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(2005-2014)

## Education for Sustainable Development Good Practices in Early Childhood



Education for Sustainable Development in Action  
**Good Practices N°4 - 2012**  
UNESCO Education Sector

**Education for Sustainable Development Good Practices in Early  
Childhood**

**U N E S C O**

**Education for Sustainable Development in Action  
Good Practices N° 4**

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## **Introduction**

Since the beginning of the UN Decade of Education for Sustainable Development (DESD, 2005-2014), the DESD Secretariat at UNESCO Headquarters in Paris has received numerous requests for case studies and descriptions of good practices in Education for Sustainable Development (ESD). These requests have increasingly included issues of including early childhood responses to ESD. The increasing number of requests is only one indicator that early childhood is increasingly recognized in the broader education community as an essential part of ESD and life-long learning.

ESD is a complex and evolving subject, and how it is applied and implemented is a challenge for all countries. The Decade aims to see ESD implemented in thousands of local situations on the ground, involving its integration into a multitude of different learning situations. These initiatives can be catalysts for action and contribute to the goals and objectives of the Decade. In such ways, organizations, local communities and individuals can be actors within the global movement for sustainable development.

To support the growing interest in early childhood issues and ESD, UNESCO is publishing this volume containing 12 examples of programmes addressing ESD in early childhood settings and practices. These good practices and shared experiences, which were provided by a range of different stakeholders, are concrete examples of successful implementation of ESD in different fields and sectors, from the political to the school level, and including formal, non-formal and informal learning situations.

We trust that this selection of good practices will assist different stakeholders in their efforts to implement education for sustainable development and encourage sharing of experiences between different parts of the world.

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## 1. Creating socio-environmental safety nets for Early Childhood - integrated approaches to sustainability

*Raglan Road Community Centre, South Africa*

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### DESCRIPTION

At the heart of the Raglan Road Community Centre are the young learners laughing and playing in their Early Childhood Centre. The children come from communities of deprivation - unemployed parents, alcoholism and child abuse are sadly common and provide compounded challenges for these small citizens of peri-urban South Africa. Hunger and malnutrition as well as poor levels of general health and education are common symptoms of the community's inhabitants. One of the most significant factors affecting the community as a whole is unemployment in the area, which has risen as high as 80% in the past.

In order to address these myriad challenges and their affects on this community's children, the Raglan Road Centre started an Early Childhood Programme. Once this was established, teachers realised that a deeper, more integrated approach was needed to really start tackling the effects of these issues on children within the community.

And so the multi-pronged programmes have kept being imagined, planned and implemented. The programme focuses on an integrated approach to empowerment, skills development, education and access to local resources to meet the children's daily needs. Activities are targeted at both children and their primary and secondary care-givers as well as at the broader social network surrounding them. Initiatives are developed focusing on utilizing available community resources and on leveraging traditional or alternative methods of meeting early childhood and, more broadly, community needs.

This innovative programme started off trying to create stronger safety nets for the children attending the Early Childhood Programme. Staff soon realised that to meet these diverse socio-environmental challenges affecting these children, they were going to have to be creative, both in terms of their approaches to problem solving and in the way they induced community participation in addressing these challenges. In a community with little or no income generation, poor access to state resource and high illiteracy, the need to capacitate these children's' primary care-givers became increasingly apparent.

The programme started by providing a good quality outcomes-based learning programme for the children, with a focus on knowledge and skills building. The centre approached child development from the perspective of whole-child development, integrating cognitive, emotional and physical development of the child into their key goals for development. By the very nature of the issues affecting these children, sustainable development practices have had to form an implicit and integrated part of this core curriculum.

To help the physical development of the children, meals were provided as part of the schools day, and to enable a sustainable nutritious and healthy diet (beyond the limited bread allowance allocated by the Department of Education) a food garden was established on the school grounds. The food garden was then used as a learning resource for the learners, and to provide a 'resource income' to members of the community, who worked in the garden in exchange for a portion of the yield.

To meet the more focussed health challenges affecting the learners (including common childhood diseases and the common HIV/AIDS and TB affecting the community) and in support of their cognitive and physical development, work began with the local government clinic - but the local clinic faced their own issues of insufficient medication and equipment. With financial resources being a challenge in the broader community, the Centre worked to develop the indigenous knowledge required to meet health challenges facing the learners in more traditional ways and using locally available, low cost resources. Elderly members of the community (who were often the primary or secondary care-givers for children) were encouraged and

assisted to develop the skills to both grow the plants needed and to make the traditional medicines. A herbal garden was started so that key plants could be grown and made available and one of the school's teachers began training to facilitate these knowledge share on an ongoing basis.

To assist younger care-givers in the community, craft projects were developed to create income generation opportunities. It was envisioned that an increase in income would enable greater access to the basic resources learners needed to develop holistically. Adult math, computer and literacy classes were established so that care-givers could assist learners to develop reading and math skills, and to enable them to access a broader spectrum of employment opportunities. These classes were later broadened to include out-of-school youth seeking to develop their skills.

These were supported by skills programmes on alcoholism and child abuse awareness for both primary care givers and the children themselves, helping to meet the emotional needs to the children. Children were taught their basic human rights, with a large focus on avoiding or dealing with abuse situations, and work was undertaken to spread these messages within the community - often with these little citizens as the most vocal advocates of their own rights.

The centre now has an integrated network of key stakeholders working together to meet the needs of early childhood, while also meeting the needs to the communities that these children rely on for their daily survival.

Because of the lack of available income of disposable resource in the community as a whole, problem-solving approaches have had to be sustainable, holistic and integrated to achieve some measure of success. Sustainable socio-environmental development has formed the heart of the programme - unconsciously in the beginning, but more enthusiastically once studies highlighting this component of the programme were completed. Sustainable development forms the implicit backbone in a programme that works to make resources available for our youngest citizens while safe-guarding their basic human rights and empowering them to face the complex challenges affecting them.

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**OBJECTIVES**

To educate and develop social and environmental safety nets for early childhood learners.

*Relate to national priorities*

The project integrates pressing socio-environmental issues into their learning strategy, developing projects and responses targeting the largest threats facing the children attending the ECD centre. For example, child abuse, HIV/AIDS and, poverty and nutrition are all areas targeted both within the school curriculum and as part of the integrated community projects implemented by the centre.



Here, we've got different children, they [are] coming from different homes ... where do they come from? It's very important ... (Zama, pers. comm. 2004)

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**Who?**

<i>Type of organization managing the initiative</i>	Community center
<i>Partners / stakeholders involved</i>	Government (State/provincial/district) Local authorities Pre-school institutions Research institutions Community organizations
<i>Persons involved</i>	Groups of learners include: <ul style="list-style-type: none"> <li>▪ ECD learners (aged 3 - 7 years)</li> <li>▪ Community members (crafters)</li> <li>▪ Community members (herbalists and clinic staff)</li> <li>▪ Community members (illiterate and semi-literate)</li> <li>▪ School teachers</li> </ul>

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**WHAT?**

<i>Educational / learning setting and level</i>	Early childhood Non-formal / Informal: Teacher education, community skills education
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**WHY?**

<i>General focus of the initiative</i>	Learning for sustainability in formal, non-formal and informal settings Indigenous knowledge
<i>Themes</i>	Overcoming poverty Gender equality Health promotion HIV and AIDS Citizenship Peace, human rights and security Environment Water Natural resource management Democracy Justice Sustainable urbanization Rural development Responsibility in local and global contexts

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**WHEN?**

<i>Starting year and duration</i>	The centre was established in 1990, but has held the designation of an integrated community service centre for the last 6 years (since 2004).
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**WHERE?**

Geographical setting	Local: Grahamstown, Eastern Cape, South Africa
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**METHODOLOGY** Contextual relevance - The centre focuses on approaches that respond to the contextual challenges affecting early childhood learners and their immediate social nets. New programmes are started slowly, piloted and then implemented, depending on their contextual fit into the community. Programmes are implemented to counter local shortfalls or lack of resource, using imaginative alternate responses that do not rely on income to succeed.

Early childhood learning: Early childhood learning focuses on providing learners with engaging their daily challenges and developing contextually relevant skills and knowledge that help them to better manage their daily lives. Lesson groups typically include at least three areas: a) Knowledge-building; b) skills building; and c) practical contexts for applying these knowledge and skills in their real lives. The centre uses a



combination of the above to provide learners with the tools to survive and thrive within their contextual environments. Learners are empowered to respond to the challenges shaping their lives as well as to start exerting pressure on their immediate care-givers to improve their quality of life.

The teaching staff integrates whole child development strategies to provide multiple problem-solving paths for learners, enabling them to build both the confidence and the resilience to deal with their daily challenges.

Skills development for primary care givers: As part of the integrated approach to the development of socio-environmental safety-nets for children, primary care givers are targets in multiple ways. Each of these approaches meets direct or indirect needs of the early childhood learners, while also providing a new skill or tool to support the development of the care-giver themselves.

Creating stronger social networks: Because of the integrated approach to sustainable socio-environmental development, there is an implicit creation of and strengthening of functional and skilled social networks. The centre has slowly become a core part of the community, with the community working more and more actively to meet the needs of their youngest early childhood members in a manner that spreads the environmental resilience gain throughout the community, while at the same time meeting the needs of the adult members of the community.

*Methods & approaches*

**Outcomes-based education**

Providing good quality outcomes-based education for early childhood learners that integrates knowledge-building and practical skills development with contextual resilience-building. Learning is practical and considers whole-child development, integrating cognitive, emotional and physical development of the child.

**Social network development**

Developing integrated, multiple social networks that interact and interconnect to provide hardy socio-environmental safety nets for children, and by extension, older community members involved.

In effect, this shifts the burden of child care away from just teachers and primary care-givers, and distributes it across a wider social network, enabling greater leverage of resources and greater potential for effective advocacy within the community towards meeting the needs of young children.

**Health care strategies**

An integration of educating and building skills within young children (within the school curriculum) and building skills and mobilizing resources within the broader community to meet health care challenges affecting children and their primary care-givers.

**Children's rights education**

Educating children and advocating through awareness raising and education within the broader community, and particularly within children's primary care-givers.

**Nutrition and physical development**

Teaching children about good nutrition, combating social status myths (e.g. Only poor people eat food that is not bought), providing care-givers with skills for accessing alternative sources of nutrition and looking at developing healthy diets to assist children to develop in ways that promote their ability for life-long development.

**Cognitive development**

An integration of leveraging good nutrition, providing sound educational opportunities and ensuring that learners have support for their cognitive development in their homes through providing literacy opportunities for primary care-givers and older siblings and family members. This provides an increased opportunity for family groups to support children's cognitive development in the home.

**Community skills development**

Providing literacy and income-generation skills for primary care-givers and community members to leverage income-generation opportunities. This is an indirect approach to increasing financial resource in the community to combat unemployment, and some

of the related social ills such as increased alcoholism, crime and abuse. In addition, an increase in income generation is hoped to increase the available resource pool to meet basic rights such as shelter, clothing, access to increased educational opportunities and better health care.

<i>Working language(s)</i>	English and Xhosa (local bantu language spoken within the community as a first language)
<i>Budget and funding sources</i>	The centre derives its funding from a number of sources, including the Departments of Social Development and Education, the Rhodes University Centre for Social Development, school fees and external funding sources.

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## RESULTS & EVALUATION

### Presentation of effects, results or impact of the initiative

*Evaluation of initiative* Yes, both through research studies, and through the Centre for Social Development, Rhodes University. Comments herein focus on integrated environmental learning and sustainable development strategies, derived from a Masters Thesis completed by Ms Priya Vallabh (Goburdhan). The thesis focused on the overlap between context, teaching and learning in response to environmental challenges affecting the learners, and was awarded a cum laude.

The project has been researched by several researchers (including the submitter of this case-study, as well as the Centre for Social Development. Comments included in this section are from the perspective and research findings of the Masters Study conducted by Ms Priya Vallabh (Goburdhan).

*Results* This integrated approach to dealing with the socio-environmental challenges facing young children has resulted in the development of a strengthening social network of primary care-givers and community members working to address issues affecting children in their community. The programme has resulted in a more holistic approach to early childhood development, that extends the area of gain into the community surrounding children in a manner that both enables better early childhood care and increases skills and capacity within the community to fulfill their own desires for self-development.

The programme utilises local resources, knowledge and needs to create strategies that have more than a single desired outcome - each programme results in multiple successes for multiple groups of people, and ultimately, for the young children within the community.

The thesis found that although there were inherent ambivalences arising out of the programme, sustainable development and environmental education were both implicitly and explicitly integrated into the core curriculum and the its satellite projects, and that socio-environmental challenges were engaged with in multiple direct and indirect ways, often integrating best practice responses to environmental challenges, and both in short and long term strategies.

The programme successfully raised awareness, developed skills and facilitated sustainable responses to environmental challenges affecting young children in diverse and layered ways, while creating buy-in from a previously demotivated and lethargic community.

### Analysis of success factors

*Strengths* The approach results in multiple layers of response to contextual issues and challenges, and relies on a diverse set of human and natural resources. This allows a wider group of people to contribute to the success of the programme, as well as spreading the footprint of benefits among a wider community network. Therefore the absence of one resource during the programme implementation will not result in an end to activities.

*Weaknesses & risks* The success of the programme is greatly dependent on motivated and creative centre staff who are passionate about the development of functional socio-environmental safety nets and early childhood learners. There is also an underlying need for a diverse set of skills within the centre staff to meet the needs of the diverse skills development approaches.

## Constraints

### *Problems encountered*

As always, financial constraints are a constant challenge to the number and quality of projects being implemented. Other constraints include the need for staff to meet the increasing project needs and to further develop projects. Staff currently fulfill multiple roles within the centre and require a broad range of skills to be effective.

## Perspectives

### *Conditions for successful replication*

The following are key success factors of the programme:

- The development of socio-environmental responses that are contextually driven and applicable;
- Solutions and approaches that both implicitly and explicitly address the needs of multiple members of the community, and work together to create multiple layers of response to a set of challenges facing the most vulnerable member of the community - it all comes back to how a particular programme can meet the needs of early childhood learners in the end, while meeting the needs of the broader community;
- Creative problem-solving that is contextually relevant, using and reusing resources that are locally available in old, new and creative ways;
- Targeting different skills at a variety of groups to address the same challenges in different and multiple ways;

The creation of durable and hardy socio-environmental safety nets to act as buffers against environmental challenges affecting young learners and their community.

### *Why do you consider this a good practice?*

The centre has successfully integrated social development projects into a framework that meets the needs of early childhood learners in an environmentally sustainable manner. Not only do the projects provide needful skills to adults within the community, but these skills are focused on creating sustainable socio-environmental safety nets for the children attending the ECD programme that is the heart of the centre.

The Raglan Road Centre is an excellent example of developing strong socio-environmental safety-nets for children in ways that integrate local context, children's rights and basic developmental needs and diverse strategies of multiple skills development approaches to environmental resilience-building in impoverished communities.

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## 2. Earth Kids Space Programme

*Goi Peace Foundation, Japan*

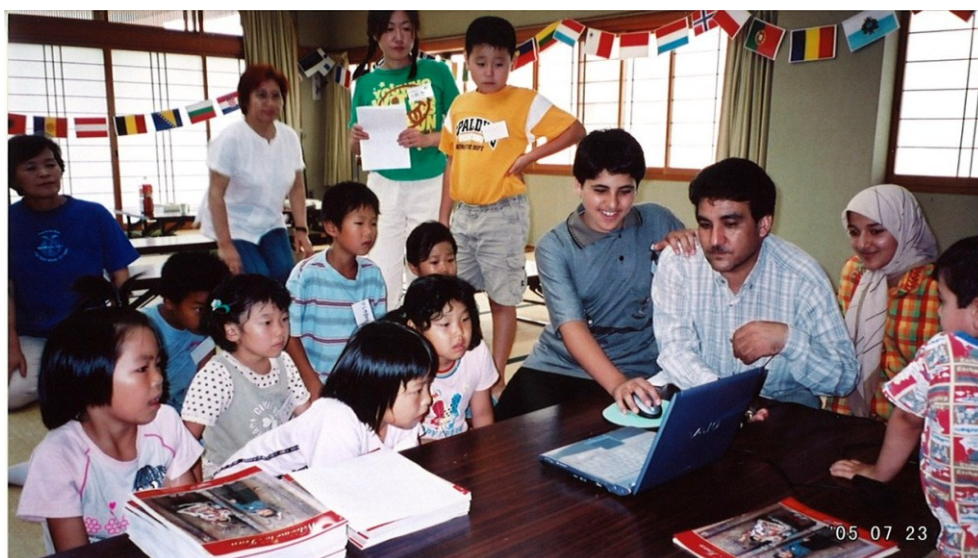
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Mr. Tatsuru Nakayama, Assistant Director

**DESCRIPTION** Under the theme of “cultivating children’s spontaneity and creativity” and “promoting Education for Sustainable Development,” Earth Kids Space Programme provides unique learning experiences for children in afterschool and weekend settings. It offers a safe space where children can fully express their potentials and qualities. At the Earth Kids Space, children learn about peace and harmony, and respect for all life and the environment through cooperative games, stories, interactive workshops and outdoor activities.

Operated by volunteers, the programme enjoys the support of local governments, schools, public institutions including libraries and community centers, youth groups and NGOs, demonstrating effective community collaboration.

The uniqueness of the programme is attributed to the fact that each classroom is creatively run by various stakeholders involved, including volunteers, parents, school teachers, activity experts as well as senior citizens and foreign residents and exchange students of the community, and importantly, children themselves.

Testimonies of participants indicate that the programme has contributed to revitalizing the community, promoting local culture and inter-generational solidarity.



**OBJECTIVES** The main objective of the Earth Kids Space Programme is to foster peace-loving, responsible global citizens from a young age. The four core values nurtured in children through various activities are: *Independence*, to develop a sense of responsibility for oneself; *Harmony*, to cultivate the ability to initiate communication and cooperation; *Global Understanding*, to foster a global perspective and a spirit of appreciation toward the Earth; and *Love and Peace*, to nurture a spirit that desires to be helpful to people and society, and to contribute to peace.

*Relate to national priorities* Earth Kids Space Programme supports the Japanese Government’s initiatives of the “After School Plan for Children” and the “Local Communities Educational Functions Revitalization Plan”, which aim to reverse the decline in the country’s birth rate and encourage further communication among different generations to strengthen the local network.

**Who?**

<i>Type of organization managing the initiative</i>	Foundation
<i>Partners/stakeholders involved</i>	<p>Government (State/provincial/district)                  Local authorities                  Schools                  Non-governmental organizations                  Community organizations                  Embassies</p> <p>Earth Kids Space Programme was first developed as a programme commissioned by the Japanese Ministry of Education, Culture, Sports, Science and Technology. In its daily operation, dedicated volunteers coordinate the programme and supervise the participating children, who are openly invited from the local area. Experts in cultures, such as paper crafts, story telling, outdoor activities, farming, tea ceremony, martial arts, theatrical arts and communication, are invited as lecturers and instructors. Local schools, community centers and libraries provide their facilities for the afterschool and weekend activities. Parents, teachers, senior citizens, and occasionally foreign residents and exchange students take part in the programme to interact with children.</p>
<i>Persons involved</i>	Pre-, primary and secondary school children of ages 3-15. (approx. 350 in Japan alone)

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**WHAT?**

*Educational / learning setting and level*      Non-formal: After-school & weekend classroom

**WHY?**

*General focus of the initiative*      Learning for sustainability in formal, non-formal and informal settings  
 Regional/international cooperation

*Themes*

- Ethics
- Intercultural understanding
- Cultural diversity
- Peace, human rights and security
- Environment
- Water
- Biodiversity
- Responsibility in local and global contexts

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**WHEN?**

*Starting year and duration*      2005 – Present

**WHERE?**

*Geographical setting*      5 classrooms outside Japan (Argentina, India, Indonesia, Israel, The Philippines) and in Japan (28 locations)

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**METHODOLOGY**

*Methods approaches*      & Most of the activities of Earth Kids Space Programme have been creatively developed at each local classroom by volunteers who act as coordinators as well as instructors. These activities and methods are then shared among the network as common educational resources. The activities vary depending on the human resources available at each location, but they are all geared toward learning the values and principles outlined in the *Declaration for All Life on Earth* (Please find the document on [www.goipeace.or.jp](http://www.goipeace.or.jp)).

Some of the successful methods employed include:

- *Imagining the future*. Children are encouraged to imagine and share their future

visions and dreams in groups, and learn that holding idealistic visions in their minds can become a source of strength in creating a positive future.

- *Life of immeasurable value*. Based on Prof. Kazuo Murakami's book *Sekai wa Hitotsu no Seimei kara Hajimatta [The World Began from a Single Life]*, children learn about and appreciate the miracle of their own life and beings.

- *Experiencing agriculture*: With the help of local rice farmers, children learn how rice is made by taking part in the actual process of planting, harvesting and threshing, and appreciate the blessings of nature and food.

- *UN International Day of Peace*. Using visual materials such as booklets published by UNIC, world maps, country flags, cook books, etc., and joined by foreign residents in the community, children learn about the world in diversity.

As a common code of conduct, every class begins with all participants reciting *The Three Promises*: "I will not bother others." "I will look after myself." "I will help others when I can."

*Working language(s)* Japanese for classrooms in Japan; and national languages in India, Indonesia, Israel and the Philippines respectively

*Budget and funding sources* Annual total budget: JPY 4,238,000 (as of June 2010).

Breakdown and Funding sources:

- JPY 250,000 for miscellaneous expenses of the Foundation incl. printing and communication; JPY 1,100,000 for operating costs of local classrooms around Japan, both funded by the Foundation's "Educational Fund".

- JPY 2,888,000 for operational costs of 4 local classrooms, funded by grants received from local governments and other institutions.

- Some classrooms collect fees from participants to cover cost of necessary materials, and receive small donations from local supporters and occasionally sell their goods at local festivals for fund raising.

## RESULTS & EVALUATION

### Presentation of effects, results or impact of the initiative

*Evaluation initiative* of Yes. Earth Kids Space Programme receives annual evaluation by the participants, parents, the local supporters.

*Results* The programme has made an enormous impact not only on the minds of children but also on their families and communities at large. In the most recent questionnaire survey the Foundation conducted, 80% of the participating children say that they have developed valuable human relationships and appreciation for nature and the environment at the Earth Kids Space. One of the children testifies, "I really understand now what it means to say that water is the source of all life."

83% of the parents think that their children have developed positive attitudes and respect for others through the programme. One of the parents testifies, "My daughter has always used rough and impolite language. So I cannot believe it when I see her interacting harmoniously and cooperatively with others here. I think she has found a place at the Earth Kids Space where she can feel free to be her true self."

81% of the local supporters think they have more communication with children within the community than before. A senior supporter says, "Earth Kids Space has brought the grownups of the local community together to jointly foster the younger generation."

### Analysis of success factors

*Strengths* Earth Kids Space Programme has successfully offered opportunities for children to learn to "think globally and act locally" through live experiences and various types of learning materials with a multi-disciplinary approach. It is open to every child regardless of age, nationality background and any disabilities. For example, one of the classrooms has accommodated disabled children with Down syndrome to join with ordinary children so that they can cooperate and learn from one another. Another merit of the programme is that anyone, including housewives and senior citizens, can volunteer and take part without any special qualifications or background in education. The programme has proved that love for children and the intention to serve one's community are the most important ingredients for success. Furthermore, the operation costs are minimal.

*Weaknesses & risks* Earth Kids Space Programme greatly depends on dedicated volunteers who commit their time, energy and money to daily operation. Under such circumstance, it is sometimes challenging especially when the classrooms become short-staffed, compared to the growing number of participating children.

**Constraints**

*Unresolved issues* We are behind the recruitment and training of operational staff with necessary skills and knowhow to run the programme.

**Perspectives**

*Conditions for successful replication* It is essential that the above mentioned “The Three Promises” are shared among all the participants and staff members involved in the programme as the common code of conduct.

*Why do you consider this a good practice?* The most distinctive characteristic of Earth Kids Space Programme is its unique philosophy which nurtures children’s spiritual and human development. The whole programme is designed as an ESD initiative for capacity-building of children of all age groups with the four objectives to cultivate, *independence, harmony, global understanding, and love and peace*. It is a good practice of “Think Globally, Act Locally” approach to foster responsible global citizens. Also, the programme contributes to lifelong learning of adults who are involved as supporters. The staff members, parents and local people supporting the programme learn from the wonderful qualities of participating children while helping them grow. Earth Kids Space Programme plays a catalyst role to bring together people and empower them to help each other to create peaceful and sustainable local communities.

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### 3. Green Kindergartens – environmental education for young children

*Live and Learn Environmental Education & Vanuatu Early Childhood Association, Vanuatu*

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**DESCRIPTION** Green Kindergartens was a joint project of Live and Learn Environmental Education and the Vanuatu Early Childhood Association (VEJA) funded by the New Zealand National Commission for UNESCO in 2008/9. Four pilot kindergartens were selected for participation in this project in Port Vila, the capital of Vanuatu: Vila North, Linda Dwyer, Fres Wota and Mele. In total, 26 teachers were trained in environmental education approaches and the four selected pilot kindergartens carried out environmental actions as identified by the kindergarten's parents and teachers. A total of 138 parents attended awareness workshops at the four preschools and assisted with the implementation of the environmental actions, such as building compost structures. As a result of the focus group and discussions with parents, the project focused on two particular topics; waste and gardening. A Green Kindergartens teachers' handbook and two posters were developed. Evidence from teacher interviews conducted showed that teachers felt more confident to teach their students about environmental issues and had a better understanding of how to incorporate different learning approaches in these activities.



**OBJECTIVES** The Green Kindergartens pilot project aimed to:

- Reduce the waste, energy and water consumption in preschools
- Assist young children understand their place in nature and how they can contribute positively to the environmental challenges we face
- Ensure teachers, carers and parents are able to teach young children how to care for the environment

*Relate to national priorities* There is a big push for improving the quality of Kindergartens in Vanuatu, through teacher education, environments and resources. This project gave teachers and parents valuable knowledge, skills and resources about caring for their environment as well involving them in passing on this knowledge to communities.

#### Who?

*Type of organization managing the* Non-governmental



*initiative*

<i>Partners / stakeholders involved</i>	<p>Government (State/provincial/district)</p> <p>Vocational education institutions</p> <p>Community organizations</p> <p>Vanuatu Early Childhood Association (VEJA) assisted with coordinating teachers to come together for workshops, selecting pilot schools, writing resource materials and co-delivered workshops with Live and Learn.</p> <p>Ministry of Education, National Pre School Coordinator– provided networks and access through the Provincial Pre School Coordinator.</p> <p>NZ High Commission for UNESCO – Funding body</p> <p>Australian Pacific Technical College – provided avenue to educate Preschool teachers as part of the diploma in Early Childhood learning.</p>
<i>Persons involved</i>	Kindergarten teachers (26) and parents (138) and preschool students (120+)

**WHAT?**

<i>Educational / learning setting and level</i>	Formal: Early childhood; Teacher education
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**WHY?**

<i>General focus of the initiative</i>	<p>Learning for sustainability in formal, non-formal and informal settings</p> <p>Education of educators</p> <p>Tools and materials</p>
<i>Themes</i>	<p>Health promotion</p> <p>Environment</p> <p>Water</p> <p>Biodiversity</p> <p>Sustainable production and consumption</p>

**WHEN?**

<i>Starting year and duration</i>	2008-2009 (18 months)
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**WHERE?**

<i>Geographical setting</i>	Port Vila, Vanuatu
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**METHODOLOGY**

*Methods & approaches*

**Focus groups**

Three research focus groups were held with a total of 32 preschool teachers at the commencement of the project. The purpose of the focus groups were to establish existing knowledge on environmental issues, what outcomes teachers would like to see as a result of the Green Kindergartens project and how the project could assist them in their work. Generally teachers were aware of some environmental issues facing their preschool and Vanuatu. In particular, the issues of cleanliness, waste, planting trees and fresh air were mentioned. Teachers indicated that they wanted the Green Kindergartens project to show them how to reuse resources to make toys for children, how to reduce the waste in the preschool, ideas about using art and posters for teaching children. They also mentioned they thought the involvement of parents was crucial to the success of the project. The focus group shaped the development of the resources and training activities.

**Reference group**

A reference group was convened, including two preschool advisors from New Zealand, the President of the Vanuatu Early Childhood Association and two

environmental officers from Live and Learn. The Ministry of Education representative was kept up to date with the progress of the project. The reference group met monthly over the duration of the project. For example, rather than covering every environmental topic, the group decided that after having held the focus groups, two topics, Waste and Gardening would be most appropriate to focus on.

### **Green Preschools handbook and posters**

A comprehensive handbook was developed with consultation with 26 teachers. It covers 6 environmental topics and guides teachers through experiential learning activities, including songs, story telling and art projects they can use with children. The handbook is designed to complement the two Green Kindergartens posters "Waste" and "Gardening". These posters and booklet were pretested before design with a group of 16 teachers and changes were made to ensure they were useful for teachers.

### **Parent education workshops**

Four education workshops took place at the pilot schools, which started the dialogue around the environment and the role of parents in teaching their children about the important environmental issues facing Vanuatu.

Environmental education experts from Live & Learn and Preschool advisors discussed environmental issues with parents and created an action plan for the school.

### **Train the teacher workshops**

Two training workshops took place with teachers from the 4 selected pilot preschools. A third training workshop with representatives from preschools from around Vanuatu was held in conjunction with the Vanuatu Early Childhood Association's AGM.

The workshops covered practical activities included in the Green Kindergartens handbook. Teachers learnt ways to teach children about environmental issues using practical, hands on activities. These workshops sought to assist teachers develop their students' critical literacy, problem solving skills, decision making skills, dialogue and link learning to taking action in the local community.

<i>Working language(s)</i>	Bislama (national language of Vanuatu)
<i>Budget and funding sources</i>	5000NZD NZ High Commission for UNESCO

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## **RESULTS & EVALUATION**

### **Presentation of effects, results or impact of the initiative**

*Evaluation of initiative* Yes. It was initially anticipated that monitoring and evaluation would be completed through workshops, however what proved to be most effective was doing on-site visits to the pilot kindergartens to monitor progress regularly throughout the project.

*Results* Teachers interviewed were happy with the outcomes of the project and wanted further training in how to best utilise the handbook and requested further assistance in looking at more topics like using alternatives to chemicals in their preschools.

### **Analysis of success factors**

*Strengths* Direct and targeted training for preschool teachers in the area of environment and health has not been done in Vanuatu before.

*Weaknesses & risks* Sustainability of the project without funding and key drivers.

### **Constraints**

*Problems encountered* Delay in design of booklet and funding to produce it meant posters and training was completed before books were available.

**Perspectives**

*Conditions for successful replication*

Further funding would be required to continue this program. It would work well as a partnership with the Ministry of Education, VEJA, Live and Learn and the Australian Pacific Technical College.

*Why do you consider this a good practice?*

Many teachers as well as parents were involved in both practical skills such as building composts, but also technical skills in how to explain complex environmental issues to their students.

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#### 4. How are you ... Earth? 15 animated films

*Moll Nursery School, France*

##### CONTACT

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Telephone: 01 58 05 06 85 Fax: 01 58 05 06 86  
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Christine Diakonoff, School Principal. Lucie Alardet, Sébastien Valade, Teachers

##### DESCRIPTION

Animated films made by pupils aged 4 to 6 years for an education for eco-citizenship and sustainable development.

#### 10 gestes pour être un petit éco-citoyen



##### OBJECTIVES

To train for eco-citizenship through the production of short animated films.

*Relate to national priorities*

Inclusion in the official preschool curricula and in education for sustainable development.

##### WHO?

*Type of organization managing the initiative*

Governmental (preschool level, 17th *arrondissement*, Wagram, Paris).

*Partners/stakeholders involved*

88 pupils aged from 4 to 6 years, divided into three classes (two classes with a second-year/third-year double level and a third-year class) and two teachers (Lucie Alardet and Sébastien Valade).

*Persons involved*

The pupils concerned by the initiative and their parents and the close circle they will form.

### **WHAT?**

<i>Educational/learning setting and level</i>	School: pre-school level; primary education;  Private sector (Société Playmobil – France ® for dissemination authorization).
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### **WHY?**

<i>General focus of the initiative</i>	Learning about sustainable development in formal, non-formal and informal settings;  Training of trainers;  Tools and materials (for example, communication media and ICTs).
<i>Themes</i>	Citizenship; Environment; Climate change; Water; Biodiversity; Management of natural resources; Sustainable production and consumption; Sustainable urban development.

### **WHEN?**

<i>Starting year and duration</i>	January 2010-June 2010 (three hours a week worked for the pupils, i.e. 48 hours of actual filming – many overtime hours for the teachers).
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### **WHERE?**

<i>Geographical setting</i>	Local: Paris, 17th <i>arrondissement</i> .
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### **METHODOLOGY**

<i>Methods and approaches</i>	B.O. (National Education programmes), How are you ... Earth? (Bayard), use of free MonkeyJam software (stop-motion video).
<i>Working language(s)</i>	French.
<i>Budget and funding sources</i>	A webcam (school cooperative: €23.90), a desktop PC, all the necessary material for films (decor, characters, animal figurines, vehicles, etc.).

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### **RESULTS and EVALUATION**

#### **Presentation of effects, results or impact of the initiative**

<i>Evaluation of initiative</i>	In part.
<i>Results</i>	Positive for pupils and teachers alike.

#### **Analysis of success factors**

<i>Strengths</i>	Originality, creativity, use of ICTs, work with pupils in small groups.
<i>Weaknesses and risks</i>	Lack of time, space and good-quality equipment for the initiative. Computer and audiovisual skills essential.

**Constraints**

*Problems encountered*                      Poor-quality equipment (filming difficulties).

**Perspectives**

*Conditions for successful replication*                      Adequate equipment, organization of a lasting cross-sectional project.

*Why do you consider this a good practice?*                      Because it is original and effective and because the pupils identify easily with the initiative and become themselves trainers of people close to them. Furthermore, this work bolsters what is all-important for an eco-citizen of the twenty-first century: learning of knowledge, analysis and decrypting the image and its message, and above all an education for sustainable development.

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## 5. Leben gestalten lernen – Werte leben / Learning to shape life – living values

*Landesbund für Vogelschutz in Bayern e.V., Germany*

### CONTACT

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Klaus Hübner, Head of the Department for ESD/leisure time

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### DESCRIPTION

Education for Sustainable Development fosters the development of values in early childhood.

Values provide orientation to children, help them decide what they really need and how to behave and act towards others. These values are developed at an early stage. Therefore the project "Leben gestalten lernen – Werte leben / learning to shape life – living values" shows how to foster and encourage values in the daily routine in kindergarten with 3 to 6 year old children. Of course, the ability to judge based on a canon of values is first developed in family, but has to be encouraged and cared for in kindergartens. Partnership between parents and educators is of much importance and is therefore dealt with in its own chapter.

For more than 24 years the LBV has been involved in environmental education and Education for Sustainable Development; for more than 14 years the LBV operates its own kindergarten according to the principles of sustainability. Together with the Bavarian Ministry for Environment and Health, the LBV developed the standard work "Leben gestalten lernen: Kompetenzen /learning to shape life: skills and competences" for early years education that shows how early childhood competences can be fostered through education for sustainable development. Further education was offered to educators on this project and so far 280 kindergartens achieved the certificate and more than 3,000 kindergartens all over Germany work with this material. With the second binder "Leben gestalten lernen – Werte leben / learning to shape life – living values" and a corresponding further training series, the important topic "values" continues the successful sequence.

Values are of utmost important for our future and ensure that society is able to cope with the challenges of the 21<sup>st</sup> century. We have the firm conviction that many values can be fostered in the daily work in kindergarten. Those values like e.g. sense of responsibility, openness, trust and confidence, and respect are necessary for developing the child's own personality so that children are able to play an active role in their own life and in society in the terms of sustainable development. In this folder, many practical methods and ideas can be found that show how all this can be achieved in the daily routine in kindergarten. The aforementioned values – and some more – can be fostered through the presented topics and methods of ESD. All the experiments, recipes, games and decorative ideas are linked to Agenda21. A theoretical part completes the collection with background information about ESD and the educational assignment of kindergartens. There is also one chapter dealing with the cooperation between parents and educators.



- OBJECTIVES**
- to reach as many pre-school institutions and educators as possible
  - to foster children's values with the methods and subject matter of ESD
  - to actively involve families together with their children, educators and their agencies in this project

*Relate to national priorities* The project "leben gestalten lernen: Kompetenzen / learning to shape life: competences" is part of the national action plan for ESD and "Leben gestalten lernen – Werte leben / learning to shape life – living values" has been certified as official German project of the UN Decade of ESD.

### Who?

<i>Type of organization managing the initiative</i>	Non-governmental
<i>Partners/stakeholders involved</i>	Government (State/provincial/district) Local authorities Pre-school institutions Pre-school institutions are the target group for further training sections, mostly local organizations operate the involved pre-school institutions, the Bavarian Ministry for the Environment, Health and Consumer Protection is involved in the funding and the certification ceremony.
<i>Persons involved</i>	Educators and people working in pre-school institutions, children in the participating pre-school institutions and their parents

### WHAT?

*Educational / learning setting and level* **Formal education:** Early childhood; Further and higher education

### WHY?

<i>General focus of the initiative</i>	Learning for sustainability in formal, non-formal and informal settings Education of educators Tools and materials
<i>Themes</i>	Intercultural understanding Environment Health promotion Climate change Ethics Water Biodiversity Democracy Justice Sustainable production and consumption

### WHEN?

*Starting year and duration* Starting from 2002

### WHERE?

*Geographical setting* Local: Hilpoltstein and its surroundings  
Regional: Mittelfranken (Middle Franconia)  
Subnational: Bavaria (German federal state)



<b>METHODOLOGY</b>	All educators and people working with children between 0-6 years of age can take part in our further training "4000 hours awake" which is supported by the Bavarian Ministry for the Environment, Health and Consumer Protection and find out how to optimize children's abilities with contents and methods of ESD. After participants have successfully attended the four different sections of training course, they get a certification from the Bavarian Ministry for the Environment, Health and Consumer Protection.
<i>Methods &amp; approaches</i>	participatory methods, methods encouraging notion of democracy
<i>Working language(s)</i>	German
<i>Budget and funding sources</i>	Bavarian Ministry for the Environment, Health and Consumer Protection; Bayerische Sparkassenstiftung (Bavarian Sparkassen Foundation)

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## RESULTS & EVALUATION

### Presentation of effects, results or impact of the initiative

*Evaluation of initiative* The participants of the further training sessions have been asked to fill in a questionnaire on various aspects. The four training sections and the work of the instructors during the sections have been evaluated by a graduate research project.

*Results* The overall result is highly positive.

As a best practice example, the initiative is the result of the successful implementation and practice of the methods used in ESD and fosters early childhood competences and values.

### Analysis of success factors

*Strengths* Theoretical inputs and practical usage are equally important. During the training sections the participants get a detailed instruction on how to use the ring binder and DVD in their every day work. All activities, recipes and ideas summarized in the ring binder are highly practical and can be used in every kindergarten and other early childhood institutions. The ring binder is organized in sections according to competence, season, outdoor or indoor activities, and Agenda21 approach. Parental involvement is of great importance for some projects and activities.

### Perspectives

*Conditions for successful replication* A successful cooperation between educators, parents, supporting organizations and responsible bodies is needed to successfully implement this project.

*Why do you consider this a good practice?* This project is considered a good practice because it is the result of years of experience in the kindergarten that is operated by the LBV.

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## 6. Leuchtpol - A new experience of energy and the environment: a project for promoting ESD at pre-primary level

*Leuchtpol gemeinnützige Gesellschaft zur Förderung von Umweltbildung im Elementarbereich mbH, Germany*

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Inga Cordes, Managing Director

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**DESCRIPTION** Leuchtpol introduces ESD at the pre-primary level via the fields of energy and the environment. Leuchtpol aims to have reached 4,000 pre-schools (10% of facilities in Germany) by the end of 2012.

The project focuses on five-day further training events for educators at pre-primary level, who will subsequently implement ESD projects on “Energy and the Environment” at their facilities. Children between the ages of 3 and 6 will learn to engage with energy and the environment in a playful manner. The further training concepts developed by Leuchtpol reflect a wide range of methods and contents.

Leuchtpol also pursues educational policy objectives by working towards integrating ESD at the pre-primary level. The project is the result of an unusual alliance between an environmental organization (NGO) and an energy group. Leuchtpol maintains eight regional offices across Germany; a collaboration structure with well-established cooperation partners serves to implement the project in the wider community.

*innovative aspects of the initiative*

Leuchtpol helps promote an area of sustainable development that has to date been largely ignored: early childhood education on the pressing issues of “Energy and the Environment”. Children tap into ESD through play. For this purpose Leuchtpol conducts five-day training events for educators nationally. Training is offered at no cost on an in-service basis. These educators then implement the skills and knowledge gained throughout their facilities together with the children in their care. Documenting this implementation is integral to the programme.

The pedagogical concept is based on proven ESD approaches and current educational research. The regional offices set their own ever-developing conceptual focuses, which take into account the distinct education plans of the various German Länder.

Further training contents and methods are closely aligned with children’s abilities and the needs of pre-schools and educators. Children are encouraged to explore and develop individual access to the concepts presented, for instance by discovering solar and wind power through play. During “days without power” pre-primary children experience first-hand just how many things run on electricity.

Lüneburg University supports and scientifically evaluates project quality. Professional communication enhances ESD visibility in the media and among the public as well as among social and political bodies.

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**OBJECTIVES**

Leuchtpol pursues the following four objectives:

1. By the end of 2012 at least 4,000 pre-schools (10% of facilities nationally) will have participated. ESD will be permanently integrated through regional structures such as networks.
2. Leuchtpol provides stimuli for solidly embedding ESD in educational policy: project results will be introduced into the discourse of relevant experts and decision-makers in educational policy in order to promote the integration of ESD in the education plans for pre-schools and the curricula of professional colleges.
3. Leuchtpol promotes constructive dialogue between the environmental movement and the energy industry. It engages with the project dimensions of environmental and social policy.
4. The project is to be established on a permanent basis: it will work towards establishing the project company as a long-term provider of environmental education and ESD beyond 2012. Thus, newly developed expertise, structures and investments made will continue to provide benefits for the future.

*Relate to national priorities*

- Whilst the pre-primary level has gained increasing recognition as an educational domain in recent years, ESD has been given very little attention to date. Leuchtpol addresses the ESD gap in early childhood education through a large-scale project.
- Leuchtpol's formative political task, namely to provide stimuli for embedding ESD in education plans and curricula, tackles a previously unresolved social challenge at the pre-primary level.
- Leuchtpol promotes the further development and bundling of ESD activities as well as the transfer of good practice to the wider community. Networking ESD stakeholders and increasing the public visibility of ESD are essential, and providing support for regional ESD networks is one strategic component.

**Who?**

*Type of organization managing the initiative*

Non-governmental

*Partners/stakeholders involved*

- Government (State/provincial/district)
- Local authorities
- Pre-school institutions
- Vocational education institutions

Higher education institutions  
 Research institutions  
 Non-governmental organizations  
 Community organizations  
 Private sector  
 Media  
 Institutions and organizations running day care centres

Leuchtpol is backed by the *Arbeitsgemeinschaft Natur- und Umweltbildung Bundesverband* (National Working Group for Nature and Environmental Education), which is its sole shareholder. The project is funded by the energy company E.ON. The *Institut für integrative Studien* (Institute of Integrative Studies, infis) of Leuphana University Lüneburg provides scientific support for and evaluation of the project. Leuchtpol offices have been established in eight regions: experienced environmental education organizations have been recruited as cooperation partners to implement the project across Germany, among them the *Unabhängiges Institut für Umweltfragen* (Independent Institute for Environmental Issues) – UfU (Berlin), *Save Our Future Umweltstiftung* (Environmental Foundation) – SOF (Hamburg) and *Umweltstation Lias-Grube Unterstürming* (the Lias-Grube Environmental Station in Unterstürming).

In addition, the project aims to reach numerous other stakeholders such as educators in day care centres, regional and national educational institutions, political institutions, the media etc.

#### *Persons involved*

The project addresses children aged 3-6 and their families via educators, the main target group. Leuchtpol is backed by the environmental education organization ANU, its sole shareholder, and funded by the utility E.ON. The institute of integrative studies of Leuphana University Lüneburg provides scientific support and evaluates the project. There are eight Leuchtpol offices nationally, some of which are attached to regional environmental education facilities, implementing the project as partners within the wider community.

Leuchtpol promotes educational partnerships for sustainable development and enriches the debate on issues of sustainability and energy as well as pre-primary pedagogy and educational policy through stakeholder dialogues.

The project will provide further training to at least 4,000 educators, each of whom works with approx. 20 children at pre-school/kindergarten level. Consequently Leuchtpol alone will reach around 84,000 people directly, while a significantly larger outreach will be achieved through families, project staff, networking activities of regional offices and public measures.

#### **WHAT?**

##### *Educational / learning setting and level*

Formal: Early childhood; Further and higher education; Teacher education; Professional education  
 Non-formal - Early childhood (children between the ages of 3 and 6 years), disseminators  
 Informal - Families

#### **WHY?**

##### *General focus of the initiative*

Policy, regulation, governance  
 Learning for sustainability in formal, non-formal and informal settings  
 Education of educators  
 Tools and materials  
 Research and development  
 Regional/international cooperation

##### *Themes*

Environment  
 Climate change  
 Natural resource management  
 Corporate responsibility  
 Sustainable production and consumption

Responsibility in local and global contexts

Acquisition of competences

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**WHEN?**

*Starting year and duration*    October 2008 to the end of 2012

**WHERE?**

Geographical setting    Local - Implementation in the communities (in participating pre-schools)  
    Regional - Implementation at state level via a total of 8 regional offices with responsibility for 1-3 federal states each  
    National - National project control and coordination

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**METHODOLOGY**

Leuchtpol systematically reshapes ESD in a concrete manner appropriate for the pre-primary level. The project is managed centrally, but also creates space for individual implementation in the wider community, depending on regional circumstances. Leuchtpol has a modular structure: contents are aligned with the individual levels of expertise and experience of the various participants. The specially developed further training events form a core part of the project. Importantly, methodology focuses on the transfer between theory and practice, a participative and experimental approach, socio-collaborative learning, practical support and exploration (by both educators and children) as well as the inclusion of personal experiences. In addition, Leuchtpol develops own materials in order to achieve the above-mentioned objectives, including a special materials kit and brochures outlining examples of good practice, own quality standards as well as supra-regional events (conferences, stakeholder evenings) and interactive exhibitions. Regional ESD networks are strengthened and developed further.

*Methods approaches*    &    

- Five-day further training events on ESD for educators, focusing on energy and the environment
- Development of the organization's own materials, for instance material boxes and brochures outlining examples of good practice
- Professional quality development and assurance
- Reference pre-schools, regional networks, awards system
- Partnership activities, for instance hands-on involvement of E.ON staff and their families
- Public discussions, for instance on partnerships between NGOs and companies
- Interactive exhibition, national day care centre competitions
- Networking and active participation in political bodies

*Working language(s)*    German

*Budget and funding sources*    up to EUR 28 million (2008-2012)

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**RESULTS & EVALUATION**

**Presentation of effects, results or impact of the initiative**

*Evaluation initiative*    of    The project is framed within ongoing scientific support and evaluation. 400 participants in further training were interviewed for the preliminary report on the project pilot phase 01-06/2009 (see appendix). The project is also evaluated internally on a regular basis, for instance through six-monthly progress reports.

*Results*    Leuchtpol has successfully established a functional organization with 50 staff and a federal structure of training offers within just ten months. Despite its complex stakeholder structure, challenging focus and comprehensive implementation, this project has been launched with great success in an as until now poorly represented

field.

Leuchtpol has developed both a pedagogical concept for ESD on “Energy and the Environment” at the pre-primary level and regional emphases for further training. Many new materials have been developed, including a materials kit. In the first year alone over 1,000 facilities were reached. Participants are very satisfied: 98 per cent are predominantly or fully satisfied, and over 90 per cent agree that they can implement further training well. They are motivated to integrate ESD (more) closely in their pedagogical work.

Leuchtpol also enjoys high visibility in the media (more than 100 press articles in the first year, 230 website visits/day on average). More than 100 stakeholder discussions have been held, and highly visible events have been conducted with a wide reach among stakeholder groups (media, environmental organizations, politics, business). The project has reaped first awards, including recognition as a measure of the National Action Plan for the UN Decade.

Regionally, Leuchtpol has managed to recruit renowned partners as regional offices. These have publicized the project within the ESD community across Germany.

The ANU, Germany’s largest association of environmental education providers outside the school sector, has therefore successfully launched Leuchtpol as a project that will be able to provide impulses for ESD in Germany and beyond.

On the basis of further training evaluation:

- Participants have understood the complex issue of energy within ESD and taken it further.
- In view of Germany’s federalist education system, the national project structure with eight regional offices across the country is fitting.
- Participants in further training have reported very high degrees of satisfaction.
- 90 per cent of participants have reported that they are motivated to integrate ESD more closely in their pedagogic work.
- Participants are provided with valuable practical suggestions for educational work with children on “Energy and the Environment”.

The company’s progress reports list the following results, among others:

- Establishment of a structure with eight regional offices in order to promote ESD
- Development of a pedagogical concept and aligned concepts for regional further training
- Participation of over 1,000 institutions by April 2010
- Public visibility of the project and its objective, including recognition as a measure of the National Action Plan
- Interaction with significant disseminators, including more than 100 stakeholder discussions in the first year alone

### **Analysis of success factors**

#### *Strengths*

Leuchtpol is a novel project with a wide reach. Within months, the unusual alliance between the environmental movement and an energy group in an important field of ESD has gained solid foundations in Germany. An initial evaluation has identified the following factors as being decisive for this success:

- Project focus on a relatively poorly represented field (ESD at the pre-primary level) with considerable social relevance
- Strong partnerships, particularly with the ANU (the umbrella organization of environmental education in Germany) and E.ON (finance and resourcing), as well as utilization of the ANU network
- Own quality benchmarks: culture of continuous learning within the organization
- Close cooperation with experienced, renowned environmental education organizations in the regions, quality assurance through evaluation and scientific support
- Effective organizational project structure with a head office and eight regional offices nationwide in order to reflect the federalist education system in Germany (where the Länder have jurisdiction over education and cultural affairs)
- Project company’s organizational and substantive independence as a core

		<p>success factor for the pedagogic implementation of ESD</p> <ul style="list-style-type: none"> <li>• Strong human resources and thus strong substantive presence             <ul style="list-style-type: none"> <li>▪ Clear objectives, measurability and progress control</li> </ul> </li> </ul> <p>Motivated, professional staff with a broad, interdisciplinary background in ESD            Strong outreach to regions            Quality assurance through scientific consultation            Own flexible, high-quality further training concept; high degree of effectiveness            Good resources, security of planning            Culture of continuous learning within the organization</p>
<i>Weaknesses &amp; risks</i>		<p>Partially different expectations of project stakeholders            Staffing shortages in day care centres            Diverse other education and training offers for day care centres            Measurement of long-term integration of ESD in day care centres</p>
<b>Constraints</b>		
<i>Problems encountered</i>		<p>Leuchtpol works in an important field of education for sustainable development, but directly reaches only a limited target group (children aged 3-6 years and educators). Initial evaluation of the Leuchtpol approach to further training has identified the following challenges:</p> <ul style="list-style-type: none"> <li>▪ Generally only one educator per day care centre has participated in further training; it would be desirable to have several participants from each facility.</li> <li>▪ Staffing problems at facilities frequently slow down participants from effective implementation.</li> <li>▪ Measuring education for sustainable development, in particular the long-term integration of the concept, is a substantive challenge.</li> <li>▪ Due to the complexity of federal structures and the extensive development processes associated with institutional factors, embedding ESD in the education plans of the Länder is a major challenge.</li> </ul>
<i>Unresolved issues</i>		<p>Acceptance by other education providers who need to self-fund</p>
<b>Perspectives</b>		
<i>Conditions for successful replication</i>		<p>Resourcing            Mixture of subject and organizational expertise            Utilization of existing knowledge and structures            Cooperation with innovative partners            Networks, influential disseminators</p>
<i>Why do you consider this a good practice?</i>		<p>Sufficiently wide-reaching implementation of ESD at the pre-primary level            Expectancy of effecting structural change            Utilization of existing structures and resources, strengthening and networking            High-quality five-day further training events with modular structure            High degree of professionalism and quality, including ongoing scientific evaluation and financial management            Comprehensive, clear agreements between project partners</p> <p>With its size, design and reach, Leuchtpol offers a potential “blueprint for ESD”. This opportunity is to be used in order to shape future perspectives: a successful project company is to be established by 2012, ensuring continuity after the subsidy phase. Possible project perspectives as far as ESD is concerned are:</p> <ul style="list-style-type: none"> <li>• Stronger involvement of parents, also in view of intercultural backgrounds</li> <li>• Extension of substantive reach into new areas</li> <li>• Concept transfer to schools or other educational sectors</li> <li>• Offer of (partly) financed further training</li> <li>• International expansion of the project scope</li> <li>• Training of ESD trainers and disseminators</li> </ul>

## 7. The “Eco-Patrolha” project – educating for sustainable development *Oga Mitá School, Portugal*

### Introduction

This project came into being in the School of “Oga Mitá”, the indigenous designation of the Tupiguarani Indian tribe for “House of the Child”. The Oga Mitá is an educational facility that takes in children from the crèche to the pre-school level, at 336 Rua do Lidador, in Porto.

The School has an educational philosophy in accordance with the following principles:

- training responsible and socially active citizens instructed in respect, in friendship and in affection;
- educating in environmental values and consequently for sustainable development;
- participating in the life of the surrounding community;
- developing values of public-spiritedness, democracy and critical participation in local, national and – we venture to say – world collective living, by encouraging a democratic attitude in day-to-day decision-making;
- promoting interculturality based on respect for the values and habits of all cultures;
- developing in children an environmental awareness which will enable them to act as intervening political citizens.

It is our duty, as responsible educational agents, to help promote these values in such a way as to stimulate the active, responsible and committed participation of citizens in school, in the home and in the community, nationally or internationally.

### Description of the project

A project is a journey taking us to a destination and hence we have embarked on this journey with the aim of bringing the environment to a safe haven!

In 2008, the year in which we formed the *Eco-Escolas* programme, the 3-4 years mixed group established the *Eco-Patrolha* group and, ever since then, the children feel like “superheroes” with a big responsibility, that of helping “to save the planet”, as they themselves put it.

They have assumed as their mission a major commitment to matters relating to sustainable development, by making them known at Oga Mitá (with the team and their families) and in the community.

For the development and enhancement of the project we have enjoyed the collaboration of technicians, such as Mr Juliano, of the Lipor company, and João and Helena of the Porto City Park, who have helped us to know and duly value nature and everything that it generously offers us.

This initiative came about as a classroom theme, for the 2008-2009 school year, but it was also welcomed by the children and families, themselves wishing to lend continuity to the project, the experience of which they make known spontaneously and enthusiastically in all possible situations.

The project arose from the observations of the children when they carried out a diagnosis of the educational community, as part of the environmental audit proposed by the *Eco-Escola*.

After an initial investigation, with all the classes of the school and the team of professionals, the children concluded that we were persisting in some environmentally incorrect practices. The children listed these bad habits and made them known in an action plan for implementation by the entire educational community.

From this work dynamic, accompanied by constant reflection, the children considered it fundamentally important to unite efforts, to supervise and evaluate the activities proposed in the action plan, and to “patrol” the school, while ensuring more and better environmental practices. In this way, they called themselves the *Eco-Patrolha* and they started their mission!

### Prime objectives of the project

- Provide the children with a variety of activities that will put them in contact with the Earth, familiarize them with the life cycle of plants and teach them to take care of them;
- Heighten awareness in children, parents and the team for application of the four R’s policy;



- Stimulate and facilitate the collection and delivery of specific materials: plastic bottle tops, food oil, batteries and computer consumables;
- Reduce water consumption at school and make the families more attentive to reducing water consumption at home;
- Reduce power consumption at school and encourage the families to do likewise at home;
- Offset CO<sub>2</sub> emissions.

### Methodology of the project

The *Eco-Patrolha* initiative was consolidated into a thought and action programme, along the lines of the project pedagogy.

The children began by carrying out a survey of actual needs by means of the participant observation method. That gave rise to a discussion in which the children prepare or have prepared two lists of behaviour patterns:

- environmentally appropriate behaviour – to be kept up;
- environmentally inappropriate behaviour – to be modified.

They then made known both lists in a space established for the purpose – the “Eco-Espaço” – near the entrance door to give access to this information not only to the children and the team but also to the families and other people visiting the school.

On the basis of that preliminary work, the children, with the educators, drew up a plan of action taking account of the various activities working towards the objectives set (as above). The plan was scheduled to run from January 2008 to August 2010, the date set for its review serving as a source for a new document.

Books, reviews, newspapers, films and even the Internet have been very helpful in doing this work as the basis for our research to enable our action plan to rest upon theoretical knowledge and previous experience.

Here are the activities mentioned:

### Creation of the *Eco-Espaço*

This space envisages:

- the methodology and objectives of the *Eco-Patrolha*, for each school year;
- a plan of action for each school year;
- information brochures concerning solid waste management, the importance of water and the need for sustainable management permitting the equitable distribution of resources worldwide;
- a publication of the *Kitchen Garden of the Ant* (a Lipor project with which we cooperate) concerning the composting process;
- text publicizing the campaign for plastic bottle tops;
- text making known the project to collect toners and ink cartridges, in cooperation with AMI (International Medical Assistance);
- eco-alerts: denunciation of environmentally inappropriate behaviour;
- eco-dicas: suggestions for environmentally adjusted attitudes to be taken into account.

### Creation of the *Eco-Patrolha* logo



The *Eco-Patrolha*, having in this manner taken on the responsibility of “patrolling” the school with the intention of instructing in sustainable development, wished to “construct a symbol” that was exclusive and identified all the members of the *Eco-Patrolha*. The logo arose from a well-defined group identity, through a digital image, with the participation of all the children and their opinions as to the type of representation the logo might have.

### Collection of plastic bottle tops

This proposal was made by the mother of one of the children who, supporting the action of the *Eco-Patrolha*, took the view that such a challenge should be added to the project. Everyone considered the suggestion to be an excellent idea and a duty to be assumed towards the community around us. This collection activity is always associated with a cause (purchase of a vehicle for the Areosa firefighters, in 2008-2009, and purchase of a wheelchair for Matilde, a five-year-old girl in the community, in 2009-2010).

In order to have a specific container for collecting plastic bottle tops, one of the school families donated a transparent circular tube 1.5 m high and 6 cm in diameter, dubbed *Tampinhas Felizes* (happy bottle tops).

### Collection of computer consumables

This initiative is being developed in cooperation with AMI. We learn of the project “Recycling ink cartridges, toners and mobile telephones”, which will protect the environment and also help to give practical content to the social goals of AMI. We told the children of this and, jointly with the *Eco-Patrolha*, we decided that it was very important to take part in it as well.

### Collection of used batteries

Collecting used batteries was already a common practice in our school, predating this project. Since March 2008, however, with the *Eco-Patrolha*, we have been providing more battery collection points, namely more cardboard *pilhões* in the school.

In addition to what we have near the school entrance, there is now a receptacle in the assistants' room and another in the *Eco-Patrolha* classroom (since they are the oldest children in the school and they already understand that the battery is a dangerous item and must therefore be recycled and not played with).

### Collection of food oils

In February, in a commercial establishment of our community, we observed that the establishment in question was working in coordination with a company (Space) which collects food oils in the context of the “Collecting used food oils” project promoted by AMI.

We sought contact with that company, we presented this proposal to the children and we decided, jointly, to begin collecting the cooking oil of our school.

The company left us a can for keeping the oil and every two months it comes round to collect it.

### Provision of an eco-point in the School

The eco-point is outside, near the kitchen garden, available not only for sorting the school waste but also for encouraging the families and members of the team who do not have an eco-point near their homes to make use of this one. It is mainly used internally, by the children and by the team.

### Creation of a space for collecting and storing waste for various everyday activities: the *Sucateca*

Again, before initiating this project we were already in the habit of working with waste and reusing it by turning it into art or into another possibly useful material. Our teachers of artistic expression have always appreciated this attitude and their work reflects this start, which has been transmitted to the children and to the other adults of the team. This is what gave rise in our school to a *Sucateca*, namely a space where we meet and organize the reuse of various materials (newspapers, magazines, packaging of hygiene products and food, damaged CDs, cardboard boxes, buttons, scraps of tissue, etc.).



### Participation in the “carbon kidnapping” project in collaboration with the Gaia Biological Park

On learning of the activity promoted by the Gaia Biological Park, the *Eco-Patrolha* associated itself with it immediately. We put some “hands to work” to collect funds by making typical recipes of our culture at the time of the Easter festivities (sweet and savoury cakes, “pão de ló” and chocolate eggs). After that preparation, we put on at the school an “eco-sale”, inviting all the families to taste the delicacies prepared by the children. We help the Park to engage in carbon kidnapping by contributing to the replanting of 2 m<sup>2</sup> of free space in the Park.

In this respect, it is noteworthy that the school has opted not to install air conditioning, for environmental reasons.

### Reduction of the volume/flow of water in bathrooms

The taps concerned are automatic and so cannot be controlled by the children. The *Eco-Patrolha* had found that the water volume was excessive and that, whenever the children used the taps to wash their hands or clean their teeth, a lot of water was wasted. To avoid that situation we asked a technician to regulate the volume of the taps, which reduced the water outflow.

Furthermore, we agreed with the children that, when we turned on a tap to clean our teeth, we would take the opportunity of filling all the glasses we could for washing.

On noting that water was still being wasted, we decided to keep available in the bathroom a demijohn sawn off horizontally to collect the water that we do not use. This water then serves for watering the plants.

**Awareness-building campaign with warning signs made by the children and posted by the school**

(a) The *Eco-Patrolha* found that the computer was left on even when nobody was using it. The children suggested, prepared and posted near the computer table the following notice:



“Please disconnect the computer if you are not using it! Thank you.”

After that we observed that greater care was taken by both adults and children over computer use and, as a result, the electricity bill went down.

(b) Some of the school’s bathrooms are fitted with movement sensors, with the result that whenever we pass by near one of those bathrooms, if the door is open, the movement is detected and the light turned on.

It is thus essential to keep the doors shut, which was not always done initially, before the posting of “Please close the door” on the bathroom doors.

(c) The *Eco-Patrolha* also identified a generalized tendency, on the part of the team and the children, to leave on the lights in rooms (whether the classrooms, the library, the teachers’ room or the assistants’ room) when they were empty. So we posted up “Please turn off the light on leaving the room. Save electricity”.

**Establishment of a Biological Kitchen Garden in the school**

We set up the Biological Kitchen Garden, in partnership with the Lipor “Kitchen Garden of the Ant” and we built a composter. We now use organic compound to prepare the soil for growing various crops, some of which are used for the school meals.

We are at present preparing the soil for planting in the next school year.

**Conception and publicizing of the Hymn of the Eco-Patrolha in the academic and surrounding community**

<p><i>We are of the Eco-Patrolha, Full of strength and courage, We teach how to save And to recycle the garbage.</i></p>	<p><i>We are of the Eco-Patrolha Contending, and our solution Is much strength and will In our battling with pollution.</i></p>
<p><i>All the waste that we make We must be a-sorting; We take it to the eco-point And it goes for recycling.</i></p>	<p><i>We are of the Eco-Patrolha, Full of strength and courage, We teach how to save And to recycle the garbage.</i></p>
<p><i>Thank you, Mother Nature, For the beauty and the aroma That we pledge to defend And maintain in their splendour.</i></p>	<p><i>All the waste that we make We must be a-sorting; We take it to the eco-point And it goes for recycling.</i></p>

**Evaluation of the project**

The children of the *Eco-Patrolha* assert that they now feel much more “attentive”, that they are much more “environmental” and that they will always be “friends of the environment”!

From the segmented evaluation of the activities contemplated in the plan of action, we have made the following evaluation:

- The “eco-space” remains an ever-changing dynamic that accompanies all the initiatives of the “Eco-Patrolha”;
- From the use of the eco-point at school, we observe that what we recycle the most is packaging material (for yoghurts, biscuits, bottles of water, damaged plastic bags that

cannot be reused, etc.) and paper (newspapers, publicity brochures, cardboard boxes, etc.). Both the packaging and the paper containers fill up on average within 20 days. The container for glass, on the other hand, takes a full 60 days to fill because we use little glass material (only bottles of oil and a few jam jars), besides which we often reuse the glass receptacles for storing paints;

- Our *Sucateca* provides stimulation for the imagination of all of us, big and small. The materials it contains lead on to ideas which become realities. In addition, it enables us to counter the trend to “use and chuck away” with the utmost ease! The *Sucateca* has already given rise to musical instruments (maracas, rain stick, reco-reco, drum, etc.), games of logic and mathematics, puzzles and puppets, among other varied works of art;
- At present, a great many of the families bring food oil from their homes and deposit it in the container available for the purpose;
- The collection point for toners, in partnership with AMI, is used by almost all the families. Again, in the sequence of this point, the school has begun to use only recycled toners;
- From the awareness-raising campaign through the affixing of notices regarding the saving of electricity and water, we have observed the great care being taken by all to shut the doors of the bathrooms with movement sensors and the responsibility shown in turning out the light on leaving the activities room. These attitudes readily become generalized. They have now unquestionably become habits;
- In 2008 we collected 100 kg of plastic bottle tops, which contributed to the cause: “Purchase of a new vehicle for the Areosa firefighters”;
- The *Eco-Patrolha* prepared a document with *Eco-conseiles*, which was distributed in the surrounding community;
- With the Biological Kitchen Garden we learn to wait and we have understood that everything in nature has a distinct rhythm that we must respect in order to coexist in harmony.

Simple individual attitudes can after all, taken together, improve the global environment. We thus give our children the challenge of identifying problems and of thinking about solutions in a participatory and cooperative manner. To instruct in citizenship is to invite to participate in decision-making processes, and to instruct in sustainable development is to put it to the test!

We consider this project a success because it arose from the motivation of the children to “look after planet Earth” and it remains active, dynamic and stimulating. Underlying it are fundamental values of cooperation, sharing, responsibility and solidarity. Regardless of whether all the children can actually put a name to them, they have already interiorized them and they practise them spontaneously in their day-to-day relations. And this constitutes the major achievement of the project, over and above the little changes in behaviour that we have seen and continue to see in the families and in the school team.

“We are of the *Eco-Patrolha*, full of strength and courage”! Join our cause!



## 8. A sustainable urban atmosphere - A more harmonious environmental balance

*Technical School No. 13: "Ingeniero Luis Delpini" School District No. 21, Argentina*

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### OBJECTIVES

The objectives listed below refer to pupils participating in this educational Project:

- To develop a critical, responsible and committed attitude in favor of human rights in order to achieve a healthy environment to exercise of citizenship.
- To develop specific actions to help understand the urban environmental problems of Villa Lugano and, particularly, of Villa 20, by considering the variety of actors from an interdisciplinary approach.
- To build links with nature for a more harmonious coexistence in the urban context.
- To promote information campaigns for the community on sanitary issues, saving of electric energy and the use of alternative renewable energy, as well as on waste management, global warming, poverty and environmental deterioration reduction in a framework of urban environment sustainability.

Some of the actions undertaken during the school year include:

- Planning and development of reservoirs in order to recover contaminated grounds and underground waters, and waste digesters to be used as alternative energy sources (bio gas) and fertilizers.
- Planning, development and extension of the "green map" to the whole district, taking into account the selected indicators used so far for Villa 20's green map.
- Development and organization of a database and an oral file based on observation data, analysis, selections and classifications.

*Relate to national priorities*

This initiative contributes to perform mitigation and adaptation actions needed in our urban society to reduce the harmful impact of global change on our daily lives. This is even more important in our society given the social vulnerability of thousands of people having migrated to cities in search of a better quality of life. These people were forced to settle in the most deteriorated settings because of economic and political reasons.

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**¿WHO?**

<i>Type of organization managing the initiative</i>	Public Educational Institution
<i>Partners/stakeholders involved</i>	<p>Government (State/provincial/districts)</p> <p>Local authorities</p> <p>Pre-school institutions</p> <p>Schools</p> <p>Research institutions</p> <p>Community organizations:</p> <ul style="list-style-type: none"> <li>• Under the supervision of <i>Educación Técnica de Jardín de Infantes y de Primaria del Distrito no. 1</i>, primary schools and kindergartens in the area are visited by teachers and pupils from 4th and 5th grades of high school, who undertake Information and Sanitary Consciousness Rising workshops, as well as Urban Settings Sustainability workshops. Such workshops are more specifically on climate change, water and ground pollution and care, waste, “natural” buildings and alternative energies to achieve a more stable environmental balance.</li> <li>• The Environment Protection Agency from Buenos Aires trains teachers and pupils to undertake together the monitoring and control of lichens from the neighborhood trees, which work as bioindicators of air pollution.</li> <li>• The Urban Recyclers Cooperative from Villa 20 compiles and commercializes waste generated by the school. The school separates waste from the origin, which translates into a great school community commitment.</li> <li>• The Industrial Technology National Institute (INTI) assesses pupils on different topics linked to natural resources, energy and climate change.</li> </ul>
<i>Persons involved</i>	The whole school with its 3 shifts (morning, afternoon and evening) and its different specializations: building, electronics and high school. Around 350 students and 12 teachers work on the project and all beneficiaries are the ones mentioned above: pupils from other schools and people from the neighborhood.

**WHAT?**

<i>Educational/learning setting and level</i>	School; Early childhood; Primary Education; Secondary Education
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**WHY?**

<i>General focus of the initiative</i>	Learning for sustainable development in formal, non-formal and informal settings
<i>Themes</i>	<p>Poverty reduction</p> <p>Intercultural understanding</p> <p>Citizenship</p> <p>Environment</p> <p>Climate change</p> <p>Sustainable urbanization</p>

**WHEN?**

<i>Starting year and duration</i>	Started in 2007 – Present
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**WHERE?**

<i>Geographical setting</i>	Local: The school is located in Villa Lugano, south-east of Buenos Aires, in front of Villa 20. This area of the neighborhood lacks urban planning. There is a high degree of water contamination (surface and underground waters) as well as air and ground pollution, as it belongs to the Matanza Riachuelo watershed, one of
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the most polluted watersheds in the world. These fields belonged to the city's old garbage dumps, where garbage used to be burnt. Moreover, there is still a wrecker's yard, where great amounts of heavy metals like plumb, mercury and organic effluents are accumulated. This is a great threat for people's health.

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## METHODOLOGY

### *Methods and approaches*

The Educational Institution is working on a multidimensional initiative on Environment Education and urban and local environmental problems. In this setting, environment means a complex way of permanently interacting with natural eco-systems and social and cultural systems, including economic and political aspects. All elements present potentialities and limitations.

### *Working language(s)*

Spanish

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## RESULTS AND EVALUATION

### **Presentation of the effects, results or impact of the initiative**

#### *Evaluation of initiative*

The results were evaluated as follows:

- ✓ Pupils and teachers developed a wider and richer perspective and increased their neighbors' commitment. To notice that Villa 20's population consists of immigrants who came several decades ago from rural Argentina, Bolivia and Paraguay.
- ✓ More interaction between the school and the community, illustrated by every action undertaken as described above. These actions are currently taking place and expand every year.
- ✓ A change of health habits among the community members was ascertained, benefiting a better quality of life.
- ✓ More engagement and commitment from the collectivity was generated in order to achieve a more stable balance based on the recovery of the inhabited settings.
- ✓ The institution participated as an exhibitor at the VI Latin American Congress on Environmental Education and Sustainable Development held in September 2009 in San Clement del Tuyú, Buenos Aires province, Argentina.
- ✓ The institution also participated at the CONFINT (Children and Youth International Conference for the Environment), a meeting of representatives from every continent who discuss global socio-environmental issues and assume common responsibilities and local actions in order to build a socially fair and environmentally sustainable society.
- ✓ Following their participation at the CONFINT, the pupils elaborated a School Responsibility Chart. Some of the items were as follows:

*We, children and young students from Technical School No. 13 "Ingeniero J. Luis Delpini", are eager to promote a responsible and committed attitude among Villa Lugano people, to face the local environmental problems linked to climate change.*

*We know that everyone is vulnerable to the different environmental effects but the poor are less prepared to adapt to change and are more vulnerable to environmental and climate change threats. Poverty, constant urban expansion in an inadequate regulatory framework as well as deficient environmental conditions are an important factor that undermines health and quality of life.*

*We are aware of the environmental vulnerability of Argentina and so we commit ourselves to protect the environment, respecting individual values, rights and duties and the law, as well as undertaking actions to minimize the environmental challenges due to climate change.*

*Thus, we intend to achieve a more stable balance through this Project – developed since 2007 - recovering the inhabited settings and improving the quality of life and health and developing a better habitat.*

*In order to achieve this goal, we assume the following responsibilities:*

*1º- We will be careful with our environment, protecting the green spaces, cleaning the river sides of weeds and recovering grounds and underground contaminated waters.*

*2º- We will respect the architectural idiosyncrasy, the culture, the green spaces and the biodiversity of the zone.*

*3º- We will distribute trees and plants to reforest the school, streets and squares of the neighborhood, reducing therefore the impact of the greenhouse effect and enhancing the green spaces.*

*4º- We will build new reservoirs in Villa 20 and around the railway and the wrecks' yard in order to recover contaminated grounds and underground waters.*

*5º- We will build waste digesters as sources of alternative energy and as less pollutant fertilizers.*

*6º- We will practice and promote the 5 "R's": To Reflect on production processes (from the raw matter to distribution and elimination); to Reject unhealthy or environment damaging products; to Reduce consumption and garbage generation; to Re-use and to Recycle, as far as it is possible and necessary, to avoid the accumulation of gases and to minimize the global warming.*

*7º- We will disseminate good practices on how to protect and preserve the environment in order to minimize global warming through Information and Sanitary Consciousness Rising workshops, as well as Urban Settings Sustainability workshops.*

*8º- We will promote energy saving and the use of more economic, accessible and renewable – and therefore less pollutant - energies through Information and Sanitary Consciousness campaigns as well as Urban Settings Sustainability campaigns among the community.*

*9º- We will become the basis organization for a local community network in order to improve the quality of life and of urban environment and to promote changes among our neighbors to minimize the challenges due to climate change.*

*This is our commitment and, thus, we request the support from the community of Villa Lugano, the whole Buenos Aires province and the Argentinian Republic, as well as from district authorities, NGO's and the media – local and national - for this promises to become true.*

*Autonomous City of Buenos Aires, April 2010.*



## 9. Pupeñi, a little contribution to environment care

*Pupeñi kindergarten, Chili*

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 Mónica Bustamante, Principal

**DESCRIPTION** The use of alternative energies was unfamiliar to the community where the Pupeñi kindergarten is embedded. There was no real consciousness about the impact of an irresponsible use of energy. This project aims to contribute to minimizing global warming through an efficient use of energy, promoting water and electricity consumption reduction in the households, both in the house and in the garden. The methodology consists in creating partnership within the community to improve the environment through participatory environmental management, focusing in a first phase on: participatory workshops, relations between energy and environment, energy efficiency, training programmes to promote the use of *ollas brujas* (a kind of thermos or pot made of expanded polystyrene) as an alternative to gas cookers, and developing markets to disseminate this kind of technology. There are also education programmes on environmental issues, focusing on the impacts of resource waste and promoting the use of efficient light bulbs in corridors and meeting rooms. The programmes also include a dissemination and awareness raising campaign on appropriate use of energy and a participatory workshop to analyze the benefits.

This educational centre develops as well environmental projects on dumps and uncultivated lands elimination for being a threat to health. Therefore, the creation of parks, vegetable gardens, green spaces, nurseries and farms becomes a complement to educational work.



### WHO?

*Type of organization managing the initiative* Governmental

*Partners/stakeholders involved* Government (State/provincial/districts)  
 Local authorities  
 Non-governmental organizations  
 Community organizations  
 The Project is developed jointly by the teachers council and the Centre of Parents and Representatives of the Pupeñi kindergarten

*Persons involved* Direct beneficiaries: the 182 pre-school pupils from Pupeñi kindergarten (98 boys and 84 girls), 170 families and 26 members of the kindergarten staff  
 Indirect beneficiaries: Neighbor Board No. 10, members of the community and other educational and social institutions, the “free trade” union and the surrounding community.

**WHAT?**

*Educational/learning setting and level* School: Early childhood

**WHY?**

*General focus of the initiative* Learning for sustainable development in formal, non-formal and informal settings

*Themes* Environment  
Climate change  
Sustainable production and consumption  
Sustainable urbanization  
Energy efficiency

**WHEN?**

*Starting year and duration* Started in 1990 – Present

**WHERE?**

*Geographical setting* Local: Villa Los Eucaliptos, Commune of La Pintana, Santiago de Chile

**METHODOLOGY**

*Working language(s)* Spanish

*Budget and funding sources* Contributions from the institution itself and from the Environment Protection Fund (Fondo de Protección Ambiental), assigned by the National Environment Commission (Comisión Nacional de Medioambiente - CONAMA), whose objective is funding projects or activities oriented to environment, nature and environmental heritage protection and recovery.

Budget in Chilean pesos:

Investment costs			
Categories	Requested from CONAMA	Own contributions	Total
Investment costs	1.600.000	2.800.000	4.400.000
Transaction costs	2.400.000	1.600.000	4.000.000
Total	4.000.000	4.400.000	8.400.000

**RESULTS AND EVALUATION****Presentation of effects, results or impact of the initiative**

*Evaluation of initiative* In 2004, the Pupeñi kindergarten received the certificate from the National Environmental Certification System of Educational Institutions (Sistema Nacional de Certificación Ambiental de Establecimientos Educativos - SNCAE), which belongs to CONAMA. This programme aims to promote the importance of a culture of sustainability and the values of environmental protection among the school population, through specific actions. Two audits have been undertaken, both with excellent results.

**Perspectives**

*Why do you consider this a good practice?* Because it emerges from the interest of the educational community in contributing to environmental care through efficient energy use. For more information: <http://www.fpa.conama.cl/documentos/documento.php?idDocumento=736412>

## 10. Ecological Blue Flag Programme for Educational Centers

*Ministry of Public Education, Health and Environment Education Department,  
Costa Rica*

### CONTACT

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Orlando Hall Rose, Chief  
José Pablo Zárate Montero, Programme coordinator

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### DESCRIPTION

The Ministry of Public Education's Ecological Blue Flag Programme for Educational Centers started in 2004 as a way of organizing the educational community for the development of environmental projects. One of the specific goals was to highlight the importance of protecting natural resources and of promoting healthy practices such as the use of toilets in schools. Pre-school, primary, secondary educational centers participate voluntarily in the project, together with schools in poor rural and urban areas, one-teacher schools, special education institutions, technical schools and universities.

The centers are evaluated by an inter-disciplinary team in order to certify the work done during the year. If they get 90-99 points they receive a one-star Blue Flag. If they get 100 points and the environmental project has institutional impact they receive a two-star Blue Flag. And if the project has an impact on the community and they promote risk management and address environmental topics in the classroom they receive a three-star Blue Flag. The winning institutions participate automatically the next year, therefore engaging the whole community.

Along with this project a training programme for the Ministry of Education staff is developed, addressing subjects such as the following: climate change, education for sustainable development, the Earth Charter, waste management, energy and water resources saving, among others. The goal is to implement the previous lessons with the students through projects, workshops and pedagogic assessment.



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### OBJECTIVES

The Programme's general objective is as follows:

To implement the Ecological Blue Flag Programme as a way of promoting the organization of the educational community all around the country and to foster sustainable, environment-friendly practices through the improvement of ecological and health conditions in educational institutions.

Some of the specific objectives are the following:

- To promote students, educators and parents' participation within public and private educational institutions in order to improve the management of natural resources.
- To raise awareness on environment issues among education actors through their engagement in environmental education programmes, management and monitoring of natural resources and so on, according to the needs identified through environmental diagnosis.

*Relate to national priorities* The Costa Rican government has shown its concern about natural Costa Rican richness through the formulation of different National Development Plans since 2004 (year of the launch of the Programme). Nevertheless, under the administration of Dr. Oscar Arias Sánchez, the country joined the Decade of Education for Sustainable Development. Thus, the different departments and ministries developed internal policies to implement its mandate. Therefore, the Ministry of Education established 10 strategic lines, whose line number 4 promotes "sustainable development and a healthy life style among the student communities". This is the framework for the Ecological Blue Flag Programme for Educational Centers.

In addition, one of the goals of the "Policy Toward 21<sup>st</sup> Century" – where the main lines of the Costa Rican education system are established - promotes a development that enables harmonious relations between nature and human beings, under a frame of respect for cultural, social, ethnic diversity. This goal calls for a responsible attitude today, in order to preserve the needs of the future generations.

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## **WHO?**

<i>Type of organization managing the initiative</i>	Governmental
<i>Partners/stakeholders involved</i>	Local authorities Pre-school institutions Schools Vocational education institutions Higher education institutions Community organizations Private sector Costa Rican Electricity Institute (Instituto Costarricense de Electricidad - ICE) and National Institute for Aqueducts and Sewer Systems (Instituto Nacional de Acueductos y Alcantarillados - AYA) for their support monitoring the projects on sustainable development in educational centers as well as their logistical support.
<i>Persons involved</i>	The educational community, specifically students, teachers and clerical staff. Currently, the Programme encompasses 600 educational centers out of the 4,518 under the scope of the Ministry of Public Education.

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## **WHAT?**

<i>Educational/learning setting and level</i>	Formal: Early childhood, Higher and further education, primary education, teachers training, secondary education Non-formal: community engagement Informal: dissemination and information to the community through joint activities and commemorative dates
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## **WHY?**

<i>General focus of the initiative</i>	Learning about sustainability in formal, non-formal and informal settings Educators training
<i>Themes</i>	Gender equity Health promotion Environment Climate change Water Biodiversity Natural resources management Disaster risk reduction Sustainable production and consumption Responsibility in local and global contexts

Improvement of health conditions of the educational center

**WHEN?**

*Starting year and duration* The initiative started in 2004. The educational centers implement the projects during the school year. Selected educational centers participate the next year.

**WHERE?**

*Geographical setting* National: all educational centers in the country can participate. Only those meeting the established parameters can win.

**METHODOLOGY**

*Methods and approaches* Please, see below the Guide for the Ecological Blue Flag Programme:

1. Educational institutions interested in participating in the Programme should sign in on March the 30th every year, at the latest. In order to do so, they should establish an Institutional Committee for the Ecological Blue Flag. This committee will be integrated, at least, by a student representative, an educator representative and a parent representative. They will all be designated by the Principal. Representatives of other sectors of the center's educational community can also participate.
2. The Institutional Committee must prepare a working plan with the evaluation criteria indicated in article no. 10 of the Programme's decree. This plan must be delivered to the National Commission at the time of registration. Afterwards, in October, a report on the work undertaken during the period will be presented at the National Commission.
3. The Water National Laboratory carries on the physical-chemical and microbiological tests of the centers' drinking water.
4. The Programme's National Commission carries on environment audits through the technical working team. The aim is to evaluate the development of the working plan presented by each educational center.
5. The Programme's National Commission selects the winning educational centers on the first week of December at the latest. An award ceremony will be organized by the beginning of the following school year, where the prizes will be presented.
6. The Ministry of Education and other institutions participating in the National Commission will be included in the working plans. They will be responsible for assigning resources for the implementation of the plans.
7. The participating educational centers must deliver criteria fulfillment evidence for evaluation in October. A 90% fulfillment will be required, according to the following parameters:

Evaluation criterion	Percentage	Points
Drinking water services	20	20
Sanitary services and liquid waste evacuation	20	20
Classrooms and other facilities hygiene	20	20
Environmental education	20	20
Security and management	20	20
Total	100	100

8. The participants will receive the Ecological Blue Flag award under the following conditions:
  - a) One star (A) if they get the minimal 90% of the points indicated above.
  - b) Two stars (AA) if they get 100% and they promote environment protection campaigns such as reforestation of parks, rivers or streams where native species live, or any campaign promoting an environmentally sustainable development within the community.
  - c) Three stars (AAA) if, in addition to the requirements on item (b) an emergency attention programme, a solid waste classifying and recycling campaign or any other communitarian environmental project is included.

<i>Working language(s)</i>	Spanish
<i>Budget and funding sources</i>	Volunteer donations from different sponsoring institutions

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## RESULTS AND EVALUATION

### Presentation of the effects, results or impacts of the initiative

*Evaluation of the initiative* Not foreseen. Nevertheless, the Sciences Pedagogical Consultants, liaison with the central level, have suggested ideas to improve the Programme.

*Results*

- 313 educational centers awarded
- More than 150,000 students involved in the Programme
- More than 50,000 teachers influenced by the Programme
- 120 teachers trained in environmental and pedagogical mediation subjects
- More than 600 educational centers with environmental projects and programmes at institutional and communitarian levels
- 90% of educational centers with drinking water
- More than 600 educational centers with rational use of water and energy programmes
- More than 600 educational centers with emergency plans implemented
- More than 600 educational centers with acceptable health and hygiene conditions for the students
- 80% of the centers with reforestation projects
- More than 600 educational centers with appropriate waste management projects

### Analyses of success factors

*Strengths*

- Involvement of the community in educational centers
- Promotion of an appropriate use of water and electricity
- Students awareness on different related themes
- Inclusion of environmental subjects in the teaching and learning daily process
- Involvement of the students in the projects

*Weaknesses and risks*

- Insufficient staff to undertake the evaluation visits to all the centers
- Geographical coverage limited due to insufficient human and financial resources
- The budget varies depending on contributions from the different partners. This situation makes any planning uncertain.

### Constraints

*Problems encountered*

- Staff assignment to cover all the centers registered

### Perspectives

*Conditions for successful replication*

- Centers' administration's and teachers' commitment
- Inclusion of environmental subjects in the center's daily routine
- Parents' engagement
- Community organization's engagement

*Why do you consider this a good practice?*

Because it has allowed teachers, students and neighbors to work together in search of solutions to the community environmental problems. In addition, students have been the main actors of awareness raise. Thanks to them a new environmental culture has been generated. It has also brought environmental subjects, which used to be addressed only in the classroom, to practice. Such issues are currently meaningful for students.

In conclusion, new behaviors have been promoted within communities, in order to take care of the environment. This has been possible thanks to the commitment and awareness of teachers, students and clerical staff from the Ministry and other institutions working jointly to promote the Programme.

## 11. Sustainable Human Development in Rio Santiago

*UNICEF Ecuador, Ecuador*

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**DESCRIPTION** The Sustainable Human Development Project in Rio Santiago takes place simultaneously in Peru and Ecuador, within the framework of the Binational Plan for Peace and Development. It is developed by the governments of both countries. The Project is technically assessed by UNICEF-Ecuador. This template explains in detail the experience in Ecuador.



**OBJECTIVES** This Project aims to ensure children and adolescent rights through the development of comprehensive public policies on intercultural education, health, childhood and adolescence protection and local capacity building.  
 The Project is based on actions to ensure the following rights:

1. The right to a good start in life
2. The right to a name and a nationality
3. The right to health
4. The right to quality basic education

**WHO?**

*Type of organization managing the initiative* Governmental  
 International

*Persons involved* The target population both in Ecuador and Peru is indigenous Amazonian population. In Peru it encompasses Wampis and Awajún people. In Ecuador, Shuar and Achuar people. The main focus area in Ecuador is the Amazonian province of Morona Santiago. It started in four cantons and has now extended to the whole province. Its impact reaches the whole Amazonian region.

**WHAT?**

*Educational/learning setting and level* No school system; childhood health, care and development

**WHY?**

*General focus of the initiative* Policy, instrument setting and governance  
 Regional/International cooperation  
 Indigenous knowledge

*Themes* Poverty reduction  
 Health promotion  
 Intercultural understanding

Cultural diversity  
Citizenship  
Peace, human rights and safety

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### **WHEN?**

*Starting year and duration*      2002 - Present

### **WHERE?**

*Geographical setting*      Regional : Peruvian Amazonia and Ecuador

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### **METHODOLOGY**

<i>Methods and approaches</i>	<ul style="list-style-type: none"> <li>- Strengthening of child-mother health services through a better regulatory framework, health staff training and better basic equipment.</li> <li>- Implementation of Traditional Humanized Birth and health staff training through the Birth Cultural Adaptation Guide. The Traditional Humanized Birth translates into a more human childbirth process through an intercultural approach, acknowledging traditional/cultural ways of labor and introducing them in public health institutions. Among the Shuar people, the family members - the husband, mother or grandmother - take care of the woman in labor. Women give birth squatting. Afterwards, they go to San José de Morona where they can see a doctor without any kind of ethnical discrimination.</li> <li>- Setting of mobile brigades to register births and provide late registration to indigenous populations in areas of difficult access and scattered population. Several institutions met under the slogan: "Give your name to Ecuador" to create an identification and registration programme which permits the Civil Registry to reach the remotest areas in the country. Therefore, the right of more than 200,000 Ecuadorian children to have an identity card can be ensured. Among them are the Shuar children.</li> <li>- Development of a Community-based Family and Children Education modality (Educación Infantil Familiar Comunitaria – EIFC) as part of the Bilingual Intercultural Education System Model (Modelo para el Sistema de Educación Intercultural Bilingüe), which applies to the Amazonian region. In total, more than 1,200 children under 6 and their families benefit from this system in the province.</li> <li>- Training of teachers following the Bilingual Intercultural Amazonian Education Model and development of intercultural educational material.</li> </ul>
<i>Working language(s)</i>	Indigenous languages from the participant communities and Spanish
<i>Budget and funding sources</i>	Budget from the Ecuadorian government and contributions from the Finnish government

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### **RESULTS AND EVALUATION**

#### **Presentation of effects, results or impact of the initiative**

<i>Results</i>	<p>UNICEF's evaluation of the Project in Ecuador stresses simultaneous synergic effects at national, provincial and local levels.</p> <p>Achievements:</p> <ol style="list-style-type: none"> <li>1. The Project's effects at national level include an increase of public investments in health, education and rights protection. The Project has produced data about current inequities and innovative intercultural strategies.</li> <li>2. The Project has supported the strengthening of mother and child health services within the framework of the Free Maternity and Child Care Law (Ley de Maternidad Gratuita y Atención a la Infancia – LMGYA) through the training of health staff and provision of equipment. The number of services provided increased exponentially.</li> <li>3. The Traditional Humanized Birth strategy has been adopted at province level. The</li> </ol>
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Project has supported the implementation of the Birth Cultural Adaptation Guide.

4. The mobile brigade system of registration among indigenous populations in remote areas contributes to ensure the right to have a name and an identity. The Identity Registration National Programme “Give your name to Ecuador” has permitted the registration of more than 160,000 children and teenagers in 2008.
5. An intercultural approach has been integrated through MSP strategies. These strategies include: labor cultural education; food programmes; the establishment of a criteria and counter-criteria system; the development of the first pre-labor house in the province; and the introduction of signs in Shuar and Spanish in several health institutions.
6. Thanks to the Project, the Community-based Family and Children Education modality (Educación Infantil Familiar Comunitaria – EIFC) as part of the Bilingual Intercultural Education System Model (Modelo para el Sistema de Educación Intercultural Bilingüe) which applies to the Amazonian region, has reached more than 1,200 children under 6 and their families
7. During the two phases of the Project, more than 100 teachers have been trained in application of the Bilingual Intercultural Amazonian Education Model. The Project has contributed to the training by developing several training materials specifically conceived for the Shuar intercultural bilingual education.

### **Perspectives**

*Why do you consider this a good practice?*

Because it ensures compliance with children rights through the development and implementation of comprehensive public policies; it has made cooperation more efficient; and it has stimulated creativity and innovation, especially regarding the impact of social indicators and the development of an intercultural approach.

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## 12. *Siembras*: A Communitarian Programme for Health, Coexistence and Development Promotion

*Skills for Life Programme. El Abrojo, Uruguay*

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### DESCRIPTION

*Siembras* is a Health, Coexistence and Development Promotion Programme which started in 2007 and takes place in Artigas, Canelones, Cerro Largo, Colonia, Durazno, Flores, Florida, Maldonado, Montevideo, Río Negro, Rivera, Salto, San José, Soriano and Treinta y Tres.

The target is children from 3 to 12, their educators and families.

The three main subjects addressed by the programme – health, coexistence and development- are jointly promoted through a life skills approach. It translates into a participatory education perspective which seeks to facilitate the process of acquiring the ten psycho-social skills proposed by the World Health Organization.

The WHO defines Skills for Life as the abilities to adopt a positive behavior enabling addressing the daily life challenges (OMS, 1993).

A set of ten psycho-social skills has been proposed as a means to promote a healthy behavior according to the socio-cultural setting, the potential scope of action and personal motivation (OMS, 1993): knowledge of self, the ability to communicate effectively, the ability to make decisions, the capacity to think critically, the capacity to think creatively, the ability to solve problems, the ability to handle emotions, the ability to handle tension and stress, the ability to establish and maintain interpersonal relations and the capacity to feel empathy.



### OBJECTIVES

*Siembras* seeks to strengthen local community development; to improve personal, familiar and community links, to stimulate sustainable development; to improve health; and to promote better ways of living together from a life skills approach.

*Siembras* aims to achieve its goals within the framework of a life skills approach by working on the following actions:

#### Educating for health<sup>1</sup>:

- Promoting strategies and raising awareness about the importance of taking care of oneself and living in healthy settings.
- Promoting a healthy nutrition, stimulating a good food selection, combination and preparation, taking into account food habits, knowledge of nutrients and socio-economic possibilities.

<sup>1</sup>Following the WHO definition, health is the condition of physical, emotional and social wellbeing to which every individual must tend.

- Promoting hygiene in relation with food habits: dental and corporal hygiene (including a correct position of the body) as a means to support disease prevention, for a better care and self-consideration and a better relation with the others.
- Promoting a balance of activity and rest in order to prevent alterations due to excess of either one or the other. The specific goals here are to avoid a sedentary life and to promote physical activity.
- Stimulating a critical attitude towards alcohol and tobacco consumption as it is starting at an increasingly earlier age.

Educating for coexistence and for an active and responsible citizenship:

- Promoting social inclusiveness in a creative and dynamic way within a democratic society.
- Promoting people's awareness of their condition as citizens for a better development of everyone and, therefore, in favor of the whole society.
- Strengthening democracy as a lifestyle that promotes coexistence through values and attitudes such as justice, freedom, tolerance, respect, solidarity, equity and appreciation of the common good.
- Acknowledging and appreciating gender difference as an enriching element of interpersonal relations.

Educating for sustainable development:

- Raising awareness on the emergency and importance of environment issues.
- Promoting the inclusion of sustainable development strategies within the process of food production from an economic, social, productive and cultural point of view.
- Fostering positive relationships between children and the environment, as well as collaborative learning; promoting sustainable ways of production.
- Teaching sustainable practices on organic gardening; pledging commitment on environment care and protection.
- Introducing children to production models that can be implemented at home.

*Siembras* promotes environmental education and, more specifically, the development of organic gardens in educational centers as part of health and environment promotion policies. It enables children and adults to be in direct contact with the environment.

The development of organic gardens in different educational centers has pedagogical, illustrative and productive goals. It also seeks to develop a more inclusive community. For educators it is a dynamic tool and it is part of the curriculum. For children it is a tool which enables them to "learn doing", as well as stimulates them to implement this production model at home. For their families, it is an alternative and more ecological way to produce food and earn their livelihood, as well as an efficient way to promote team work.

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**WHO?**

*Type of organization managing the initiative*      Non-governmental

*Partners/stakeholders involved*      Government (State/provincial/district)  
 Local authorities  
 Pre-school institutions  
 Schools  
 Non-governmental institutions  
 Community organizations  
 Puente al Sur Foundation

The Programme is managed by the Skills for Life Programme, El Abrojo, through a coordination team which includes: local authorities and an expert technical team specialized on the topics addressed.

Each town contributes with a member charged of managing the agendas for the

development of the Programme's activities. He must summon the institutions involved and monitor the implementation of the Programme. They also provide with an expert on organic farming to monitor the gardens.

Educators (men and women), following the indications of the Programme coordination, implement the Programme's activities. They enrich these training activities and facilitate its assessment through their inputs. Such activities serve as well as experience exchange and local educational networks generation platforms.

*Persons involved* *Siembras* reaches more than 23,000 children from the participant towns, around 700 educators from the educational centers attended by the children and around 6,000 families who implement organic gardens and accompany their children through the learning process.

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### **WHAT?**

*Educational/ learning setting* School: Early childhood; primary education; teacher's training  
Non-school: children and teenagers from non-formal and informal educational centers (in addition to formal educational centers)

### **WHY?**

*General focus of the initiative* Learning for sustainable development in formal, non-formal and informal settings  
Education of educators  
Tools and materials: teaching/learning materials for children, educators and families; tools and seeds for implementing organic gardens  
Regional/International cooperation

*Themes* Poverty reduction  
Gender equity  
Health promotion  
Citizenship  
Environment  
Water  
Sustainable production and consumption  
Life skills and healthy nutrition

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### **WHEN?**

*Starting year and duration* 2008 - Present

### **WHERE?**

*Geographical setting* Sub national: It is being implemented in Artigas, Canelones, Cerro Largo, Colonia, Durazno, Flores, Florida, Maldonado, Montevideo, Río Negro, Rivera, Salto, San José, Soriano and Treinta y Tres departments.

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### **METHODOLOGY**

*Methods and approaches* The Programme gives priority to the improvement of nutrition habits and the inclusion of sustainable food production practices through a socio-educational change of attitudes, values and development of psycho-social skills. It relates to children and their adults of reference (relatives and educators) and to institutions and organizations part of the local social network.

Based on participatory methodologies, human resources are available to lead the social intervention process. The training is developed through awareness raising and training workshops on life skills approach and on each one of its key topics. This training is aimed at educators from the participant centers.

These workshops are built on an experience and reflection basis. The workshops coordinators from *El Abrojo* propose methodologies and working tools. Learning materials are given to educators, children and their families from every center involved in *Siembras*. Such materials are oriented to children from 3 to 12 in order to develop their abilities and facilitate change processes, as well as reinforcing pacific coexistence. During the workshops there is training on how to use them.

Together with learning materials, the Programme provides seeds for the organic

gardens to the participating centers, as well as tools to start working.

The team from *El Abrojo* coordinates and monitors the Programme and supports it virtually, by telephone or in person depending on the needs of each town.

During the year, some support visits are organized to accompany and strengthen the Programme, following the emergent needs.

Each town selects a local representative for the Program to support the development of the activities. The representative collaborates with the Coordination Team and with an expert on Food Production. This expert will monitor the gardens.

*Working language(s)*

Spanish

*Budget and funding sources*

The Diputación Foral de Vizcaya, (Basque Country, Spain); the National Drugs Council (Junta Nacional de Drogas- SND); the United Nations Population Fund (UNFPA); and ANDA support and fund the Siembras Programme.

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## RESULTS AND EVALUATION

### Presentation of effects, results or impact of the initiative

*Evaluation of the initiative* Periodically, *Siembras* is evaluated by educators during the awareness raising and training phases, and by the town representatives.

*Results* From such evaluations can be deduced that the Programme has obtained positive results from every actor involved: general organization (towns and *El Abrojo*); learning/teaching proposal (which shows general aspects of the Programme, including the life skills approach, objectives, methodologies, themes addressed, etc.); learning/teaching materials; and awareness raising and training workshops.

### Analysis of success factors

*Strengths* Adequate learning/teaching materials for the children ages, implementation settings, awareness raising and training for educators, life skills educational approach, technical team and general and local coordination.

### Constraints

*Problems encountered* The link with local actors is both a strength and a weakness; the implementation is closely associated to local actors who often lack strength.

*Non-solved problems* Inability of certain towns to hold the initiative by themselves. Sometimes, also weakness from the counterparts. Social organizations and educational institutions show a very good receptivity, but some local performers are more reluctant. Unavailability of funds to enable annual delivery of learning/teaching materials.

### Perspectives

*Conditions for successful replications* Teachers' availability and training to hold on the initiative. Teachers have basic materials permanently and more specific materials depending on teaching cycles and target ages. Such materials must be distributed annually.

*Why do you consider this a good practice?* *Siembras* is considered a good practice due to good results from evaluations and good appreciations by all actors and participants, especially educators in charge of implementing the project and of using teaching and learning materials in the centers. Educators have transmitted to the working team the impacts of the implementation of *Siembras*, and real positive changes on the three key subjects of the Programme have been verified.

UNESCO has launched the *ESD in Action Good Practices series* to encourage exchange of good practices and experiences among stakeholders from different parts of the world, and assist them in their efforts to implement Education for Sustainable Development (ESD). This series focuses on ESD good practices related to various issues and themes. These are initiatives, projects and policies closely related to ESD that provide examples of practice, generate ideas and contribute to policy development.

To support the growing interest in early childhood issues and ESD, UNESCO is publishing this volume containing 12 examples of programmes addressing ESD in early childhood settings and practices. These good practices and shared experiences, provided by a range of different stakeholders, are concrete examples of successful implementation of ESD in different fields and sectors, from the political to the school level, and including formal, non-formal and informal learning situations.