopia) and Andrea (16, Spain) climbing 'the fin', before enjoying a guided relaxation on it's summit.

SAFETY & PARTICIPANT SELECTION



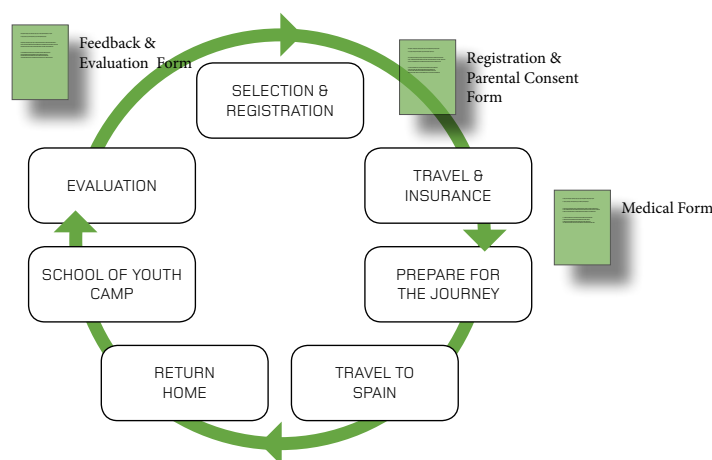
Safety First

At the School of Youth, our students' physical and emotional well-being is our priority. Hence we operate a comprehensive Safety and Risk Management policy. Our operational backbone is an impeccable safety record and 12 years of experience in safely guiding thousands of participants through learning adventures.

We put greatest care in selecting and training our team of highly qualified and experienced guides and facilitators. Our facilitator-participant ratio is 2:8. All safety equipment is maintained at a top standard. All staff and activities are covered by our professional liability insurance. Students are required to show proof of a health and accident insurance.

Youth Selection Process

Besides family-funded participants, the School Of Youth seeks out private sponsors and foundations to provide scholarships to youth leaders from diverse regions of the world, who greatly benefit from such intercultural learning. Based on a number of criteria, the youth selection process is managed in partnership with charities and NGOs who run youth programmes locally such as Mercy Corps or Save the Children. Hence, a close relationship between NGO, student and their family is characteristic. NGOs support communication with student's families and help with organising visa and travel. Affiliation with a local programme enables students to receive ongoing guidance and mentoring upon return.



Music plays a big part at the School of Youth. Here Fergal, our great musical facilitator from Ireland is teaching Janna and Banxa some new tunes. Making music together is one of our students favourite past times: Whether drumming, playing the guitar, singing, dancing or just clapping along –they just love it.



MEASURING QUALITY



Programme Evaluation

During the camps we employ individual and group evaluation methods. Through social networks we continue the learning process. The following evaluation mechanisms are used to date. They demonstrate a successful programme with great potential for expansion, as well as areas for improvement.

During the Camp

Individual evaluation and mentoring: Each participant chooses a “mentor” to support their personal learning journey. Three half-hour sessions with their mentor to help define a set of personal learning objectives and provide a confidential space to support our students on a personal level. The team found the mentoring process particularly useful for those participants who had travelled far from home for the first time, had undergone a deeply impacting personal growth experience through the adventure or solo activities as well as those who had personal issues to deal with back home. The next camps will aim to give a more structured process to mentors to this process with their students.

Daily group learning reflections: At the end of each day everyone in the group (participants and facilitators) reflects on the day’s learning through a variety of different techniques often using the environment or art to aid expression, exploration and deep listening. Parts of these sessions will be recorded in the future and used as visual support for outreach.

After the Camp

Each student completes an evaluation form covering different aspects of the camp. Making new friends and meeting new cultures from all over the world is what students considered as most valuable. The participants felt that they were expanding their personal boundaries on adventure activities such as the 24-hour wilderness solo, canyoning and rock climbing. Music and archery and the facilitated spaces for reflection were highly graded. In follow-up conversations, parents indicated a significant increase in students self confidence and personal development. Future camps will engage visiting social entrepreneurs for an increased focus on social change and inspiration towards action. We are now diversifying our international team to working with guides and facilitators from various countries (including Arabic-speaking) and offer language classes in both English and Spanish during the programme.

Visual Arts and Media Outreach

A Facebook group has been set up for participants to share photos of their experience as well as news from back home relevant to their experience. For example one participant posted about an environment prize they had won, another about the political situation in their country (Palestine) and others asking for deeper learning related to themes covered at the camp. Future camps will develop a digital book for participants to take away with them including pictures, reflections and recipes. Short movies and documentaries will also be made to better communicate the experience.

Banxa, Camille, David and Jimena at work in the mud. Practical hands-on activities, such as building a pizza oven at our mountain retreat, are just as important to overall learning as theory sessions, dialogue or direct experiences.



WHAT STUDENTS SAY





Banxayeu Casals, aged 13, from Catalonia

"At the School of Youth I learnt so many new things I've never tried before. I made friends with people from different countries and cultures and it felt like we were a family. I'm so grateful to have taken part, the experience has been unforgettable and I hope to go back next year."



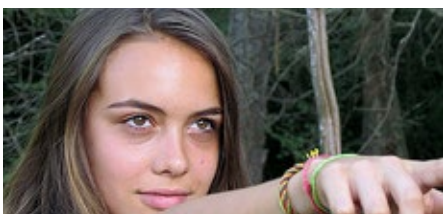
Kevaughn Campbell, aged 18, from Jamaica

"Words can't express the joy, love and knowledge I gained in such a short time. At the School of Youth a shell of mine was broken unlocking creative thoughts I didn't know I possessed. The summer was like the stars in the sky, it showed me you can be whatever you put your mind to. AHOO!"



Ghayda Hamoudeh, aged 16, from Palestine

"Nothing can stop you from achieving your dreams! At the School Of Youth you are accepted for who you are. Although we came from different backgrounds and cultures, we shared the same goal – to learn from each other – because we need many hands to make big changes in the world."



Janna Ribes, aged 13, years from Spain

"The best part was the solo, being by yourself in the wilderness, facing your fears, getting to know who you really are. The School Of Youth is a beautiful experience, you learn about yourself, others and different cultures. It's really worth it, Go if you can!"



Belal Dalas, aged 15, from Palestine

"I asked God to give me water, he gave my rivers, I asked God to give me a tree, he gave me woods, I asked God to give me light, he gave me the sun, I asked God to give me friends, he gave me you ... thank you School Of Youth!"



Camille Smith, aged 19, from Jamaica

"One of the biggest problems in the world right now is how we're treating the environment, we all know the heat is coming down on us right now and here at the School Of Youth they've helped me know that I can help the system even just by small steps."



MADE WITH LOVE BY...

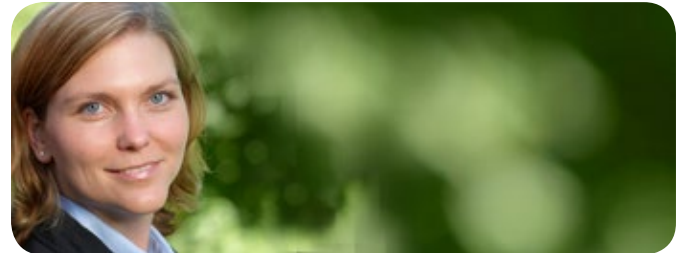
Korbi Hort | Founder & Programme Director



As a qualified guide and facilitator Korbi draws on over 15 years of experience and has safely led thousands of people through inspirational learning experiences. Korbi is passionate about creating atmospheres in which people feel at ease and inspired to explore what truly matters to their hearts. He believes that wild nature is a great teacher. If combined skilfully with music, art and intellectual inquiry it can help people to expand boundaries and to express themselves more fully.

Korbi is a director at Active Earth Learning and initiated Easy Day, the Active Earth Foundation, the School of Youth and the Avalon School. He holds a Masters degree in Sustainability and Responsibility from Ashridge Business School and a BSc in Outdoor Education from Edinburgh University. Korbi lives next to his cherished Sant Aniol valley in Catalunya, Spain.

Vera Knauer | Strategy & Partner Relations



Vera Knauer is a strategy consultant for family businesses, specialized in sustainability. As the CEO of a Swiss joint-stock company, she gained experience in coining different business models and making them come to life. She obtained a Master degree in sustainability and responsibility at Ashridge University in England. Her other degrees are in business and systemic coaching. As a teenager, she took part in a European televised sailing project, La Fleur de l' Lampaul, living alongside other youths with natives in different countries around the world and participating in youth projects.

Vera is the founder of the Next Green Heroes, a non-profit organisation based in Switzerland who has joined the School of Youth camps to offer a focus on social entrepreneurship to empower youth to translate their learning into action. Vera lives in Nürnberg, Germany.

Jed Milroy | Creative Director



Jed is a group facilitator and an Edinburgh based folk musician, philosopher and mountain leader. He brings these passions together in his group work. Drumming, dancing, singing, song-writing, story telling, rock climbing, mountaineering and wilderness solos are just some of the possibilities when Jed is with a group. As an experienced facilitator of all age groups and backgrounds, Jed brings an extraordinary passion to his work, a passion that is just as evident in the musical performances he gives. Jed is a director at Emotive Arts and lives with his wife Jo in Edinburgh, Scotland.

Marion Arnaud | Communication & Outreach



Marion has worked with NGOs and the United Nations, most recently on Cote d'Ivoire where she organized initiatives to promote social cohesion, reconciliations and the protection of populations. From this experience she has gained extensive knowledge of the inner-workings of projects with positive social impact. With more than 15 years living as an expatriate, she has been deeply involved in education, humanitarian and art projects around the world. Marion currently lives in Amman, Jordan.

Juliet Wolfe | Catering, Language Coaching & Yoga



Juliet loves to share her knowledge of food and nutrition and hopes to inspire people to make more conscious choices about what they eat. Juliet is also a gifted musician, studied yoga and art therapy and is a certified English teacher. She is currently engaging in marine conservation projects in Mallorca where she now lives.

Fox-Pitt | Host & Promoter



David, founder of WildFox Events, loves putting on adventure challenges because of the money they raise for good causes. He estimates that so far his events have raised around £25 million for charitable work, helping tens of thousands of people both in the UK and the developing world. *"I would not be interested in running these events if it wasn't for the real difference they are making to people on the ground."* His passion, to support youth from all walks of life to grow and learn, has found an expression in his Project Northern Lights. David lives and works on the south shore of Loch Tay in the Scottish Highlands. David and his wife Jo have a busy home life with their three young children: Sacha, Isla and Jamie.

Connection is why we're here. It's what gives
purpose and meaning to our lives.

Brenè Brown



THE JOURNEY AHEAD



Aims


After the successful pilot programme held in August 2012 in Spain, the School of Youth has ambitions to extend the programme to a wider target audience, consolidating the experience and co-creating new programmes elsewhere. Our long-term goal is to deliver innovative, financially sustainable, partnership-based, replicable learning journeys with the potential to scale across the world.

The cost per participant depends on both programme location and the number of participants per camp. For 2014 we calculate of a cost per head of approximately 950,- Euro. We expect to reduce the costs per head significantly as the programme becomes more established. For more information on partnership concepts, budget and strategy please contact us.

To Reach our Goals we Will:

2014 – 2015. Establish Partnerships with organisations and networks to share knowledge and to co-create new programmes; with sustainable businesses, foundations and private sponsors to provide opportunities for young people to participate from different countries; and with tour operators interested in providing “green” products in their portfolio.

2015 – 2016. Scale & Replicate Learning Journeys in Lebanon and Scotland and grow our camp in Spain. Continue follow up learning and mentoring with students.



And above all, watch with glittering eyes the whole world around you because the greatest secrets are always hidden in the most unlikely places. Those who don't believe in magic will never find it.

Roald Dahl

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