



Study visit group report

Group	456
Title	Environmental education at school, university and in vocational training
Theme	Making science education more attractive
City, Country	Reggio Calabria, Italy
Type of visit	Mixed
Group reporter	Jason Harding

I. Findings

This section summarises the findings that the group makes while visiting host institutions, discussing issues with the hosts and in the group. You will be reflecting about the things you learnt during each day. But to put them together and give an overall picture, you need to devote a special session to preparing the final report on the last day of the visit.

In this section, it is important that you describe not only things you learnt about the host country but also what you learnt about the countries which you represent.

1. Summarising your impressions, please describe what in your opinion are the 3 most important things you learned during the visit.
2. One of the objectives of the study visits programmes is exchange of good practices among the hosts and participants. Cedefop will select examples of good practices and disseminate them among former participants and wider public, including potential partners for future projects.

Describe each of the good practices you learn about during the visit (both from the hosts and from each other) indicating the following:

title of the project/programme/initiative /...	name of the institution that implements it (website)	contact person (if possible), who presented the programme to the group	whom the project/programme/initiative addresses	what features of the project/programme/initiative make it an example of good practice
<i>Agriculture in the South of</i>	<i>La Foresta</i>	<i>Mr Pierluigi</i>	<i>Training of agricultural</i>	<ul style="list-style-type: none"> • <i>Local production of olive oil and fruits which support the local economy in a</i>

<i>Italy and environmental protection.</i>		<i>Taccone</i>	<i>managers and students and inclusion of local workers.</i>	<p><i>sustainable manner.</i></p> <ul style="list-style-type: none"> • <i>Strong links between commercial and educational initiatives demonstrated. Theory and practise well associated with each other to the benefit of the wider community.</i> • <i>Practical experience underpins future managerial practise.</i>
<i>Example of sustainable tourism.</i>	<i>Scilla Castell</i>	<i>Mr Nino Vita</i>	<i>Local community and tourism</i>	<ul style="list-style-type: none"> • <i>Preservation of ancient monument for the benefit of tourism and local population.</i> • <i>Actively used by local community for weddings and special occasions.</i> • <i>Essential component of local heritage and environmental protection.</i>
<i>Educational policies towards environmental education.</i>	<i>Local Regional Authority on Environment</i>	<i>Francesco Manti</i>	<i>Pupils of primary and secondary schools and local community.</i>	<ul style="list-style-type: none"> • <i>Addressing environmental problems through education of the young.</i> • <i>Highlighting environmental problems for the wider community.</i> • <i>Strong awareness of problems caused by the outmode outdated curriculum..</i>
<i>Teaching strategies attracting students to study environmental matters.</i>	<i>Upper secondary : A Panella in Reggio Calabria</i>	<i>Mrs Grazia Festa : Mr Covelli</i>	<i>Pupils of primary and secondary schools and local community</i>	<ul style="list-style-type: none"> • <i>Extremely well resourced laboratories for the development of environmental education.</i> • <i>Excellent teamwork spirit demonstrating dedication and producing very positive teaching and learning environment.</i> • <i>Good use of ICT for use both in the classroom and a s a</i>

				<p><i>distance learning tool.</i></p> <ul style="list-style-type: none"> • <i>Much evidence of interdisciplinary collaboration across institutions, organisations and also in the context of European collaboration.</i>
<p><i>Environmental matters on primary schools.</i></p>	<p><i>Upper primary : SMS "Vittorino Da Feltre Primary School.</i></p>	<p><i>Mr Carmelo Aquilino</i></p> <p><i>Mrs Emma Corigliano</i></p>	<p><i>Teachers pupils and their families.</i></p>	<ul style="list-style-type: none"> • <i>Strong interdisciplinary approach which included the close integration of literature the arts and sciences in the context of environmental issues and concerns.</i> • <i>Teaching and learning included close association of language skills and science matters relating to environmental concerns.</i> • <i>Great awareness of negative impacts on the environment.</i> • <i>Great enthusiasm from the pupils was encouraged greatly by the choice allowed by methods of investigation and presentation.</i>
<p><i>Faculty strategies for environmental matters.</i></p>	<p><i>University of Mediterranean – Faculty of Engineering</i></p>	<p><i>Mrs Daniella Epifanio</i></p> <p><i>Vice Dean of Engineering Faculty</i></p>	<p><i>Students and local / regional economy.</i></p> <p><i>Quality of environment.</i></p>	<ul style="list-style-type: none"> • <i>Environmental issues included as essential component of study programme.</i> • <i>Addressing energy conservation and renewable sources on local and pan – European scale.</i> • <i>Analysis of waste materials for toxic materials prior to treatment and further disposal.</i>

** You can describe as many good practices as you find necessary. You can add rows to the table.*

3. The study visits programme aims to promote and support policy development and cooperation in the field of lifelong learning. That is why it is important to

know what you learnt about such policies and their implementation during your visit. You are invited to describe your findings concerning the following:

- 3.1. common approaches, if any, that are met in all or some countries (both host and participants’) regarding the theme of the visit:

Theme: environmental education and sustainability.

The most effective way to improve environmental change is through education and training , from a formative age :

- 1. Facing the environmental challenge has to be integrated to public services, the basic needs of the inhabitants have to covered, before a nation can concentrate on environmental issues.*
- 2. Concern about the environment is universal as well as the wish to implement programs and schemes that can help address the problems. We try to raise discussion about it in our country.*
- 3. That the responsibility of facing environmental challenges belongs to everybody: individual citizens, public organisations and private enterprise.*

- 3.2. common challenges that are faced by all or some countries (both host and participants’) in their effort to implement policies related to the theme of the visit:

The Italian curriculum does not require pupils to be taught about environmental issues. Some institutions decide to teach their pupils about the environment, but there is no common assessment or parity of contact. The people are concerned about the environment and generally agree that it is an important issue. However they are often reticent to change their own behaviour in order to become “greener”. The people are generally ill informed about environmental issues and food production. That they are unaware of what the next important environmental issues are and how they are most effectively addressed.

- 3.3. effective and innovative solutions you have identified that the countries (both host and participants’) apply to meet the challenges you mentioned in question 3.2:

*That the national curriculum should include guidance teaching about the environment and that assessment should have equal accreditation. Cooperation between schools in the same country and with the schools in other countries in order to share good ideas (examples) and incorporate the good ideas of others.
Teachers, schools communities should have a reward for good environmental practices and results.*

- 3.4. policies and practices that can be further explored and possibly transferred to other countries:

- the use of vocational and academic training as demonstrated by “La Foresta” provides an excellent model for agricultural training and experience.*
- The practice of teachers being given the freedom to decide upon school wide project work provides cohesion and ownership and contributes to motivation of teachers and pupils in a constructive learning environment.*

- *While the Italian model may be heavily weighted towards autonomy the principal may be usefully transferred to other countries.*
- *Scilla Castell provides the local community with a focus for cohesion. The involvement of local people in the fundraising and management of these activities may be a practice which could be usefully transferred to other communities , especially where minority groups experience isolation.*

4. Creating networks of experts, building partnerships for future projects is another important objective of the study visit programme.

Please state whether ideas for future cooperation have evolved during meetings and discussions.

- *Representatives of University of Wales and Gazi University, Ankara have discussed linking their faculties to share good practice.*
- *Secondary, upper secondary and primary representatives have exchanged contact details to facilitate project between schools in different countries.*
- *Each of the institutions which were visited have been invited to join Comenius projects by a representatives of the group.*

