



Eco-Wednesday



WINTER 2026

ARGONAUTA'S EDUCATIONAL
PROGRAM FOR CHILDREN



Some notes

Words from the author

Eco-Wednesday is a project that addresses groups of 20 children from the kindergartens in Murter and Betina. Over the course of 10 workshops held every Wednesday, we address ecological topics related to their everyday lives. Our goal is to use non-formal education to raise awareness among the children about current ecological issues and how they can already take action. More generally, we also aim to teach them about their surroundings, the beauty of nature, and some useful skills.

As a summer camp facilitator back in France, I am used to organizing workshops with children of that age. However, making them educational and entirely focused on ecological topics was a first for me and a real challenge, specially in another language.

But at the end we could notice that the children had a lot of fun, and in order to share my work with other teachers or NGOs that share our values and objectives, we decided to create this ebooklet summarizing our workshops. You will also find a list of all the necessary resources.

For 4 of the 10 workshops, I decided to reuse materials created by a previous volunteer colleague. Therefore, this e-booklet only includes the 6 workshops that I created myself.

We sincerely hope this manual will be useful to you and inspire other educational initiatives in favor of our planet.

Naelys Pret-Gueguen, ESC volunteer



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Workshop 1

LET'S BUILD A TINY GREENHOUSE!

**Skills:**

Motor skills; Patience; Gardening skills

Learning objectives:

Identify the basic needs of plants (water, light, soil); Understand the role of greenhouses in protecting plants; Sensibilize the kids to green and outdoors activities

Competences:

Scientific awareness; Autonomy and responsibility; Group participation

**Material needed:**

- Questions (act 1)
- Pictures of items (act 1)
- Clay pebbles / gravel (act 2)
- Potting soil (act 2)
- Seeds (act 2)
- Plastic bottles (cut in half) (act 2)

**Workshop's structure:**

Presentation of the theme (5')

Activity 1: Move if you know (15')

Activity 2: Create my mini green house (30')

Conclusion (5')

Workshop 1



Activity 1: Move if you know

Children will play an active and fun game on the floor. Pictures representing different items will be placed around the space. The facilitator will ask questions such as:

- "What is good for a plant?" → Sun, soil, water
- "What is dangerous for a plant?" → Plastic, cold
- "What can help a plant grow?" → Greenhouse

Children must quickly move to the picture that corresponds to the correct answer. This game encourages learning through movement and helps children understand the needs and risks for plants.

At the same time, the children will be explained the process of plant growth and how greenhouses help protect them.



Activity 2: Construction of a mini greenhouse

Each child will receive all the materials needed to build their own mini greenhouse. Step by step, they will follow the construction process with guidance. Once their greenhouse is ready, they will plant the seeds inside.*

Please find here the video tutorial:

<https://www.youtube.com/watch?v=3K0zhSBQkMM>

**If you have enough time and the material required, you can offer them the possibility to decorate it according to their taste. However be careful, that a whole painting activity takes too long and doesn't fit in the 1h program.*



Conclusion:

To conclude the workshop, the children will play a very short activity called "Thumbs Up, Thumbs Down." The facilitator will give statements such as: "Plants need water to grow" or "Plastic is good for plants," and the children will have to confirm or reject the statement as quickly as possible by putting their thumbs up or down. This will wrap up the workshop in a fun way.

A picture can also be taken with them and their new tiny greenhouse. :)



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Workshop 2

MY CARBON FOOTPRINT ADVENTURE

**Skills:**

Communication; Teamwork; Creativity

Learning objectives:

Understand what a carbon footprint is; Identify everyday activities that produce more or less Carbon emissions; Reflect on daily habits; Identify simple actions they can take to reduce their impact

Competences:

Scientific awareness; Autonomy and responsibility; Critical thinking; Environmental awareness

**Material needed:**

- List of actions (act 1)
- List of actions/ words to mimic (act 2)
- Green/ red paint (act 3)
- Footprint x4 (act 3)

**Workshop's structure:**

Presentation of the theme (5')

Activity 1: Is it good for the environment? (15')

Activity 2: Pantomime (20')

Activity 3: The carbon footprint of the class (15')

Conclusion and picture ! (5')

Workshop 2



Introduction:

Introduce the concept of Carbon footprint by asking the kids if they know what it means.

Then provide them a simple explication:

"A carbon footprint is the pollution "bad air" we create through our daily activities, like how we travel, what we eat, or how we use electricity."

When we use energy, we send something into the air that isn't very good for the Earth. Your carbon footprint is like an invisible footprint you leave behind. 🦶

But here's the good news! 🌱

You can make your carbon footprint small and kind.

Then you can give the group some pictures to help them picture it more clearly.



Activity 1: Is it good for the environment?

The objective is to help children understand the difference between activities that create a lot of carbon (bad for the planet) and those that create little carbon (good for the planet).

The children stand in the middle of the room. On the left, there is a green paper representing good actions. On the right, there is a red paper representing bad actions.

The facilitator says an everyday action, and the children move either to the left or to the right depending on whether they think the action is good or bad for the planet.

Examples:

- Walking to school ✓
- Taking planes ✗ (to fly the planes use a lot of fuel like in the car but even more so it produces a lot of carbon - bad air)
- Taking short showers ✓
- Using a reusable bag instead of plastic bags ✓
- Throwing plastic packaging on the floor ✗ (pollutes the soil and then it will destroy the trees but the trees are the ones that help cleaning the bad air)
- Use plastic bottles ✗ (creates a lot of plastic...)
- Eat a lot of meat ✗ (to have a lot of meat we have to create a lot of space for many animals and for that we destroy a lot of forests...)
- Eating local fruits and vegetables ✓



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Activity 2: Pantomime game

The objective is to reinforce children's understanding of carbon-related actions through teamwork and creativity.

Divide the group into two teams. One person from a team comes forward to mime a given word or action. Both teams try to guess, and the team that guesses first wins a point.

This activity is connected to the previous one because the words that are mimed come from the actions introduced in the earlier game.

Examples:

- Driving a car
- Watching the TV Walking
- Throwing food
- Showering
- Driving a bike
- Taking the plane
- Eating
- Throwing packaging on the floor

After each round, have a short discussion and if the action was bad for the environment, they have to think about an alternative. Here it is important to emphasize their ideas for solutions.



Activity 3: The carbon footprint of the class

This workshop aims to help children concretely understand the concept of a carbon footprint by measuring their own. The group is divided into four teams. Each team receives a blank sheet with the outline of a footprint, as well as green and red paint. The facilitator states green and red affirmations, projected on the board for clarity. Children who answer yes to green questions add a green dot to the poster, while those who answer yes to red questions add a red dot. At the end of the game, compare the posters: the team with the most green dots on their footprint has the lowest carbon footprint and wins.

Example of green affirmations:

- I walked or rode my bike instead of using a car today. 🚲👣
- I turned off the lights when I didn't need them. 💡❌

Red affirmations:

- I rode in a car or bus today. 🚗🚌
- I left lights on when I wasn't using them. 💡



Conclusion:

To conclude, ask the children to name one good action they do every day in order to emphasize the positive, and then take a group picture with the footprints.



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Workshop 3

RENEWABLE ENERGIES: THE POWER FROM NATURE!



Skills:

Logical reasoning; fine motors skills; Physical coordination

Learning objectives:

Explore the concept of energy in daily life and recognize where it comes from; Understand the difference between renewable and non-renewable energy sources; Learn how wind, sun, and water can create energy; Reinforce environmental awareness through visual and hands-on activities; Develop basic mechanical understanding by creating a simple windmill

Competences:

Expressing creativity while representing energy and nature; Observing and analyzing energy sources in the environment



Material needed:

- Maze (x20) - act 1
- Colouring page (x20) - act 2
- Pens - act 2
- Cissors - act 3
- Prepared thik color paper for windmills - act 3
- Glue - act 3
- Paper straw - act 3
- Thumbtack - act 3



Workshop's structure:

Introduction: where does the energy come from? What are renewable energies?

Activity 1 : Find the good way!

Activity 2 : My landscapes and its windmills

Activity 3 : Creation of my own litle windmill

**this activity requires two facilitators*

Activity 4 : Game : Windmill Freeze

Conclusion



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Workshop 3



Introduction:

Start the session by asking the children:

What do you think makes the lights turn on, the TV work, or your phone charge?

Definition:

Energy is what makes things move, work, or turn on. It is all around us, in the lights at home, in the heater, in the cars, in our phone, everywhere. Some energy comes from **non-renewable sources** like coal, oil, and gas, which can run out and sometimes harm the Earth. Other energy comes from **renewable sources** like the sun, wind, and water, which never run out and are healthier for our planet.

explanation for the kids:

Did you know *you* have energy too?

When you run, jump, or play, that's your energy, you get very warm = energy!

Energy can come from different places.

Some energy comes from things like coal, oil, and gas.

But these can run out, and they can make the Earth feel a bit sick.

Other energy comes from nature—like the sun, the wind, and water.

These never run out and help keep our Earth happy and clean 🌍

When you explain the different ways energy is made, you can use pictures to show the children that some sources are better than others in many ways.



Activity 1: Find the good way

The objective of this activity is to help children understand the difference between energy sources that are harmful to the planet and those that are good for it. Each child receives a maze sheet with three entrances: one representing coal, one representing oil, and one representing wind energy. The exit of the maze leads to a healthy nature scene, symbolized by a flower.

The children do the activity on their own and at the end when they are over we start a discussion with them about which way led them to the solution. The point here is to emphasize on the fact that choosing renewable energy, like wind, helps nature stay healthy, while non-renewable energy sources leads nowhere.



Activity 2: My landscape and its windmills

For this activity, the children receive a coloring sheet with an image of a landscape. They color the landscape and then add windmills in different places where they think they would fit best. The objective of this activity is to help them become familiar with seeing windmills as a natural part of their environment.



Activity 3: Creation of my own little windmill

In this handicraft activity, the children have the opportunity to create their own little windmill. It is important to prepare all the materials in advance. Their main task is to fold the paper into the correct shape and decorate it as they like. Once this is done, we move on to the next activity while a team member finishes attaching the windmills to a stick, which is too dangerous for the children to do themselves.

Please find here the link of the tutorial:

<https://www.youtube.com/watch?v=VjpTKrdm5Kc&t=25s>



Activity 4: Game: Windmill Freeze

This last activity is a game that allows the children to move and have fun while still thinking about windmills, helping them become familiar with the concept. For this game, the facilitator stands facing the wall at one end of the room, while the children start at the other end. When the facilitator closes their eyes, the children must move as quickly as possible, pretending to be leaves blowing in the wind, trying to reach the wall. They only have three seconds to move, counted by the facilitator. When the facilitator turns around to look at the children, they must freeze in a windmill position and remain still as long as the facilitator is watching. If the facilitator catches anyone moving, they must go back to the starting point. The first child to reach the wall wins.



Conclusion:

To conclude the session, take a group picture of the kids blowing on their windmills.



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Workshop 4

FIRST STEPS IN RECYCLING/ UPCYCLING

**Skills:**

Observation and identification; Teamwork and cooperation; Critical thinking and reasoning

Learning objectives:

Understanding waste and its impact; Understanding the characteristics and the differences of recycling and upcycling; Commitment to eco-friendly practices

Competences:

Collaboration and communication by working as a team, sharing ideas and actively participating in discussions on environmental topics; Ability to think about how to reuse trash; Artistic awareness

**Material needed:**

- pictures of waste x10
- pictures of the same waste but once upcycled x10
- eggs carton
- paint
- glue
- markers

**Workshop's structure:**

Introduction: What is recycling/ upcycling?

Activity 1: Treasure hunt

Activity 2: Turning eggs cartons into something new

Conclusion



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Workshop 4



Introduction:

To start the session, ask the children if they know what happens to trash when we throw it away. Then explain that some trash is burned, which is not good for the environment because it creates pollution in the air. Other trash is buried in the ground in places called landfills, where it can stay for a very long time.

Explain that when we recycle, some of these materials can be transformed and given a new life.

Then tell them that before throwing something away, they can think about whether they could reuse it and turn it into something new, or even something better.

Next, show them a few objects and ask if they have ideas on how to transform them. It is important to let them speak freely and encourage all their creative ideas. If they don't have suggestions, you can show them pictures of the same objects after they have been recycled or reused.

The goal of this introduction is to help children understand the idea of recycling while encouraging their creativity.



Activity 1: Treasure hunt

In this activity, the kids will take part in a fun treasure hunt around the classroom or office space. Each child will search for one hidden picture card. The cards will show either an item of waste or something that has been creatively upcycled from that same material.

Once each child has found their card, they will move around the space to find the person holding the matching pair. For example, a picture of plastic bottles might be matched with an item made from recycled plastic.

The game continues until all pairs have been successfully found.

To conclude, the group can gather together to share their matches and their impressions.



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Activity 2: Turning eggs cartons into something new

For this activity, each child will receive some prepared egg cartons. The idea is to upcycle them into something new and beautiful.

The goal is to show that recycling and upcycling before throwing things away can be easy and fun.

The children will paint their egg cartons in any colors they like and place them on a canvas to create the shape of a plant.



Conclusion:

To conclude this session, take a groupe picture with the kids and their artwork



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Workshop 5

HOW SHOULD WE TRAVEL?

**Skills:**

Observation and identification; Teamwork and cooperation; Critical thinking and reasoning

Learning objectives:

Understanding the different ecological impact of vehicles; Be aware of one's impact when one travel

Competences:

Collaboration and communication by working as a team, sharing ideas and actively participating in discussions on environmental topics; Ability to think about how to reuse trash; Artistic awareness

**Material needed:**

- pictures of vehicles
- music box
- audio
- white paper
- color pensils

**Workshop's structure:**

Introduction:

Activity 1: Guess the vehicle, is it eco-friendly?

Activity 2: My imaginary eco-friendly vehicle

Activity 3: Follow the leader

Conclusion



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Workshop 5



Introduction:

To start the session, ask the children if they travel with their parents, whether often or not, and how far they have already been. Then ask them how they travel—by car, bus, plane, bicycle, or other means.

Next, explain that today you will talk about different ways of traveling and their impact on the environment.



Activity 1: Guess the vehicle, is it eco-friendly?

For this activity, the children will be split into four teams. Each team will have pictures of different vehicles in front of them.

The first part of the activity is an audio game in which the children listen to a sound and guess which vehicle it is by picking the correct picture.

They listen to the sound, take some time to think as a team, and then, on the count of three, show their answer.

Once all the vehicles have been identified, ask the children to think about which ones are best for the environment and which are not. They discuss this in their teams and then arrange the pictures in order.

Afterward, you check their answers and give them the correct order, along with simple explanations.

While explaining, you can use a simple demonstration: ask them to push something heavy. Explain that the heavier something is, the more energy it takes to move it. You can compare a car to a sofa, and a plane to a very big, heavy sofa.

The audio:

[https://www.google.com/search?](https://www.google.com/search?q=kids+game+related+to+way+of+transportation&og=kids+game+related+to+way+of+transportation&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCTIxMTU1ajBqN6gCALACAA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:756bb37f,vid:E-IVNX0Q2Uo,st:0)

[q=kids+game+related+to+way+of+trnsportation&og=kids+game+related+to+way+of+trnsportation&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCTIxMTU1ajBqN6gCALACAA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:756bb37f,vid:E-IVNX0Q2Uo,st:0](https://www.google.com/search?q=kids+game+related+to+way+of+transportation&og=kids+game+related+to+way+of+transportation&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCTIxMTU1ajBqN6gCALACAA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:756bb37f,vid:E-IVNX0Q2Uo,st:0)

- challenge 2 = moto
- challenge 3 = plane
- challenge 11 = train
- challenge 18 = bicycle
- challenge 19 = a car
- challenge 20 = sailboat



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Activity 2: My imaginary eco-friendly vehicle

For this activity, each child will receive blank paper, pens, and colored markers. They will be asked to draw their imaginary vehicle that allows them to travel without harming the environment. It can be anything they can imagine—the goal is to encourage their creativity and imagination while also thinking about a real environmental issue.



Activity 3: Follow the leader:

In this activity the kids will play the game follow the leader.

In this game, one child is chosen to leave the group for a short moment while the other children stay inside. During this time, the group quietly chooses one “leader.”

The leader starts making simple movements related to the theme of vehicles and travel, such as pretending to walk, ride a bicycle, drive a car, or steer a bus. The rest of the children must carefully watch the leader and copy their movements without revealing who the leader is.

When everything is ready, the child who left the group comes back and observes the group. Their task is to guess who the leader is. They have three chances to find the correct leader.

If they guess correctly, the leader is revealed. If not, the group shows who the leader was.

After each round, a new child is chosen to leave the group, and a new leader is selected so everyone gets a turn.

The goal of the game being to emphasise in a funny way on the topic of vehicles reminding them that some movements and vehicles are better than others.



Conclusion:

To conclude this session, we ask the kids if they remember the order from the least to the most polluting vehicle. Then take a group pictures with their imaginary vehicles.



Workshop 6

ECO-HEROS TO THE RESCUE!

Skills:

Observation and identification; Critical thinking; Imagination

Learning objectives:

Understanding that to be a hero we don't need to do big impactful actions, it can be small but precise and repetitive; The biggest eco-heroes are the tiniest animals like bees, ant and snails; It is important to protect even the little species on our planet.

Competences:

Artistic expression by drawing

Material needed:

- White paper
- Color pencils
- Images of some little animal/ insects

Workshop's structure:

Introduction: Discussion about their famous heroes

Activity 1: Draw your imaginary eco-hero

Activity 2: Find their real eco-hero

Activity 3: Dance the hero

Conclusion

Workshop 6



Introduction:

To start the session, ask the children about their favorite female and male heroes, giving them the opportunity to describe their physical characteristics and their super-power.



Activity 1: Draw your eco-hero!

For this activity, start by asking the children if they know any eco-heroes. Then, reflect with them on what their outfits and superpowers could be. After that, each child receives a blank sheet of paper and colored pencils and has 20 minutes to draw their imaginary eco-hero. When they are finished, ask if anyone would like to present their drawing.



Activity 2: Find the real eco-heroes

Here, introduce the children to the idea that eco-heroes may look different from what they expect, and that they may already be around us, they probably even know some of them. Then, give the children time to find the pictures of the insects that were hidden in advance in a specific place. Once the children have found them all, give a short description of each insect and share some fun facts about them. For example, the bee is a hero because it transports pollen. A fun fact is that bees communicate by doing a little dance.



Activity 3: Dance the hero

This activity is more focused on movement. When the music is playing, the children have to dance, and when the music stops, the facilitator announces one of the little animals presented earlier. The children then have to mimic that animal until the music starts again. It is a very fun activity that also aims to remind the children about the little animals that are eco-heroes.



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**Conclusion:**

To conclude this session, take a group pictures with their drawing or mimiking one of the litle eco-heores.



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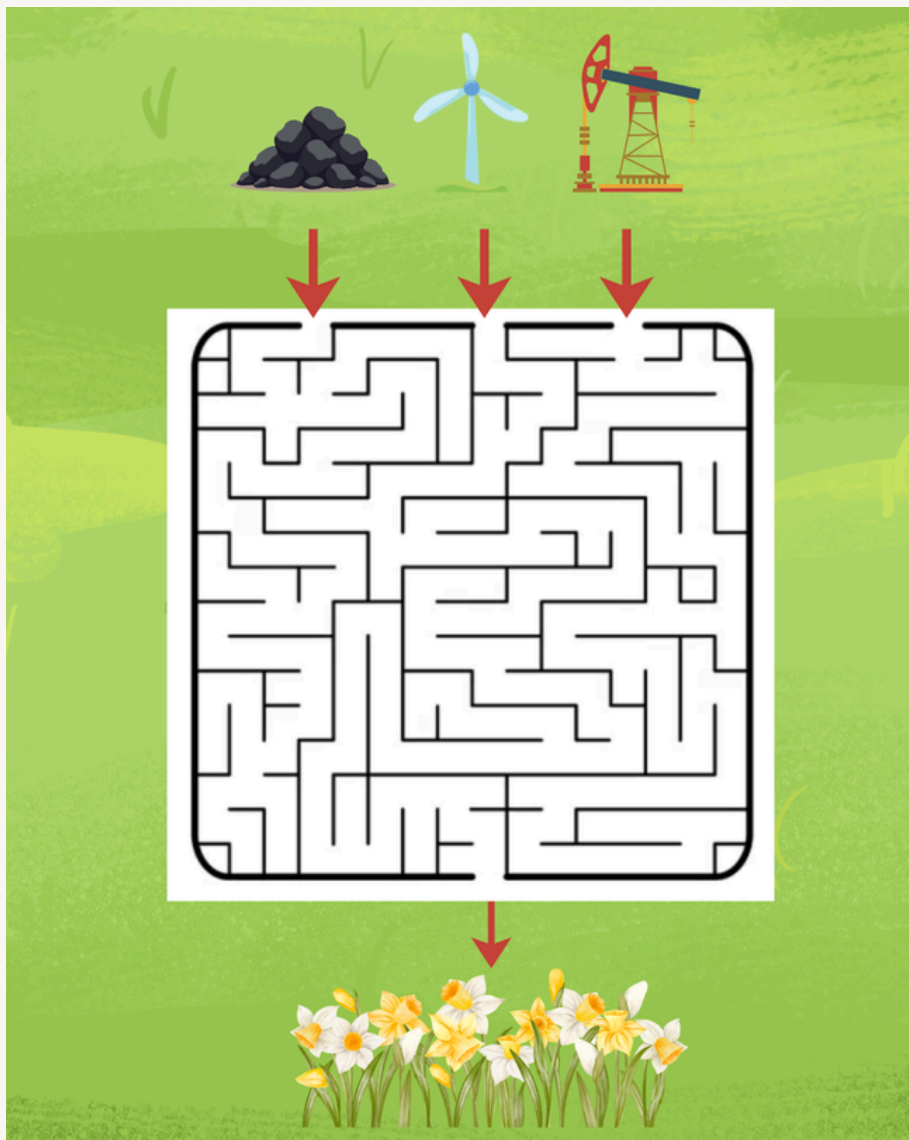
**Thank you
for reading!**

WE WISH YOU A NICE IMPLEMENTATION
OF THE WORKSHOPS. DON'T FORGET TO
CHECK THE FOLLOWING APPENDIX
WITH THE MATERIALS :)



Appendix

Workshop 3



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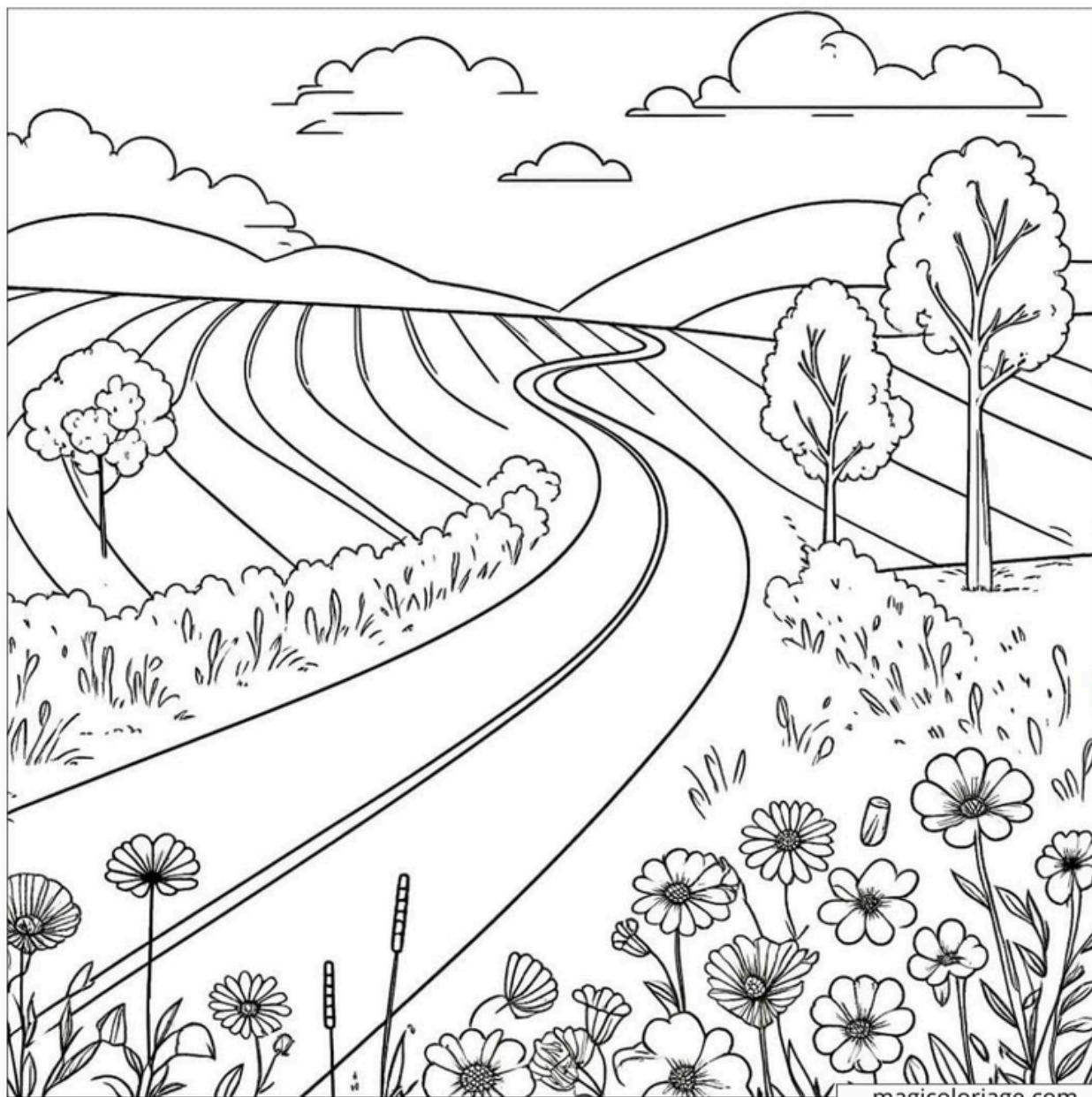


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Workshop 4



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Workshop 5



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About WIN PROJECT and European Solidarity Corps

ARGONAUTA IS A PART OF THE EUROPEAN SOLIDARITY CORPS (ESC).

IN THIS CAPACITY, THEY HOST TWO VOLUNTEERS FOR ONE YEAR AS PART OF THE ESC PROJECT "VOLUNTEERING IN MURTER – WIN." THIS INITIATIVE AIMS TO PROMOTE ENVIRONMENTAL AWARENESS, COMMUNITY DEVELOPMENT, AND SOLIDARITY BY ENABLING ESC VOLUNTEER ACTIVITIES ON THE ISLAND OF MURTER.

THE ESC WIN ACTIVITY COMPRISES HIGH-QUALITY COMMUNITY SOLIDARITY TASKS, CREATED BASED ON A THOROUGH STUDY OF THE NEEDS AND OPPORTUNITIES FOR VOLUNTEERING WITHIN THE LOCAL MURTER COMMUNITY.

THESE TASKS ADDRESS LOCAL SOCIETAL CHALLENGES WHILE ENHANCING THE PERSONAL SKILLS OF VOLUNTEERS, THE SOCIAL IMPACT OF THE INVOLVED ORGANIZATIONS, AND THE OVERALL WELL-BEING OF THE MURTER COMMUNITY.

THE EUROPEAN SOLIDARITY CORPS (ESC) IS A EUROPEAN UNION PROGRAM AIMED AT STRENGTHENING SOLIDARITY IN VARIOUS FIELDS, SUCH AS HELPING DISADVANTAGED PEOPLE, PROVIDING HUMANITARIAN AID AND COMMITTING TO HEALTH AND ENVIRONMENTAL CAUSES BOTH WITHIN THE EU AND BEYOND.



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About ARGONAUTA

ARGONAUTA, FOUNDED IN 2005, IS A NON-GOVERNMENTAL, NON-PARTISAN, AND NON-PROFIT ORGANIZATION.

TODAY, IT OPERATES BOTH LOCALLY AND REGIONALLY, AIMING TO SUPPORT THE SUSTAINABLE PROGRESS OF THE COMMUNITY. THIS IS ACHIEVED THROUGH THE CONSERVATION AND PROMOTION OF HERITAGE, THE ENCOURAGEMENT OF CIVIC ENGAGEMENT (PARTICULARLY AMONG THE YOUTH), FOSTERING COLLABORATION ACROSS VARIOUS SECTORS, AND FOSTERING THE GROWTH OF SOCIAL ENTREPRENEURSHIP.

TO KNOW MORE ABOUT ARGONAUTA'S ACTIVITIES, CHECK OUR WEB PAGE, THE FACEBOOK PAGE AND INSTAGRAM PROFILE;



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