

Project LLABS : Lifelong learning for adults to become sustainable

13-Pp-GRU-128

**Lifelong Learning Programme – Grundtvig action – Learning partnership**



## **GOOD PRACTICES IN ADULT EDUCATION**

***Examples of good practices for the implementation of sustainable development in non-formal adult education***

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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## 1. Adult Education for Sustainable Development (AESD)

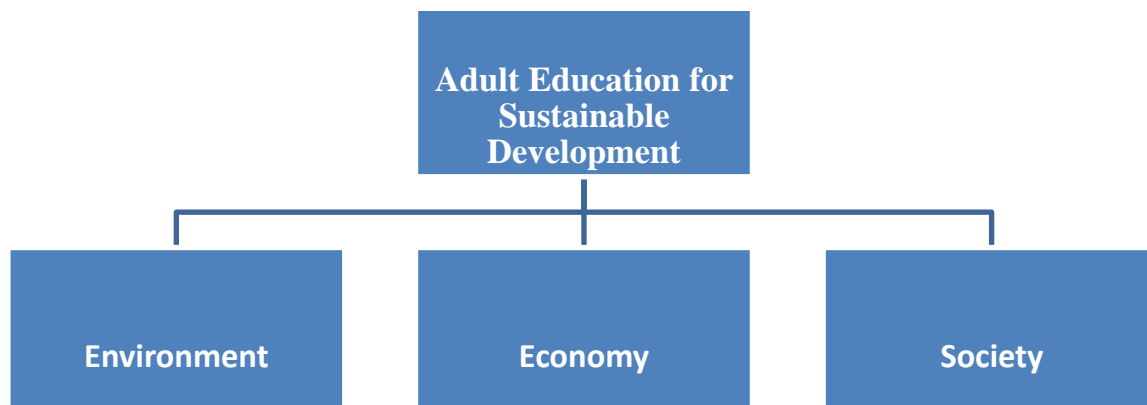
Education for Sustainable Development is an approach to teaching and learning based on the ideals and principles of as well as sustainability - human rights, poverty reduction, sustainable livelihoods, peace, environmental protection, democracy, health, biological and landscape diversity, climate change, gender equality, and protection of indigenous cultures. In these and many other dimensions, education for sustainable development is aligned with the vision and goals of UNESCO.

The role of adult education for sustainable development (AESD) is aimed to help people to develop the attitudes, skills, and knowledge useful to take their own benefit not only at present time but also at the future.

The vision of adult education for Sustainable Development (AESD) is meant to give everyone the opportunity to benefit of a quality education and learn the values and to behave sustainable future and positive societal transformation.

AESD is for everyone, at all stages of the adult life, it is an approach that engages multiple sectors and stakeholders, including media agencies for public awareness of sustainable development.

AESD includes all three pillars of sustainable development - society, environment and economy. By embracing these elements in a holistic and integrated manner, AESD enables all individuals to fully develop the knowledge, perspectives, values and skills necessary for a life of quality.



**Environmental** – Education for environmental sustainability develops the ability to exploit the environment as a "distinctive element" of the territory, while ensuring the protection and renewal of natural resources and heritage. It is even more – it as an approach to the adult education with the incorporation of environmental aspects, mainly implicitly, in an informal way and naturally.

**Economy** – Education for economic sustainability develops the ability to produce and maintain in the territory the maximum added value, combining resources in order to enhance the products and local services

**Social** – Education for social sustainability develops the ability of individuals to act effectively together, with various institutional levels.

The AESD is a lifelong learning process, which takes a holistic approach and encourages the use of reflection and not just the formal learning but also non-formal and informal learning to reach all citizens. AESD touches all aspects of life and includes the respect of future generations.

Sustainable development was defined in the 1987 by UN Brundtland Commission report: Our Common Future, as the development that meets the needs of the present without compromising those of future generations.

This simple complex dynamic implicates and stresses the interdependence of the environment, society and the economy.

Project LLABS contributes to the first above mentioned part – the adult education may be essentially improved by the incorporation of some aspects in terms of the protection of environment and sustainable development.





Partners decided that it might be very efficient if there is an open handbook or booklet with concrete examples of best practices which will be on disposal to all teachers, trainers, lectors and other persons who carry out any educational activity for adults who are interested in new approaches taking into account environmental aspects.

## 1.1 Education for Sustainable Development in Italy

In December 2002, the United Nations General Assembly adopted resolution 57/254 to put in place a United Nations Decade of Education for Sustainable Development (DESD), from years 2005 to 2014. UNESCO was designated as the lead agency for the Decade.

The overall goal of the Decade of Education for Sustainable Development is the integration of the principles, values, and practices of sustainable development into all aspects of education and learning.

The Decade's four key objectives are:

-  facilitating networking and collaboration among stakeholders in ESD
-  fostering greater quality of teaching and learning in ESD
-  supporting countries in achieving their millennium development goals through ESD efforts
-  providing countries with new opportunities and tools to incorporate ESD in education reform efforts.

The UNECE Strategy for Education for Sustainable Development (Vilnius 17-18 March 2005) is the result of a long and complex process of development which has changed the vision of Environmental Education, transforming it into a pre-requisite for sustainable development and making the rise as an instrument for good governance and decision-making processes of the common values of solidarity, equality and mutual respect. It was placed at the centre of sustainable development, so "... that meets the needs of the present without compromising the ability of future generations to meet their own needs" (Brundtland Report, 1987).

Italy was one of the first European countries to work towards the inclusion of the subject of the Environmental Education within the school countries, issuing Circular 149/1996 (La Ferla) of the Ministry of Education, which proposed an 'EA as a link between nature and culture "to enable every individual through education to contribute to sustainable development" (objective truth).

The following principles of the Charter of Fiuggi 1997 document signed by the Minister of Education and Minister of the Environment, stated the characteristics of environmental education towards sustainable development and awareness.

In this way they introduced in the school system the "Guidelines for Environmental Education and Sustainable Development" <http://www.slideshare.net/Ciube/lineeguidaeass2010?related=1> undertaken by the Ministry of Environment in collaboration with the Ministry of Education, University and Research. They have been sent to all schools to promote environmental education among youth and sustainable consumption, the project is a part of the new field of "Citizenship and the Constitution."

The concept of sustainable development refers to economic growth that meets the needs for well-being of our societies in the short, medium and long term, especially because of the view that development must meet the needs of the present without compromising the growth prospects of future generations.

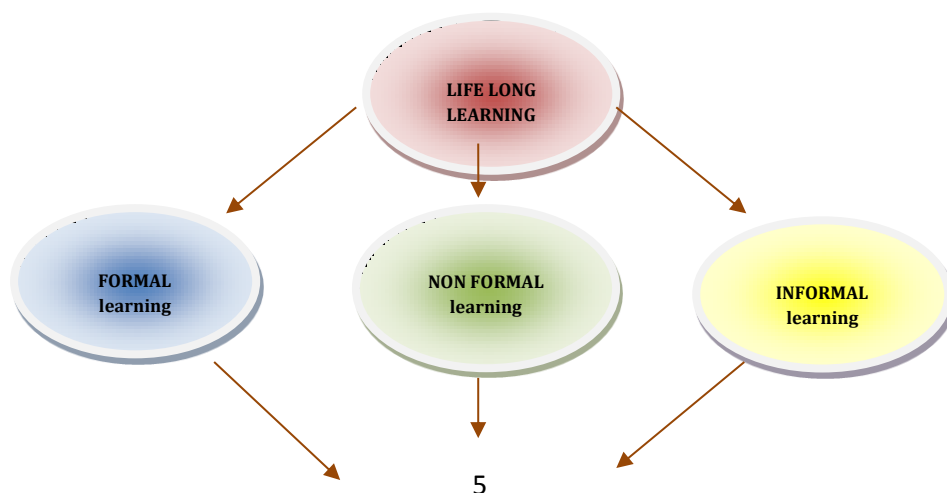
The Education for Sustainable Development, therefore, is open to all, regardless of age, and lies in the perspective of lifelong learning that involves all possible fields of education, whether formal, non-formal or informal.

According to the UN, we can distinguish different types of education:

**Formal learning:** it is practiced in education and training institutes which leads to diplomas and recognized qualifications; then place the entire education system, from primary school to university and includes a variety of programs and specialized agencies for technical and vocational training.

**Non-formal learning:** It generally takes place outside the mainstream systems of education and training, and sometimes parallel to those structures it doesn't normally obtain official certificates. Non-formal learning may be acquired on the job or during activities of organizations or civil society groups (youth groups, trade unions and political parties). This course can also be dispensed by organizations or services to formal systems (classes teaching art, music or sports classes or private tutoring to prepare for exams)

**Informal learning** is a natural accompaniment to everyday life. Non-formal education is not necessarily intentional and it cannot even be recognized by individuals themselves during their life intentional and it cannot even be recognized by individuals themselves during their life.



**OBIETTIVO  
COMUNE**  
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sviluppo sostenibile  
a livello individuale e

### **What is Education for Sustainable Development?**

Education for Sustainable Development (ESD) processes emphasize the need for stimulating a holistic, integrated and interdisciplinary approach to developing the knowledge and skills needed for a sustainable future as well as changes in values, behaviour, and lifestyles.

This requires us to reorient education systems, policies and practices in order to empower everyone, young and old, to make decisions and act in culturally appropriate and locally relevant ways to address the problems that threaten our common future.

According to UNESCO, ESD is about learning to:

- ✚ respect, value and preserve the achievements of the past;
- ✚ appreciate the wonders and the peoples of the Earth;
- ✚ live in a world where all people have sufficient food for a healthy and productive life;
- ✚ assess, care for and restore the state of our Planet;
- ✚ create and enjoy a better, safer, more just world;
- ✚ be caring citizens who exercise their rights and responsibilities locally, nationally and globally.

This represents a new vision of education, a vision that helps people of all ages to better understand the world in which they live, addressing the complexity and interconnectedness of problems such as poverty, wasteful consumption, environmental degradation, urban decay, population growth, health, conflict and the violation of human rights that threaten our future.

ESD aims to show the following features:

- Interdisciplinary and holistic: learning for sustainable development should be embedded in the whole curriculum, not as a separate subject;
- Values-driven: it is critical that the assumed norms - the shared values and principles underpinning sustainable development - are made explicit so that they can be examined, debated, tested and applied;
- Critical thinking and problem solving: leading to confidence in addressing the dilemmas and challenges of sustainable development;
- Multi-method: word, art, drama, debate, experience, different pedagogies which model the processes. Teaching that is geared simply to passing on knowledge should be recast into an approach in which teachers and learners work together to acquire knowledge and play a role in shaping the environment of their educational institutions;
- Participatory decision-making: learners participate in decisions in the way they learn;
- Applicability: the learning experiences offered are integrated in day by day personal and professional life;

- Locally relevant: locally uses the language(s) which learners most commonly use. Concepts of sustainable development must be carefully expressed in other languages and cultures because each language has its creative ways of expressing new concepts.

### **Key characteristics of education for sustainable development**

It seems that it doesn't exist any universal models of ESD, while there is an overall agreement on principles of sustainability and supporting concepts. Each country has to define its own sustainability and priorities on education actions.

The goals, emphases and processes must, therefore, be locally defined to meet the local environmental, social and economic conditions in culturally appropriate ways. Education for sustainable development is equally relevant and important for both developed and developing countries.

ESD has essential characteristics that can be implemented in many culturally appropriate forms.

Education for sustainable development:

- ✚ is based on the principles and values that underlie sustainable development;
- ✚ deals with the wellbeing of all three realms of sustainability – environment, society and economy
- ✚ promotes life-long learning;
- ✚ is locally relevant and culturally appropriate;
- ✚ is based on local needs and it often has international effects and consequences;
- ✚ includes formal, non-formal and informal education;
- ✚ meets the evolving nature of the concept of sustainability;
- ✚ addresses content, taking into account context, global issues and local priorities;
- ✚ builds civil capacity for community-based decision-making, social
- ✚ includes tolerance, environmental stewardship, adaptable workforce and quality of life;
- ✚ is interdisciplinary. None discipline can claim ESD for its own, but all disciplines can contribute to ESD;
- ✚ uses a variety of pedagogical techniques that promote participatory learning and higher-order thinking skills.

These essential characteristics of ESD can be implemented in myriad ways, so that the resulting ESD programme reflects the unique environmental, social and economic conditions of each locality. Furthermore, ESD increases civil capacity by enhancing and improving the workforce, social tolerance, environmental stewardship, participation in community-based decision-making, and quality of life. To increase civil capacity in these five areas, formal, non- formal and informal education must be combined.





## 2. The template for the collection of good practices

1	Present the group of adult learners who are addressed with the concrete education/topic/lesson
2	Present the topic of the concrete example
3	Describe your ideas how to present the issue (the position of the topic in the nature, relations with some interesting things, impact to the environment, relations to people, history of the topic, a new exploitation of the old things, etc.
4	How do you actively involve participants? Bring several examples.
5	Who can benefit from the topic/new arrangement of things, new relations, etc.?
6	What interesting have you found on your approach?
7	What is innovative on your lesson?
8	Is there anything what must be presented in a traditional way as a school education?
9	Which of innovative tools did you use (games, quizzes, group discussions, role plays, sport – movement, excursions, searching in the nature, internet searching, short videos or films, combination of some of them, other approaches...)
10	Which characters of participants do you mostly exploit? How? Why?
11	Add other interesting notices or experience which you have made with your course/lesson.





### 3. Examples and ideas about the implementation of sustainable development in the non-formal adult education

#### 3.1 Czechia – Brownfield Vítkovice

1	Present the group of adult learners who are addressed with the concrete education / course / topic / lesson
	Adult women – no age restriction
2	Present the topic of the concrete example
	<b>The history and new exploitation of brownfields</b> (a part of sustainable development)
3	Describe your ideas how to present the issue (the position of the topic in the nature, relations with some interesting things, impact to the environment, relations to people, history of the topic, a new exploitation of the old things, etc.
	<p>Sometimes are adult women participants of some courses or re-qualifications courses and a part of it is the sustainable development or the protection of the environment. Competences in those areas are considered to be an important part of actual literacy of all people not only of experts or specialists in these branches.</p> <p>That is why the approach is as interesting as possible so that women are not scarred from a topic which might be considered as strange for them. The basic methodology is an excursion to an area of a former industrial factory – nowadays a brownfield changed into an open-air museum.</p> <p>Women are given in advance some hints for an individual website searching and learning about the open-air museum. Moreover, just older women lived in the time when the industry was the most important branch for job places and they remember the last history of industrial factories in the town. The teacher who organises and leads the course takes into account all these elements and now s/he must monitor the entry sum of knowledge about the topic. Before the excursion s/he organises and facilitates a discussion with the group of women. S/he poses some question about the history of the industry in the town, history of the steel factory with high ovens, s/he asks for opinions about the advantages and disadvantages of the industry, about the relation industry – the quality of the environment and nature, about the declination of the industry and its impact to inhabitants of the town and to the nature.</p>



In the first phase women contribute with memories from their ancestors' stories held in the past time in the industrial town and having any relation to the present brownfield. The conclusion from the discussion is the mapping of the past time – the time of the biggest luster and renown of the place.

The second part of the course starts with the excursion in the brownfield. Women collect a lot of interesting and important information from the guide and from panels located at all important places of the museum and describing parts, buildings, machines and equipment of the factory with an explanation of their purpose.

After the excursion, in the third part of the course, women gather together in an educational facility and complete a questionnaire with a multiple choice prepared by the teacher in advance. Questions concern various items mentioned in previous parts of the course.

Remaining in the educational rooms, women show a short film about several types of brownfields, plans how to use a brownfield for various purposes, how to develop innovative strategies for an inclusion of re-cultivated brownfields into the everyday life of inhabitants of the concerned town or village and how to live with brownfields in a neighbourhood without any danger for the health of people. To sum it up, how a brownfield can be included into a sustainable development of a town, a village or a region.

In the fourth, final part of the course, women go for a walk through the whole area and learn relations between the whole procedures of the production of the steel – it is unique on this brownfield. But this uniqueness has gone and any new uniqueness should be found. And again – women exploit their phantasy and creativity how might be used some parts of the museum for new cultural, education and sport activities. Some of them start to express their feelings in hand-made products which they used to create – paintings, patchworks, products with beads, from thin paper rolls, ceramic products, earrings from thin wires and with some stones, etc.

In the end women evaluate the course and suggest new topics from the field of “Sustainable development” which they are interested in after this course.

**4** How do you actively involve participants? Bring several examples.

Participants spend several hours on places which are topics of the courses/lesson. In this case it is an excursion to a brownfield – an area near the centre of the former industrial town where were mines, high ovens, steelworks and machinery factory. The area is now protected as the UNESCO heritage and it serves as an educational and cultural complex for the broad general public including students.

**5** Who can benefit from the topic/new arrangement of things, new relations, etc.?



	Adult women themselves, enterprises and companies, member of families, the town...
6	<p>What interesting have you found on your approach?</p> <p>The target group – adult women – are not scared from topics which are mainly not from areas they are used to be mostly employed. An adequate combination of several methods supports the openness of women to accept new knowledge, to be interested in learning and to explore actively new information. They take the topic of “Sustainable development” and “Protection of nature” as something what they understand, what is tangible, what they can influence, what they like and what they can transfer to their children grandchildren and children of their friends. Very often they actively contribute to the course managed in such a way their own experience how to protect nature because many of them are gardeners or plant flowers, try to buy health products from farmers and that is why they know some principles of the protection of the nature from their own life. They try to transfer them to the protection of the nature damaged by industry and to the development of other areas damaged by industry.</p> <p>What brownfields concerns they learn to distinguish between a brownfield as an area impacted by industry and other damaged places damaged by building and construction activities, urban declination, places abandoned by former inhabitants, places dirty from human activities (landfills near summer cottages, outside villages and towns, illegal landfills in forests, etc.). They learn a different approach to such places, as well.</p> <p>Women enjoyed the strictly non-formal and informal way of education and they become active very soon. Then, it was rather a facilitated discussion and a set of favourite tools than any education. Just this approach brings the most lasting outcomes.</p>
7	<p>What is innovative on your lesson?</p> <p>Adult women living in the former industrial town where is located the brownfield the topic of the course develops a better relation to it – they include this area to their everyday lives and memories. They take it more personally and this is a very crucial outcome from the innovative approach to this topic. Then their approach becomes “sustainable”, too.</p>
8	<p>Is there anything what must be presented in a traditional way as a school education?</p> <p>Nothing. The closer to the reality and non-formal learning, the better. Everything what is perceived informally and is supported by suitable teaching facilitation, remains deep in a memory of a learner and remains there for a long time.</p>
9	<p>Which of innovative tools did you use (games, quizzes, group discussions, role plays, sport – movement, excursions, searching in the nature, internet searching, short videos or films,</p>



	combination of some of them, other approaches...)
	A combination of an excursion, group discussion, questionnaires, sport – movement, films, discovery games, internet searching, leisure group activities.
<b>10</b>	Which characters of participants do you mostly exploit? How? Why?
	<p>Curiosity – women are curious and always prepared to relieve mysterious or unknown things. In the course they are attracted to search for new information on the internet, to compare them with some memories from older people, to find relation between them and the present time and other interesting matters and relations.</p> <p>Creativity and phantasy – women try to find new solutions for brownfields mainly for public purposes, for citizens, for leisure activities, for a further usage of citizens, families, cultural and sport activities, etc.</p> <p>Tidiness – many women hate unclean, dirty or neglected places and areas. Old, not used broken objects like houses, factories, manufactures, shops, etc.</p> <p>Communication skills – women discuss often and do it mainly with emotion. They try to persuade the others that they have found new items, new information, new usage...</p> <p>Feeling of responsibility – women tend to organize things very properly with a high level of responsibility. Therefore they take care about many details which can contribute to the success of their activities. They take the topic for their “own.”</p>
<b>11</b>	Add other interesting notices or experience which you have made with your course / lesson.
	The course takes place in a publicly accessible open-air museum. Other people are addressed by women – participants of the course and asked about their experience and feelings. It is, in fact, a small “private” survey. Each woman collects the most interesting answers and notices and presents them during the final discussion and evaluation of the course.



### 3.2 Slovakia – MONDA

1	Present the group of adult learners who are addressed with the concrete education/topic/lesson
	Wider public all around the world – those, who are interested in global realities in some way related to them. Portal is available in 10 languages so far including Esperanto, however it is fully prepared for further translations. All the topics are adapted to national environments, so the target groups in various countries could experience their own perspective of status quo of explored issues, and possible reactions to them.
2	Present the topic of the concrete example
	Multilingual free e-learning portal Monda.eu deals with 11 global issues such as human rights, civil society, globalisation, poverty or gender equality. It aims to provide users with the understanding of global interconnections which influence the world and relations within its setting, as well as provide them with competences to actively deal with it. Do we know how to perceive our role in the globalisation processes and how to act on behalf of it? Do we know how to react on human rights abuses around us? Do we understand what is the poverty and how does it relates to us? Do we know how to become active part of civil society? This portal is trying to bring answers to these questions. Thanks to that users get the possibility to understand global issues and to identify and use scopes for actions in our globalised society in terms of a sustainable development and social justice.
3	Describe your ideas how to present the issue (the position of the topic in the nature, relations with some interesting things, impact to the environment, relations to people, history of the topic, a new exploitation of the old things, etc.
	<p>E-learning portal is based on self-learning approach of the learners. It is built on their own will to take the courses. Every chosen topic – there is 11 of them - deals with certain aspect of sustainable development. It addresses globalisation at first as the overarching perspective explaining how the world works, then going through various its aspects, from human rights, through critical thinking to climate change and environment.</p> <p>The objective of Monda.eu is to give a virtual introduction in various controversial and complex topics in order to raise people's awareness on sustainability in the area of global issues. The platform enables people from the European Union and beyond the European borders to deal with global issues in an interactive, creative and divers way. In doing so users reflect their own values, stereotypes and attitudes, change their own perspective and exercise critical thinking.</p>
4	How do you actively involve participants? Bring several examples.



	Self e-learning environment of this educational tool sets certain limits of active participants' involvement. Users can get in direct contact to others, for example through the forum, Facebook or with the messenger. Apart of that there are ambassadors of the site in various countries, who can use it in their activities. For example in Slovakia it is used while preparing development volunteers heading for their stays in Global South – in so called developing countries – or journalists dealing with global relations.
5	Who can benefit from the topic/new arrangement of things, new relations, etc.?
	Portal brings benefits at the various levels. In general it aims to benefit global society as such. But to reach this ambitious goal, it is needed to involve individuals, who could “change the world” by the change of their attitudes and acts at the personal level. Will they decide to lower their consumption of sweat shop garment? Will they engage in reaction on human right abuse in their close surrounding? Will they found civil society organisation to fight for the trees' alley behind their flat? All these can contribute to the sustainable development paradigm at the global level, but also improve their lives at the personal and community level.
6	What interesting have you found on your approach?
	Willingness of adult learners to participate in this non-formal, easily available e-learning resource, even though its topics do not really fit into conventional understanding of lifelong learning focused bit more on professional development related to labour market than on this kind of abstract issues.
7	What is innovative on your lesson?
	Implementing of Global Education methodology and methods into self e-learning environment. Portal has transferred Global Education, which is strictly participative approach, into e-learning modules. Even though it is online, it still enables users to experience and reflect on the topic they learn about. There are, for example, exercises during which they have to get up from their computer and explore their fridge to find the “nationality” of their staples, users should think critically about their national political issues, and reflect on all of it.
8	Is there anything what must be presented in a traditional way as a school education?
	No.
9	Which of innovative tools did you use (games, quizzes, group discussions, role plays, sport – movement, excursions, searching in the nature, internet searching, short videos or films, combination of some of them, other approaches...)





	There are interactive exercises, various interactive quizzes, videos, songs, case studies from various countries, articles to apply critical analyses, internet searching, questions to reflect on, etc.
<b>10</b>	Which characters of participants do you mostly exploit? How? Why?
	There is no single concrete characteristic apart of the one – these people are keen on learning on intangible global issues often referred as those too far from the individual, doing so in their free time just because they are interested and maybe feel some responsibility for the sustainability of our common planet.
<b>11</b>	Add other interesting notices or experience which you have made with your course/lesson.
	Even though the portal was originally targeted on Central and East European countries, it has now users from all around the world. Among them it found significant number of users, for example, in Brazil or in the Philippines. It signifies the strong need for this kind of resources in the countries of Global South – so called developing countries – allowing learning outside of underdeveloped schooling systems. This understanding of opportunities brought by informational communication technologies is also reflected in the proposal of UN Sustainable Development Goals, not only within goal no. 4 related to the education, but also to in the others.





### 3.3 Slovakia – Socrates Institute

1	Present the group of adult learners who are addressed with the concrete education/topic/lesson
	University students and alumni of various diverse fields, from environmentalists, to lawyers or artists.
2	Present the topic of the concrete example
	Yearlong educational and practical programme named <i>Current Society – Challenges and visions</i> consists of 11 weekend long workshops dealing with issues such as energy policy, media, Global Education, Eskimo perspective of global warming, ecological agriculture, alternative economic systems, intercultural communication, process-oriented psychology, European wilderness, collapses and regenerations of civilisations.
3	Describe your ideas how to present the issue (the position of the topic in the nature, relations with some interesting things, impact to the environment, relations to people, history of the topic, a new exploitation of the old things, etc.
	Socrates Institute organised by non-governmental organisation CEEV Živica in cooperation with Technical University in Zvolen is built on idea that even one individual can influence society in case s/he just has enough knowledge, courage, industriousness and charism. This initiative has originated to create conditions for development of such personalities: young people, who are not afraid to develop themselves, hold the responsibility for their decisions, and have ability and will to follow their visions.
4	How do you actively involve participants? Bring several examples.
	<p>Although this programme is built within the university, and thus it also allows students to collect ECTS credits for its completion, it uses purely non-formal education setting to conduct the process, and it is also opened for interested learners from outside of academia.</p> <p>It is divided into 11 workshops – all of them taking the whole weekend, either in education centre in Zaježová community surrounded by nature, far from the closest town; or at the farm of Ján Šlinský near Senec; or in the nature of High Tatras. Each topic is presented by top lecturers in the field, both from Slovakia and abroad including Vanessa Andreotti, leading expert on Global Education originally from Brazil, US psychotherapist Stephen Gallegos or British economist Saamah Abdallah. It is based on direct contact of lecturer and student, as the organisers say “Plato would never become great thinker without being in daily contact with his teacher Socrates”.</p>



	<p>As mentioned above, programme is also practically based. It means that it is not built on the personal presence only in the lectures, but participants also have to present their final works during the colloquium and produce something practical – either implement so called miniprojects, or make a lecture on chosen topic of the programme for teachers, government workers or consultants of Green School programme.</p> <p>Some of the examples of implemented miniprojects are, for example, creation of participative experience learning programmes for schools in Zvolenská Slatina, work with small kids in kindergartens and policlinics to make their fear of hospital environment lower, building of little opened library at the university in Banská Bystrica, organising of living libraries in student houses in Bratislava to foster students' activism, or music therapy in retirement house. These miniprojects has to be defended by their authors in front of all the co-participants and lecturers.</p>
5	<p>Who can benefit from the topic/new arrangement of things, new relations, etc.?</p> <p>At the individual level each participant can benefit from the programme, however there is also a strong whole society level, from which could actually everybody benefit. It aims to provide individuals with such competences, which would help to make our common world more sustainable in its many diverse dimensions.</p>
6	<p>What interesting have you found on your approach?</p> <p>It is based on non-formal participative methods connecting top experts with students.</p>
7	<p>What is innovative on your lesson?</p> <p>There are more innovative elements within the programme. It brings global perspective of local issues – important aspect of sustainable development as such. It aims at participants from diverse backgrounds to enable and facilitate exchange and mutual enriching of each other.</p>
8	<p>Is there anything what must be presented in a traditional way as a school education?</p> <p>No.</p>
9	<p>Which of innovative tools did you use (games, quizzes, group discussions, role plays, sport – movement, excursions, searching in the nature, internet searching, short videos or films, combination of some of them, other approaches...)</p> <p>Socrates Institute as yearlong programme for young adults brings various innovative tools. Workshops led by international experts in the natural environment, experiential learning, group discussions by the tea, actively facilitated exchange of good practices. However, the most innovative there are two elements – really direct contact with</p>



	lecturers – they are not teachers, but facilitators of the learning process, and practical miniprojects of widest scope.
<b>10</b>	Which characters of participants do you mostly exploit? How? Why?
	<p>Open-mindedness – this programme is building on openness of participants to experience and adopt new paradigms of thinking about old things usually taken for granted, ability to think about the current society settings and its components from other perspectives, looking and finding new, unordinary solutions.</p> <p>Diversity – participants are coming from various backgrounds, from environmentalists, through lawyers and media workers to economists or artists. This characteristic is a key to mutual enrichment and further development of the learned issues.</p> <p>Pro-activity – programme is trying to build on the activist nature of its participants. It chooses people who have their own opinion even if it is not in line with the rest of their surroundings, those who “have no problem to organise event in their school, festival in their town, write an e-mail to the mayor of their town.”</p>
<b>11</b>	Add other interesting notices or experience which you have made with your course/lesson.
	That we do not need academic degree in order to teach. Even Socrates did not have one...

The contribution from Italy is not put into the template agreed by all partners. You can find it below.

#### 4. Italy

The ESD can work in a variety of ways, either inside or outside of an institutional framework through different thematic approaches (health education, the environment, citizenship, reports the North - South, or cultural diversity, energy consumption , mobility, ...), in a cross or integrated forms and spaces of learning.

In Europe, major efforts are striving to reorient education systems in this way, to increase awareness and public understanding of sustainable development and ESD, and to strengthen the fundamental role of civil society by stimulating debate and public participation.

As part of the promotion of sustainable development, we can examine a list of 'Best examples': significant in order to promote the dissemination and transfer of the main issues in other projects geared to sustainable development. These 'Best examples' make it possible to realize the principles of sustainable development and to stimulate local and regional actors to implement more projects on the basis of other positive experiences. They highlight the importance of sustainable development as a factor of behavioural changing in terms of consumption and mobility, solidarity, respect for others and management of natural resources.



High school juniors and seniors in New York state's southern area are completing apprenticeships in the printing industry, thanks to a partnership spearheaded by the Cornell Cooperative Extension in Broome County.

Students learn about environmental regulations that insure high standards during product design and manufacture. They also acquire the technical and social skills necessary to enter a high-performance workplace.

Partners include a number of area high schools, the Cornell Youth and Work Program at Cornell University, and the Anitec Image Corporation, a division of International Paper. By working together, the partners in this model apprenticeship program are involving young people in an industry's manufacturing, research, and development processes. Cornell Cooperative Extension and the Business Alliance in Broome County administer the program.

#### 1. Literature to Address the Problem of Violence: Infusing ESD in the Curriculum

##### **Introduction**

The project aimed at infusing education for sustainable development into the curriculum at the largest teachers' college in Jamaica. It began with the reorientation of the Literature program for student teachers who were preparing to teach English literature and language to secondary school students.

The program introduced major issues of sustainability and focused on that of violence in Jamaican society. To begin, we explored with our students the concept of sustainable development through lectures, discussions, and projects. In doing so, we reflected on a number of issues related to the environment, the economy, and society and encouraged students to pursue further research in this area.

In addressing attitudes to and behaviors of violence through literature, we taught the set literary texts by focusing on their social/historical, economic, and environmental aspects. We examined (1) the roots of violence in Caribbean society, (2) the impact of violence, and (3) alternatives to violence, in other words, the path to peace. This included conflict resolution management.



### ***Program Presentation***

In 2000, as part of the initiative undertaken by the International Network of teacher-education institutions associated with the U N I T W I N / U N E S C O chair to reorient teacher education to address sustainability, I introduced the concept of infusing education for sustainable development at Mico Teachers' College where I was Head of the Department. Working with colleagues in the Department of Languages, Mrs. Karen Morgan, Miss Hyacinth Williams, and Miss Mavis Smith, I began with reorienting the existing literature program to address sustainability. The objective was to introduce students to the concept of education for sustainable development (ESD) and to methodologies for infusing E S D in the curriculum as well as to help them see themselves as change agents - able to transform society by becoming active citizens

### ***Innovative Aspects***

We began the program of infusing ESD in literature with the Caribbean Literature course. This course was a 90-hour course common to all Year 1 student-teachers pursuing a Single or Double Option English program in teachers' colleges in Jamaica. At Mico Teachers' College students were divided into two main groups which met together as a large group for specific lecture sessions on E S D and then separately in their two groups for small group discussions. I was responsible for the large group sessions and one of the small groups. The other lecturers were responsible for the other small groups in different years. Lecturers met and discussed the approach that was being tried and at the end of the first year we reflected on what had taken place and discussed relevant changes for the upcoming year.

First the concept of E S D was introduced. This was done in various ways: lectures, discussions, PowerPoint presentations, and projects in which students had to find and present material on various sustainability issues. They were encouraged to further research these areas.

We taught the texts assigned for Caribbean Literature with a focus on the social/historical, economic, and environmental aspects of violence. The class engaged with the specific context of these texts - enslavement, colonialism, post-colonialism, a context of rich cultural mixes, creolisation, but also a context of inequities, resistance and violence. The class also explored the texts' exploration of alternative visions to violence, as in Jamaican playwright Denis Scott's play *Echo in the Bones*, where the play becomes a ritual emphasizing forgiveness and reconciliation. Dominican author Jean Rhys' novel *Wide Sargasso Sea* highlights the need for taking into account the other side. The Jamaican poet Lorna Goodison evokes the spiritual response as she maps the systemic nature of violence.

Contemporary situations of violence became another text to be analyzed. Students and lecturers both kept journals that reflected their experiences with and responses to violence.

These served as powerful texts for understanding violence and charting a way for peace.

Sharing of h

Using an " E S D perspective and approach" to the study of literature impelled a critical analysis of violence in the Caribbean that disclosed specific regional factors, historically and currently, that have given rise to violence. Alternatives to violence within the Caribbean context

also emerged. Yet the connection between local, regional, and global violence was not missed as a systematic overview revealed. Students, in effect, saw how a global context of violence influenced local violence and how that too helped to contribute to global violence. Problem solving and action planning also became central as a result of this approach.

### ***Effects, Results, or Impacts***

Students found the program meaningful and valuable. They commented that approaching literature in terms of sustainable development deepened their understanding and extended their

knowledge of global and local issues. For them too it was "literature in action." Of particular importance to them was the conflict resolution workshop that gave them the tools to deal with conflict and anger. They spoke too about how the journal sessions gave them an opportunity to express 'negative' feelings in a safe place.

Some were at first wary about dialoguing with the police, but most of them at the end of the session saw it as providing another, more human perspective of the police. The candid discussion encouraged them to review negative feelings they have had towards the police and helped them explore community policing from different perspectives.



Students' performance on the examination common to all the teachers' college was, in general, commendable. Though the course was extended to include a conflict-resolution workshop and planning peace projects, students did not lose focus on the immediate testable items—their analysis of these was in fact deepened.

Lecturers also stated that the curriculum became more relevant as it focused on real life experiences. They felt that approaching literature from a sustainability angle also emphasized for their students the connection between different aspects of life, between theory and practice. They saw their students as having an opportunity to explore sustainability issues globally as well as locally. Critical too was the exploration of alternative responses to violence, of other possibilities for the future, and for the transformation of society.

## **Success Factors**

The major factor was the passion and the commitment of the lecturers. They wanted education to make a difference in the lives of students. They wanted their subject area to address at least one major 'life' issue at the local level in a concrete way so that students understood education as a lived experience and not just a means of upgrading certification. They also saw themselves as agents of change, with a responsibility to help effect meaningful change in their society, and they wanted their students to see themselves as such.

The support of the International Network of Teacher Educator Institutions associated with UNITWIN / UNESCO has helped sustain the commitment to sustainability. In particular, the Chair, Charles Hopkins, and the Secretariat, Rosalyn McKeown, provided materials, gave advice, and made suggestions. They also offered emotional support so that one felt part of a team instead of an isolated individual attempting to effect change.

Another important factor for success was the support given by the principal, the head of the department, and colleagues in the department in which the project was implemented. Their critical inquiry about ESD impelled lecturers in the program to research extensively the subject

and clarify their objectives. Expressions of interest from colleagues in Science and Social Studies also aided the work. One lecturer from Science, for example, requested an article about

ESD for the department's science magazine. Another lecturer from Social Studies shared her approach of introducing 'informally' issues of sustainability in the Social Studies curriculum. An additional factor was that lecturers had autonomy over the delivery of the program and so were

able to determine the kinds of activities and ways the topics could be extended.

Key to the success of the program was students' attitude. Though conscious of the syllabus, students were open to different approaches. The syllabus is the set of objectives and topics for a particular course within a specific time limit. Marks for course work and for examination are also specified for each course. Anxieties that they may have had about their need to be strictly focused on the syllabus never became an issue. Instead they allowed themselves to engage with issues beyond the confines of the classroom and text

## **Constraints**

A major constraint was the lack of a policy on ESD at the college and at the Ministry of Education level. The Joint Board of Teacher Education, which is responsible for programs and assessment for teachers colleges, however, does speak to the need for 'each professional to take a lead role in the preparation of our children for citizenship.' The Board also encourages 'the development of professionals competent to contribute to the achievements of desired societal goals.' As a result, the individual lecturer though s/he is encouraged to include some form of 'citizenship education' is not obligated to do so, as neither the colleges nor the Ministry of Education specifies what that should entail.

In addition, the program would have benefited from a literature syllabus that included action research or project work related to the community and one that attracted a substantial percentage (at least 25 percent) of the marks for the course. A new syllabus could, of course, determine a change in how each course work or examination item should be weighted. If this had been in place, the peace plans would have been part of the required course work and therefore implemented. Another constraint was the lack of follow-up. At the time the lecturers did not recognize

the importance of research and of data collection in this program. There was also little scope and time for such an undertaking at the college level. As a result the follow-up in terms of





tracking and researching recent graduates' attempts to infuse E S D in the schools' curriculum was extremely limited. Yet this would have provided valuable information for the ongoing implementation of the program.

**Perspectives**

The Ripple Effect. Having introduced E S D into the curriculum, many lecturers became more aware of the concept of an education that engages students on various levels to focus on sustainability issues, on creating a better future for society.

Lecturers at the college, having seen the value of E S D , were prepared to voice the need for an E S D focus in the revised curriculum of Language Arts in the teachers' college. This has led to the inclusion or infusion of E S D into the language and literature curriculum.

Based on the literature project I initiated at Mico Teachers' College, I later designed and taught a course, Literature and Education for Sustainable Development, to graduate students at the University of the West Indies, having joined the staff there in 2002.

Other developments in the Caribbean have helped promote ESD. In 2004, a Caribbean Network of Teacher Educators to address sustainable development was formed. In October 2005, the Regional Conference in ESD was held in Kingston, Jamaica, to launch the U N Decade for ESD. In 2006, in Jamaica, The Joint Board of Teacher Education (JBTE) in association with CIDA/GOJ ENACT (Environmental Action Programme) and U N E S C O conducted ESD workshops for lecturers in teacher education from Jamaica, Belize, and the Turks and Caicos Islands. Most recently, in August 2006 in Jamaica, a presentation on E S D at the JBTE Conference provided an opportunity for us to share our experience with the ESD literature project. The cascading effect of that single initiative has been tremendous.

**Contact**

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**1. Feeding and Sustainable Development:**

The city of Albano Laziale orients its citizens to follow healthy eating

**Partner**

Municipality of Albano Laziale  
Department for Community Policies  
ATM Europe Albano Laziale  
Department of Public Instruction  
Elementary School "Carlo Collodi"  
Secondary School "Giovanni Pascoli"  
Formalba VET  
Cooperative SIRIO  
Rotary Club Castelli Romani

**Description**

The Municipality of Albano Laziale, in partnership with the Elementary School "Carlo Collodi and the Secondary school" Giovanni Pascoli ", organize cooking classes for children and teenagers as entertainment program, with the support of VET Formalbap and the Cooperative SIRIO and the financial support of the Rotary Club.

The project idea aims to elicit a ludic reflection on the topics of food, foraging behavior, physical activity, recreation and meeting.

It 's objective is to raise awareness among young people to healthy eating and offer them the opportunity to learn about the culinary traditions of the Castelli Romani, the seasonal herbs used in the kitchen, cooking, using tools and kitchen tools; knowing typical recipes of the territory and rewrite new that will be collected in a book entitled "The cabinet in our kitchen."





Many children participated in the meetings of the culinary preparation as well as the presentation of the book.

Both the cooking class as the enrichment of the book, thanks to the continuous addition of new recipes, are based upon the children, adolescents and adults who learn new knowledge and learn to cook healthy for themselves, for friends, for acquaintances and for his family, trying to avoid not only of mere consumers

***Relationships with sustainable development***

**Society:** cooking courses develop the skills of young people in health and help them to assume their responsibilities on health and wellness.

Meals prepared and eaten together, allowing children, adolescents and adults to Albano Laziale to know each other and strengthen social cohesion.

Interacting between them they find different pleasures and participate in activities rich in creativity.

The presentation of the book becomes an opportunity for integration for the community and for the event behave like real partners.

Preparing their favorite recipes, participants / users are sensitized so much to the taste of the food as the pleasure of presenting their recipes, activating a mechanism of communication and sharing of flavors and their knowledge.

**Environment:** kids learn to pack balanced, healthy meals with fresh, seasonal, cooking without altering foods, reading the traceability of the product, to produce the minimum of waste and waste, the distinction of products for recycling and elimination proper packaging. The boys, through direct and concrete, are aware of the basics of healthy eating and respect for the environment.

**Economy:** children and adolescents, learning from suffered as a eat in a healthy way, preventing the costs of both the waste and excessive consumption of the products as eating disorders, avoiding costs both to the family (consumption and obesity) and both the national health system : health costs resulting from overeating or unsuitable can be avoided by lasting changes, affecting in feeding behavior.

***Attuazione***

VET Formalba and Cooperative SIRIO organize cooking classes in the afternoon, during afterschool, during which the boys know the culinary tradition of its territory and the scents of herbs seasonal, learn the importance of hygiene through techniques and how to behave in the kitchen, use and quantity of products, prepare recipes that must be accompanied by comments and together with the chef cook.

Personality local, regional and national are contacted and invited to communicate, through their own testimony, to present and cook the favorite recipe of his childhood.

The recipes are adapted to children (quantity indications, explanation of procedures, subdivision by themes).

The project of the cookbook "The cabinet of our kitchen" is made possible thanks to the collaboration between the Elementary School "Carlo Collodi, the junior secondary school" Giovanni Pascoli ".

Formalba Ltd. and Cooperative SIRIO also take care of the presentation and dissemination.

***Risultati***

he students of the Elementary School "Carlo Collodi and secondary school" Giovanni Pascoli ", will participate in the afternoons culinary.

About 25 children and 25 adolescents will be contacted to provide their favorite



recipe.

A score of 25 children and adolescents, will participate in the "culinary afternoon" before the inauguration of the book is dedicated to the packaging of snacks and the inauguration itself.

The recipe I will be published in 500 copies. The cookbook is considered as a product of the City of Albano Laziale.

As part of its work, the team uses these recipes with children and young people during different events, doing so constantly refer to the cookbook.

**Carattere esemplare** Although the limited resources, the participation of children, adolescents and adults become important both for social cohesion and for both the prevention of health. The cookbook lets you animate activity, sensitizes good nutrition and healthy and contribute to the promotion of the culture of welfare for the inhabitants of Albano Laziale

**Valutazione** The cooking classes allow young people a useful extra-curricular activities and raise awareness for children and adolescents to a sustainable development and a healthy approach to life. The team working on "The cabinet of our cuisine" regularly receives comments and updates on the recipe that increase its sale in bookstores, reflecting the fact that the recipes are useful. Thanks to good media coverage, the cookbook helps, although modestly, to the good image of the City.

**Gruppi target selezionati** Children and adolescents 9 to 16 years, adults

**Costi** € 3.000,00

**Finanziamento** Municipality of Albano Laziale  
Rotary Club Castelli Romani

**Luogo** Albano Laziale (PZ)

**Realizzazione** 2014-2015

**Contatti** Valicenti Pino  
Via Italia, 3, 00041 Cecchina di Albano Laziale  
Tel. +39.06.93261094 [www.formalba.it](http://www.formalba.it)

**Comunicazione:** Per arrivare alla sostenibilità, la comunicazione assume un ruolo fondamentale. I cambiamenti di comportamento non cadono dal cielo, occorrono informazioni, spiegazioni e persuasione. Vediamo l'esempio: **Un concorso per rendere Berna più attrattiva**

**Descrizione** *Rendere Berna più attrattiva* : questo il tema del grande concorso lanciato nell'ambito dell'Agenda 21 della Città di Berna. Tra i 91 contributi selezionati, sono stati ricompensati sei progetti e nove idee realizzabili a corto, medio o lungo termine. In totale, sono stati consegnati premi per 60 000 franchi.

**Relazioni con lo sviluppo sostenibile** Lo scopo del concorso era quello di sensibilizzare la popolazione bernese allo sviluppo sostenibile. Si voleva anche incitarla a partecipare attivamente al processo di Agenda 21 in corso

**Attuazione** Prima del lancio del concorso nel maggio 2004, si è proceduto alla ricerca di sponsor e di partner, così come alla definizione delle competenze per l'informazione del pubblico. L'opuscolo di presentazione del concorso e dell'Agenda 21 locale ha costituito il principale strumento di informazione. È stato diffuso attraverso diversi canali (bollettino municipale, filiali Coop, centri di quartiere, invii). Nei tram e sulle strade sono stati affissi alcuni manifesti. I partecipanti dovevano



consegnare le loro proposte sotto forma di un poster A3 o A1, commenti inclusi, entro novembre 2004.

Le proposte sono state completate in un secondo tempo prima di essere consegnate alla giuria : i servizi della Città toccati dal progetto hanno fatto dei commenti o aggiunto delle precisazioni ; è stato inoltre allegato un supplemento di documentazione. I dodici membri della giuria hanno tenuto conto dell'interesse per lo sviluppo sostenibile, dell'integrazione degli attori, così come dell'originalità e della forma della presentazione. Sono stati inoltre tenuti in considerazione la fattibilità ed il costo del progetto.

I premi sono stati consegnati durante una manifestazione pubblica. Più di 500 persone hanno potuto conoscere le diverse proposte nell'ambito di un'esposizione, durante la quale è stato permesso loro di scegliere il progetto preferito.

Il premio è stato versato soltanto dopo l'elaborazione di un avamprogetto scritto e di un piano di finanziamento, e dopo la conclusione dei contratti per il progetto. La realizzazione è stata seguita da professionisti del settore. I progetti si sono conclusi con un rapporto di valutazione.

## Risultati

Il concorso ha permesso alla popolazione della Città di migliorare la conoscenza del concetto di sviluppo sostenibile e dell'Agenda 21 locale. Ha aggiornato le idee che già circolavano tra i cittadini. È stato inoltre possibile beneficiare di questo potenziale e far partecipare la popolazione. La maggior parte dei progetti premiati è stata poi concretizzata. I rapporti di valutazione hanno inoltre permesso di raccogliere le esperienze maturate che potranno essere utili per altri progetti.

## Un concorso per rendere Berna più attrattiva



## Carattere esemplare

L'esigenza di avere una buona partecipazione ha potuto essere realizzata nella misura in cui la popolazione ha potuto integrare in modo ludico e creativo le proprie idee nell'Agenda 21 locale. Questo successo è stato evidenziato nell'ambito dell'esposizione. Il pubblico ha potuto farsi un'idea più concreta dello sviluppo sostenibile grazie alle proposte presentate ed alla loro realizzazione. È stato inoltre possibile coinvolgere i rappresentanti dell'economia privata (in particolare, come sponsor o membri della giuria).

## Valutazione

*Il concorso ha interessato da vicino numerose persone e le ha incoraggiate ad elaborare ed a presentare idee molto diversificate, alle quali già riflettevano da molto tempo. La manifestazione pubblica ha favorito gli scambi, rafforzando la rete degli attori. L'eco positiva del concorso è anche dovuta alla qualità dei partner scelti per i compiti d'informazione. Sul piano politico, il tema molto vasto del concorso e l'assenza di obiettivi misurabili hanno tuttavia in parte smorzato l'entusiasmo riservato a queste misure*

## Gruppi target selezionati

Tutta la popolazione

## Costi

150 000.- franchi in totale (60 000.- in premi ; il resto è stato consacrato alle spese per il materiale e per il personale)

## Finanziamento

100 000.- franchi dalla Città di Berna  
50 000.- franchi dai diversi sponsor (imprese, Confederazione, Cantone)

## Luogo

La Città di Berna

## Realizzazione

Da marzo 2004 a dicembre 2006

## Contatti

Marianne Brunner – Agenda 21 locale,  
Servizio dell'ambiente e delle derrate alimentari della Città di Berna  
Brunngasse 30, casella postale 124, 3000 Berna 7



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**Informazioni**

[www.bern.ch](http://www.bern.ch) / [leben\\_in\\_bern](http://leben_in_bern) / [sicherheit](http://sicherheit) / [umweltschutz](http://umweltschutz) / [la21](http://la21) /

**Progetti simili conosciuti**

Nel 2002–2003, il Servizio dell'urbanistica della Città di Zurigo ha organizzato un concorso intitolato: Per una Zurigo sostenibile, allo scopo di riunire le idee ed i progetti innovatori per lo sviluppo della Città : [www.stadtentwicklung-zuerich.ch](http://www.stadtentwicklung-zuerich.ch)

Nel 2005–2006, l'Agenda 21 locale della Città di Berna ha lanciato un concorso di cortometraggi sul tema *Ridurre il CO2 – ed ora ?* : [www.klimafi.lm.ch](http://www.klimafi.lm.ch)

**Casa Circondariale sostenibile**

*Abstract : Il progetto di educazione ambientale realizzato all'interno dell'Istituto Penitenziario di Ferrara, ha avuto lo scopo di arricchire con i principi della sostenibilità il percorso rieducativo dei detenuti, affinché diventassero consapevoli dei corretti comportamenti ambientali che sono richiesti a tutti i cittadini; nella struttura penitenziaria, tra i vari interventi, si è agito sul rifiuto "pile usa e getta", predisponendo in ogni cella - 250 - un caricabatteria e invitando i detenuti all'acquisto di pile ricaricabili, al fine di unire il vantaggio economico a quello ambientale.*

*Per maggiori informazioni visitare il sito: [http://www.provincia.fe.it/agenda21/progetti/dettprogetti/casa\\_circondariale\\_sostenibile/index.as](http://www.provincia.fe.it/agenda21/progetti/dettprogetti/casa_circondariale_sostenibile/index.as)*

*Commento: L'educazione ambientale all'interno del carcere, data la sua composizione sociale ed etnica, è stata un ottimo terreno di incontro e di dialogo tra diverse culture; il progetto rende bene l'idea di "sostenibilità" intesa come valenza ambientale a cui si somma il rilievo sociale.*

*Partner: C.S.D.A. "A.Carpeggiani" - Provincia di Ferrara; CEA di Mesola - Provincia di Ferrara; Museo delle Valli di Argenta - Comune di Argenta; Centro Idea - Comune di Ferrara; Giardino delle Capinere - LIPU Sezione di Ferrara; CEASS L'Olmo di Modena; Casa Circondariale di Ferrara; La Carpe Cibus-Cooperativa Sociale; Settore Servizi alle Persone della Provincia di Ferrara; Assessorato Servizi alla Persona del Comune di Ferrara; La Casona-Cooperativa Sociale ONLUS; HERA Ferrara S.r.l.*

*Localizzazione: Territorio provinciale*

*Dimensioni amministrazione: Da 100.000 a 1.000.000 abitanti*

*Ambito: 0*

*Settori d'intervento: Rifiuti, Energia, Strategie partecipate e integrate*

*Obiettivi: Favorire le relazioni fra i soggetti*

*Ridurre il consumo di risorse ambientali e la produzione di scarichi e rifiuti*

*Coinvolgere e far partecipare la Comunità locale*

*Ridurre l'uso delle risorse non rinnovabili*

*Sviluppare programmi di educazione ambientale*

*Tempo di realizzazione (mesi): 15*

*Costo: € 40.000*

*Finanziatore: 0*

*Strumento di finanziamento: Bando Agenda 21 Locale 2002*

*Note ai finanziamenti: Bando INFEA - CEA 2005 Regione Emilia Romagna*

*Referente progetto: Alida Nepa*

*e-mail [www.provincia.fe.it/ecoidea](http://www.provincia.fe.it/ecoidea)*

*Scheda monitoraggio*

**Casa Circondariale sostenibile:** *Compostaggio di comunità e orti al carcere di Rieti*



**Abstract** Nella Casa circondariale di Rieti è stato avviato 'Carcere Verde', un progetto che punta a ridurre i rifiuti prodotti dalla struttura coinvolgendo in prima persona i detenuti e permette di ottenere importanti risparmi sia in termini economici che ambientali. Sono stati avviati anche una serie di incontri finalizzati alla sottoscrizione di un protocollo di intesa per la formazione del personale interno, la manutenzione della compostiera ed il monitoraggio con analisi dell'ammendante organico. La tracciabilità e analisi dell'intero ciclo potrà essere verificata da una collaborazione con il centro Enea. La corretta gestione degli scarti organici alimentari, unitamente alla loro valorizzazione e reimpiego, sono la base di questo progetto rieducativo in ambito detentivo che punta a diventare un modello da estendere a livello nazionale.

**Commento** Il progetto 'Carcere Verde', presentato in occasione di Ecomondo 2014 dalla Provincia di Rieti, City net e da Achab group, che ne hanno curato la realizzazione, prevede di trattare in loco il rifiuto organico prodotto dalla mensa carceraria - che da solo costituisce circa il 30%-40% del totale degli scarti prodotti all'interno della struttura - attraverso la trasformazione di questo rifiuto in compost. Il metodo utilizzato per il trattamento del rifiuto organico è il cosiddetto compostaggio di comunità con sistema aerobico, pratica che prevede l'utilizzo di una compostiera elettromeccanica Big Hanna. Si tratta di macchine che permettono di trasformare direttamente in loco lo scarto della preparazione dei pasti e gli avanzi di cibo in ottimo compost riutilizzabile. Il processo di compostaggio è naturale, senza impiego di additivi chimici ed è completamente automatizzato.

**Partner:** La Provincia di Rieti, prima nel Lazio, all'interno del proprio programma di prevenzione e riduzione dei rifiuti, ha acquistato e conferito alla Casa circondariale una compostiera elettromeccanica Big Hanna T120 per trattare sul posto gli scarti organici e trasformarli in compost. Una volta ottenuto il fertilizzante, questo potrà essere impiegato all'interno del carcere per la realizzazione di orti e serre, dove i detenuti avranno l'opportunità di coltivare varie tipologie di prodotti, da destinarsi al consumo interno e/o alla commercializzazione esterna di una linea di prodotti biologici da poter mettere sul mercato

**Impatto ambientale** Oltre agli aspetti educativi e di coinvolgimento sociale, il compostaggio di comunità è una pratica che riserva notevoli vantaggi dal punto di vista ambientale. L'impatto ambientale del rifiuto è praticamente azzerato mentre le emissioni di Co2 equivalente, legate ai trasporti di questa tipologia di rifiuto, si riducono drasticamente, dato che il trattamento avviene sul posto e non prevede trasporti a distanza: si stima che per ogni tonnellata di materiale compostato sul posto, si ottenga un risparmio in emissioni di Co2 equivalente in atmosfera, pari a 461 kg. Ma i vantaggi non si fermano qui. Attraverso questo progetto, l'amministrazione penitenziaria potrà avere la possibilità di beneficiare di importanti sconti e/o riduzione sulla tariffa rifiuti grazie all'auto-compostaggio del rifiuto organico.

**Sicurezza:** Un ulteriore vantaggio offerto da questo sistema è infine legato alla sicurezza della Struttura Penitenziaria che deriva dalla riduzione degli accessi da parte di personale esterno ed automezzi per il servizio di raccolta dei rifiuti.

**Carattere esemplare**

**Valutazione  
Gruppi target selezionati**

**Costi**

**Finanziamento**



*Luogo*

*Realizzazione*

*Contatti*

*Informazioni*

**Disclaimer** This document is a result of the project GRU7107GRAT737IS, the Grundtvig Workshop “Engaging as Active Citizens in Development Education” organized by NGO Formare Studia between 20-27 March 2011 in Iasi, Romania with the support of the European Commission, DG Education and Culture, LLP Grundtvig. The European Commission accepts no responsibility or liability with regard to the content of the workshop, results and campaigns. The contents of this document reflect the views of the authors. The European Commission is not responsible for any use that may be made thereof

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