



Lifelong
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Programme



A TOOLKIT ON PROMOTING SUSTAINABLE DEVELOPMENT PRACTICES TO ADULTS LEARNERS 3R's – RECYCLE, REDUCE, REUSE

Katarzyna Sławińska, Małgorzata Sołtysiak, Sharon Davies,
Luc Bénard, Tiziana Finelli, Antonio Tomassone





**A toolkit on promoting sustainable development practices
to adults learners
3R's – Recycle, Reduce, Reuse**

**„Sustainable development is development that meets
the needs of the present without compromising the ability
of future generations to meet their own needs”
(Brundtland report 1987)**

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Grundtvig Project Partnerships: **Recycle, Reduce and Reuse (3Rs)**

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FOREWORD

Developing Eco-friendly behaviours is a good example of the concrete outcomes of learning partnership projects funded through the Grundtvig programme.

The production of this toolkit is very timely with the increasing demands on scarce resources and the need for action, to improve intercultural awareness among the public in general and educators in particular.

This guide will be an important contribution to the resources available to adult educators and tutors who are working in increasingly culturally diverse environments, to help improve the overall quality of adult education by making it more accessible, effective, and relevant to daily life skills and improving the outcomes for adult learners.

In addition to providing adult educators with the tools for developing their intercultural competence in using resources in an eco-friendly manner the guide will help them improve their understanding of the global and European dimensions in education, and empower them to embed those dimensions in the adult learning curricula.

Whilst this toolkit fulfils a huge gap in the drive towards achieving a reduction in the use of resources, much remains to be done. The next step may well be to encourage educators to use the toolkit to increase awareness of the components of recycling, reusing and saving energy and how it can help transform the educational experience of adult learners.

It is my hope that this work will be pursued through further partnerships and collaborative working.



Maxine Reed
Head of Skills for Work Service
Enfield Council

3Rs Project Partners

United Kingdom

London Borough of Enfield, the lead partner, is a local authority in North London providing a range of public services including adult education, schools, housing, social services, environmental services, leisure, economic development and regeneration.

The Skills for Work Service, which coordinated this project, is a service providing the community with apprenticeships, traineeships, work experience, careers advice, adult and community learning and business education links.

The Adult & Community Learning strand focuses on engaging and up-skilling families and bringing adults closer to the labour market to strengthen communities. We work in partnership with schools, academies and colleges, other London boroughs, charities and voluntary organisations to provide community-based learning.

Programmes that we offer include Functional Maths, Functional English, ESOL (English Speakers of Other Languages), ICT, Family Learning and Employability Skills training.

www.enfield.gov.uk



FRANCE

IFAID Aquitaine is a French non-profit organisation, founded in 1986, and mainly funded by public institutions (Regional council of Aquitaine, French labour ministry, European Social Fund, Lifelong learning Program, etc.). IFAID focuses on training and supporting projects that aim to achieve sustainable development in both developed and developing countries. IFAID Aquitaine supports non-profit organisations, local authorities, community development workers and job seekers.

The 4 main IFAID activities are:

- To pilot and implement a 2 year professional programme, open to Europeans, to become development project coordinators (master's degree level)

- To manage the “Local Support Programme” for non-profit organisations with employees of the Gironde district. It is funded by French public institutions (Labour ministry, Local authorities, etc.) and the European Social Fund. The main objectives of this programme are to support employment in the non-profit sector and to improve the skills of people involved in this sector by delivering consulting services.
- To send International Solidarity Volunteers (authorisation by the Ministry of Foreign and European Affairs). International Solidarity Volunteers enjoy a legal status that recognises rights (fees, insurances,).
- To participate and/or coordinate European projects under the “lifelong learning programme” (Leonardo Mobility, Grundtvig partnerships, Leonardo Transfer of innovation).



ITALY

Legambiente “*Think Globally, Act Locally*”

Legambiente (League for the Environment) is the most widespread environmental organization in Italy, with 20 Regional branches and over 115,000 members. It is acknowledged as an “association of environmental interest” by the Ministry of the Environment; it represents the UNEP National Committee for Italy; it is one of the leading members of EEB (“European Environmental Bureau”) the Federation of European environmental organization, and of IUCN - the World Conservation Union. The headquarters is in Rome, with a staff made up of fifty professionals and experts on different fields of activity.

Legambiente participates actively to the movement that involves many hundreds of NGOs around the world, having different priorities but following pacific, non-violent and democratic methods. Associations which operate in the fields of international cooperation, of environmental protection, of the valorization of citizen’s rights, of the full recognition of the dignity of labor, that promote alternative and fairer economic models, forms of multiethnic coexistence and intercultural exchange, of peace

commitment and fight against injustices. Thus Legambiente had decided to enforce and invest on the international field, and has decided in the past year on creating an International Department, to which all initiatives and sectors until then involved have flown: ranging from international cooperation, participation to the anti-global movement, international voluntary service, to the creation of a network of relations to other international realities.

Key words that characterize our activities are: Think Globally, Act Locally, Scientific Environmentalism, Priority-attention, Strong Involvement in international action against the neoliberal policies of the globalization of today, Original and innovative approach to the issue of economy and employment, Strong involvement in issues of nature conservation and policy of protected areas. Among the most important activities of Legambiente are information and monitoring national campaigns to protect the environment: Goletta Verde (Green Schooner), Treno Verde (Green Train), Puliamo il Mondo (Clean up the World), Spiagge Pulite (Clean up Beaches)

Legambiente

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POLAND

Institute for Sustainable Technologies-National Research Institute (ITeE – PIB) is a state-owned research and development institution conducting basic and applied research as well as implementation in the field of advanced technologies related to machines manufacturing and maintenance, materials engineering, environmental protection and lifelong learning studies. The Institute's scope of activity comprises the modelling of processes and structures of knowledge transformation and technology transfer into economy, as well as scientific research in the area of computer science and vocational education. Research on work environment, vocational and lifelong learning studies, design of innovative curricula and teaching materials

conducted for over 25 years within wide international cooperation led to the establishment of a scientific Work Pedagogy of Innovative Economy Centre recognized in Poland and abroad. The Centre introduced the engineering methods of research as well as system organisation and obtained high efficiency, correlation of work environment research, work results with needs, content, and the quality of vocational education. The scope of the activity of the Centre revolves around the topic of the integrated multilevel system of continuing vocational education, the scientific and research undertakings are aimed at the development of theoretical and methodological solutions to problems accompanying this system, mainly concerning adults. It also develops diagnostics and expert reports for the national governmental bodies including Ministries of: National and Higher Education, Economy, Labour and Social Policy.

The Centre consolidates the Polish scientific community of work pedagogists due to coordinating large research projects, gathering scientists around our publications and introducing into them European cooperation networks: Polish and European Network of Modular Education, The Agreement Card of Adult Education Institutions, The European Network of Reference and Expertise –Refernet, The Network of the Associations of Educational Management, The Educational Research Association The European Vocational Training Association–EVTA, i-Lab Users’ Network (i-Lab Net),The European Association for the Education of Adults–EAEA,CEDEFOP, Der Europäische Verband Beruflicher Bildungsträger-EVBB, the International Society for Engineering Education–IGIP. It offers cooperation in the area of the realisation of national and international projects. Over 50 international projects like Leonardo da Vinci, Grundtvig, COST, Jean Monnet, EQUAL or Phare were realised in the scope of innovative vocational continuing education and their results were disseminated in the recognised journal (*Work Pedagogy and Polish Journal of Continuing Education*).

The Centre takes part in the development of a model of a continuing education framework and designs educational standards, vocational qualifications, curricula for education, development of **formal, non-formal and informal learning**, as well as flexible teaching-learning technologies. The Centre’s

mission is to develop merit bases for **continuing and adult education** and development at all the levels of **vocational education** and thus promoting the idea of **lifelong learning** on local and national levels by executing a full cycle of basic and applied research and wide implementation of results of all-Polish pedagogical experiments and international projects. It conducts evaluation and comparative research, carries out research on bases of vocational education theory and methodology, including: work contents analysis, comparative studies of educational systems.



CHAPTER 1: INTRODUCTION

1.1. Background to the project and toolkit

This toolkit is the product of a Grundtvig Learning Partnership involving four partner organisations: Enfield Council (UK), Institute for Sustainable Technologies – National Research Institute (Poland), IFAID (France) and Legambiente (Italy). The project was carried out over 2 years from August 2012 to July 2014.

The aim of the partnership was to develop knowledge and understanding of sustainability development issues including the underpinning sciences, and develop sustainable practices among the adult population in general and adult learners in particular, targeting those that are disadvantaged, marginalised and have limited opportunities to engage with sustainable development in a meaningful way.

The partnership contributed to the building of active citizenship for sustainable development by developing knowledge and understanding of sustainable development issues such as sustainable consumption, environment degradation, fair trade, food security and develop practical activities how to implement sustainable development practices in everyday life including home, the workplace and wider community, focusing on the R's: recycle, reduce and reuse.

The partnership researched education for sustainable development in participating countries, carried out baseline surveys on awareness of sustainable development issues, conducted sustainability audits in participating organisations, developed a toolkit with practical activities and ideas for sustainable development practices and piloted learning activities on sustainable development.

The main aim of the project was to engage adults in learning for sustainable to encourage changes in personal behaviour to engage them to engage with sustainable development practices as a permanent feature of adult education. Within this broad aim, the main objectives were to:

- Engage adult learners in education for sustainable development to develop their knowledge and understanding
- Develop an affirmative attitude towards sustainable development among adults

- Promote sustainable development practices to adults
- Raise awareness of sustainability among staff, partners and adult learners
- Develop competence among staff to deliver education for sustainable development
- Develop sustainable practices among participants focusing on the 3 R's (recycle, reduce and reuse)

Develop/create resources for teaching and learning about education for sustainable development

The project addressed the issues of knowledge and understanding of sustainable development issues among disadvantaged adult learners in particular who otherwise would have few or no opportunities to engage with this important subject that impact on their daily lives. This was achieved through a mixture of learning and pedagogic approaches to include innovative use of information and learning technologies to include the Virtual learning environment and e-Learning.

The project developed this tool kit/toolkit containing activities, suggestions and tips for engaging in sustainable development practices in everyday life with a particular focus on reducing, recycling and reusing, focusing on utilising learning circles and embedding learning about sustainable development in the curriculum/subject areas. The learning activities have included workshops, seminars and online learning. The use of e-learning as an approach to learning has provided flexibility and learning circles and informal learning environment, helping learners to develop self-confidence and control/manage their own learning.

1.2. Definition of Sustainable Development

Definitions of sustainability

There is no single definition of the term 'sustainability', but it is commonly understood to mean balancing the demands of people, profit and the planet. It is also about ensuring that these demands can be met now, and by people in the future. Sustainable development therefore means improving the quality of life for everyone and meeting their needs, without compromising the ability of future generations to meet their own needs. The problem is that globally we are not even meeting everyone's needs in the present let alone considering the needs of future generations. In

other words we are living beyond our means. From the loss of biodiversity with the felling of rainforests or overfishing, to the negative effect our use of energy and consumer goods are having on the environment and the climate, our way of life is placing an increasing burden on the planet. This cannot be sustained. There is only a limited amount of everything on the planet, which needs to be shared. If we use it all up now, it will be gone for our children and grandchildren. If we cause pollution and climate change while using everything up, the situation for them will be even worse. The current use of the planet's resources is very unequal, with the richer countries using up far more than their fair share, and contributing far more to problems of pollution and climate change. Things need to change if we are going to slow down further climate change, preserve the world's precious resources and help poorer countries work towards sustainable development.

The World Commission on Environment and Development (WCED) convened by the United Nations was created to address growing concern about the consequences of the accelerating deterioration of the human environment and the natural resources. The outcome of the work by the WCED was the report 'Our Common Future'. The United Nations set up a commission to look at environmental issues in 1983. It was headed by the Norwegian Prime Minister, Gro Harlem Brundtland. It quickly became known as the Brundtland report.

1. "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs".

The Brundtland commission researched into environmental and economic issues before publishing its final report, *Our Common Future*, in 1987. Report of the World Commission on Environment and Development *Our Common Future*, United Nations 1987, p. 15:

2. "Sustainable development is not a fixed state of harmony, but rather a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development, and institutional change are made consistent with future as well as present needs."

The report suggested that international governments should meet to look at how to best reduce the effects of human activities on the environment for future generations. This led

to the first Earth Summit, held in Rio, Brazil in 1992 the adaptation of Agenda 21 (point 2.6) and the establishment of the UN Commission on Sustainable Development:

3. "Sustainable development requires a commitment to sound economic policies and management, an effective and predictable public administration, the integration of environmental concerns into decision-making and progress towards democratic government, in the light of country-specific conditions, which allows for full participation of all parties concerned."

From Wikipedia, the free encyclopaedia:

4. Sustainability is the capacity to endure. In ecology the word describes how biological systems remain diverse and productive over time. Long-lived and healthy wetlands and forests are examples of sustainable biological systems. For humans, sustainability is the potential for long-term maintenance of well-being, which has ecological, economic, political and cultural dimensions. (...) Sustainability interfaces with economics through the social and environmental consequences of economic activity. Sustainability economics involves ecological economics where social aspects including cultural, health-related and monetary/financial aspects are integrated. Moving towards sustainability is also a social challenge that entails international and national law, urban planning and transport, local and individual lifestyles and ethical consumerism. Ways of living more sustainably can take many forms from reorganising living conditions (e.g., Eco villages, eco-municipalities and sustainable cities), reappraising economic sectors (permaculture, green building, sustainable agriculture), or work practices (sustainable architecture), using science to develop new technologies (green technologies, renewable energy and sustainable Fission and Fusion power), to adjustments in individual lifestyles that conserve natural resources.
5. Sustainability is to meet the needs of the present without compromising the ability of future generations to meet their own needs.
6. Sustainability is improving the quality of human life while living within the carrying capacity of the Earth's supporting eco-systems.

7. Sustainability is about stabilizing the currently disruptive relationship between earth's two most complex systems—human culture and the living world.
8. Sustainability is a way of working and living that balances immediate needs for commerce, living, habitation, food, transportation, energy and entertainment with future needs for these resources and systems as well as the liveliness and support of nature, natural resources and future generations.
9. Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our natural environment. Sustainability creates and maintains the conditions under which humans and nature can exist in productive harmony, that permit fulfilling the social, economic and other requirements of present and future generation.
10. "Sustainability is an economic state where the demands placed upon the environment by people and commerce can be met without reducing the capacity of the environment to provide for future generations. It can also be expressed in the simple terms of an economic golden rule for the restorative economy: leave the world better than you found it, take no more than you need, try not to harm life of the environment, make amends if you do."
11. Sustainability is the ability to maintain a certain status or process in existing systems.

Sustainable development

To use the traditional definition, sustainable development is "development that meets the needs of the present without compromising the ability of future generations to meet their own needs", in other words ensuring that today's growth does not jeopardise the growth possibilities of future generations. Sustainable development thus comprises three elements – economic, social and environmental – which have to be considered in equal measure at the political level. The strategy for sustainable development, adopted in 2001 and amended in 2005, is complemented inter alia by the principle of integrating environmental concerns with European policies which impact on the environment.

All definitions of sustainable development require that we see the world as a system—a system that connects space; and a system

that connects time. When you think of the world as a system over space, you grow to understand that air pollution from North America affects air quality in Asia, and that pesticides sprayed in Argentina could harm fish stocks off the coast of Australia. And when you think of the world as a system over time, you start to realize that the decisions our grandparents made about how to farm the land continue to affect agricultural practice today; and the economic policies we endorse today will have an impact on urban poverty when our children are adults. We also understand that quality of life is a system, too. It's good to be physically healthy, but what if you are poor and don't have access to education? It's good to have a secure income, but what if the air in your part of the world is unclean? And it's good to have freedom of religious expression, but what if you can't feed your family?

The concept of sustainable development is rooted in this sort of systems thinking. It helps us understand ourselves and our world. The problems we face are complex and serious-and we can't address them in the same way we created them. But we can address them.

Working with a different emphasis, some researchers and institutions have pointed out that a fourth dimension should be added to the dimensions of sustainable development, since the triple-bottom-line dimensions of economic, environmental and social do not seem to be enough to reflect the complexity of contemporary society. In this context, the Agenda 21 for culture and the United Cities and Local Governments (UCLG) Executive Bureau lead the preparation of the policy statement "Culture: Fourth Pillar of Sustainable Development", passed on 17 November 2010, in the framework of the World Summit of Local and Regional Leaders – 3rd World Congress of UCLG, held in Mexico City. This document inaugurates a new perspective and points to the relation between culture and sustainable development through a dual approach: developing a solid cultural policy and advocating a cultural dimension in all public policies. The Circles of Sustainability approach distinguishes the four domains of economic, ecological, political and cultural sustainability. Other organizations have also supported the idea of a fourth domain of sustainable development. The Network of Excellence "Sustainable Development in a Diverse World", sponsored by the European Union, integrates multidisciplinary

capacities and interprets cultural diversity as a key element of a new strategy for sustainable development. The Fourth Pillar of Sustainable Development Theory has been referenced by executive director of IMI Institute at UNESCO Vito Di Bari in his manifesto of art and architectural movement Neo-Futurism, whose name was inspired by the 1987 United Nations' report Our Common Future. The Circles of Sustainability approach used by Metropolis defines the (fourth) cultural domain as practices, discourses, and material expressions, which, over time, express continuities and discontinuities of social meaning.

The proposal for adding a fourth 'cultural' dimension has not been accepted by all agencies and organizations, some which still argue that economics is primary, and culture and politics should be included in 'the social'

1.3. Definition of Global Village

Writing in 1964, "Understanding Media: The Extensions of Man", Marshall McLuhan, a scholar of mass communications, described how the globe has been contracted into a village by electric technology and the instantaneous movement of information from every quarter to every point at the same time.

The transition from an era dominated by the mechanics to an era characterized by the advent of new technologies has led to the transformation of man, a resident of the global village, still suspended between the two technologies, including two different ways of acting and thinking.

McLuhan defines this man in search of his values, his integrity. A man conscious of his actions, but that needs. To understand what Marshall McLuhan meant when talking about the global village we can imagine the world populated by cats with magical boots that with a pair of jumps through it from end to end .The metaphor of the boots only takes into account the scale of the move, but what makes the world a global village is not only the ability to move quickly from one point to another.

The term global village is often associated with the term globalization. The phenomenon of "globalization" is relatively recent. The vocabulary of the Italian language in 1991 defines globalization as "the taking or consideration of a number of elements in their totality". "Globalization" means to refer to a mixed

phenomenon of social values, economic, political, institutional, financial, and cultural, into a global village in which every form of physical barrier of distance has been demolished and the communication and transmission of information is in real time and on a global scale.

Globalization has also meant an important conceptual change in the way we think about the environment. The environment is now considered the "common heritage of mankind" and environmental problems are increasingly the subject of international efforts because of their cross-border effects and the impossibility that just one or a few nations can solve these problems on their own. Talk about globalization means to refer the market that operates separate from the calculation of the social and environmental costs of economic activities and contributes significantly to environmental degradation. The actual development model brings with it huge energy consumption, overproduction of waste and pollution that make the budget of the environmental effects of economic globalization constantly at a loss.

Finally the creation of an economic, social and political "common place" extended to the whole Earth is the only solution to preserve it. The reason is simple: different groups of people are in possession of the means to destroy the biosphere, but no one has alone and without the cooperation of other people the means to protect it. Faced with the ongoing process of globalization, there is a necessity to redefine the principles and contents of a universally recognized ethical behaviour that should not be only a system of standard rules but also an opportunity to save the material and spiritual development of man, and more generally, the sense of humanity.

Globalization is above all a problem of free exercise of our shared responsibility and power on the planet. What will be, in the global village, the guiding values universally accepted ethical behaviour on which to base on "global"? Who, by what authority and what tools will ensure the application of these values? How to develop a "culture of globalization" , i.e. , how to educate the "whole" in the sense of an expansion of its perception and consciousness of citizens of the world , and therefore our sense of individual responsibility ? How to harmonize the work, social relationships and leisure time improving the quality of life? It will be possible in the near future to set up an "ethics of the global village", which put

the man himself, with its potential for development material, intellectual and spiritual and the safeguarding of its "village" as a primary goal of his actions?

1.4. What are the 3R's?

The 3 R's

Every year, Europeans throw away 50 billion food and drink cans, 27 billion glass bottles and jars, and 65 million plastic and metal jar and can covers. More than 30% of our waste is packaging materials. Where does it all go? Some 85% of our garbage is sent to a dump, or landfill, where it can take from 100 to 400 years for things like cloth and aluminium to decompose. Glass has been found in perfect condition after 4,000 years in the earth!

We are quickly running out of space. It's time to learn the 3R's of the environment: reduce, reuse, recycle. Then practice what you preach: don't buy things you don't need or items that come in wasteful packaging or that cannot be recycled. Reuse and recycle whatever you can.

Reduce

- Reduce means using fewer resources in the first place. This is the most effective of the three R's and the place to begin is by reducing the amount of waste you produce is the best way to help the environment. There are lots of ways to do this. For example:
- Buy products that don't have a lot of packaging. Some products are wrapped in many layers of plastic and paperboard even though they don't need to be. You can also look for things that are packed in materials that don't require a lot of energy or resources to produce. Some products will put that information right on their labels.
- Instead of buying something you're not going to use very often, see if you can borrow it from someone you know.
- Cars use up energy and cause pollution. Some ways to reduce the environmental damage caused by cars include carpooling with friends, walking, taking the bus, or riding your bike.
- Start a compost bin. Some people set aside a place in their yard where they can dispose of certain food and plant materials. Over time, the materials will break down through a natural process called decomposition. The compost is good

for the soil in your yard and means that less garbage will go to the landfill.

- You can reduce waste by using a computer! Many newspapers and magazines are online now. Instead of buying the paper versions, you can find them on the Internet. Also remember that you should print out only what you need. Everything you print that you don't really need is a waste of paper.
- Save energy by turning off lights that you are not using.
- Save water by turning off the faucet while you brush your teeth.
- Lots of families receive a large amount of advertisements and other junk mail that they do not want. You can stop the mailings and reduce waste by writing to the following address and requesting that they take your name off of their distribution list:

Reuse

Before you recycle or dispose of anything, consider whether it has life left in it. Instead of throwing things away, try to find ways to use them again! For example:

- Bring cloth sacks to the store with you instead of taking home new paper or plastic bags. You can use these sacks again and again. You'll be saving some trees!
- Plastic containers and reusable lunch bags are great ways to take your lunch to school without creating waste.
- Coffee cans, shoe boxes, margarine containers, and other types of containers people throw away can be used to store things or can become fun arts and crafts projects. Use your imagination!
- Don't throw out clothes, toys, furniture, and other things that you don't want anymore. Somebody else can probably use them. You can bring them to a centre that collects donations, give them to friends, or even have a yard sale.
- Use all writing paper on both sides.
- Use paper grocery bags to make book covers rather than buying new ones.
- Use silverware and dishes instead of disposable plastic utensils and plates.
- Store food in reusable plastic containers.

Recycle

Many of the things we use every day, like paper bags, soda cans, and milk cartons, are made out of materials that can be recycled. Recycled items are put through a process that makes it possible to create new products out of the materials from the old ones. In addition to recycling the things you buy, you can help the environment by buying products that contain recycled materials. Many brands of paper towels, garbage bags, greeting cards, and toilet paper etc. will tell you on their labels if they are made from recycled materials. In some towns you can leave your recyclables in bins outside your home, and a truck will come and collect them regularly. Other towns have recycling centres where you can drop off the materials you've collected. Things like paper and plastic grocery bags, and plastic and aluminium cans and bottles can often be brought to the grocery store for recycling. Whatever your system is, it's important to remember to rinse out and sort your recyclables!

CHAPTER 2: LOCAL PERSPECTIVES

2.1. Alignment with local, national and international initiatives - IFAID Aquitaine, Bordeaux, France

IFAID Aquitaine focuses on training and supporting community development projects that aim to achieve sustainable development at local and international levels, in developing or developed countries.

Environmental issues are 1 of the 3 fields of sustainable development (along with economy and social sectors).

Therefore the 3R's project fits perfectly with IFAID Aquitaine objectives, by implementing training pilots about sustainable development issues and improving IFAID Aquitaine organisation eco-friendly practises.

Some French initiatives about the environment:

A tax was implemented on product packaging for enterprises.

Tax reductions exist on work that improves buildings energy insulation.

Enterprises contribute to their employees' costs of public transportation.

Some data about waste sorting in Aquitaine Region and Gironde district

In 2011, in Aquitaine 164,860 metric tonnes of household packages was recycled, representing 52.8 kg of recycled packaging per inhabitant and per year. It is better than the French national rate which is 49.2 kg per inhabitant per year.

In 2011, in Gironde, this rate was 53.2 kg per inhabitant.

Different factors involved in waste sorting:

In 15 years, enterprises reduced by 20% the packages average weight, representing 300,000 ton less.

The Association of the French Mayors organised a programme called "36 000 plan" in order to facilitate good practice exchanges between city councils.

Many non-profit organisations are acting locally for developing waste recycling and raising children and adults' awareness of environment issues.

2.2. Alignment with local, national and international initiatives – Legambiente, Italy

The European Union issues secondary legislation on environmental issues that are valid throughout the EU (so called regulations) and many directives that must be implemented into national legislation from the 28 member states (national states). Examples are the Regulation (EC) No. 338/97 on the implementation of CITES or the Directive 92/43/EEC on Fauna-Flora-Habitat. EU legislation is ruled in Article 249 Treaty for the Functioning of the European Union (TFEU). The topics for EU legislation are: Climate change, Air pollution, Water protection and management, Waste management, Soil protection, Protection of nature, species and biodiversity, Noise pollution, Cooperation for the environment with third countries (other than EU member states), Civil protection.

The first environmental law in Italy is about forty years ago; its considered as the first environmental legislation in Italy ; before then, laws didn't take into account environmental situation but it was about incidental considerations, disciplines that at the same time involved more interests and collected within a wider body also specific rules for the protection e.g. landscaping, health, urban design , property , etc.; i.e. laws that even today recognizable as predecessor of environmental legislation were not originally the primary purpose of protecting the environment, as well as today we are used to find in the aims of the laws of reference.

The Law of 13 July 1966 No. 615 (actions against air pollution) opens a different season in our regulatory landscape, a season that directly relates to environmental protection, i.e. protection directed only towards the environment and not only like a result of a different search. This law, which took note of air pollution from industrial plants and transport links, which stand up aim to regulate and therefore reduce the emission of gases, dusts, odours, etc., then became the first Italian law to fight pollution. Today, this law is approved (Legislative Decree no. 152 of 2006), from a legal point of view and from the most experimentally factual but it meant a turning point, that was never understood or ignored by our legislators.

From 1966 beyond our environmental legislation knows an important rise up that reach a fabric regulatory gaps remained until

then curiously tied to a farming community which unfortunately was disappearing in help of industrial achievements that, together with an enviable rate of progress, presenting the costs of the sacrifices bear by the environment. Go on ten years in ten years we can't deal with the so-called Law Merli (Law of May 10, 1976 n. 319, and its subsequent amendments and additions), a law that relates to the protection of an important element: water. With this law will finally come to recognition of the organic regulation of industrial plants, civil, to the introduction of the first criteria for the rational use of water resources. The 1986 also represents the year in which the institutions decide to acquire a department entirely dedicated to the environment: July 8, 1986 by Law n.349 indeed, it is established the Ministry of the Environment. And this was a key moment for our interests; with the Ministry of Environment worldwide environmentalist finally has a house (in the meantime there are many associations in the context of national destiny: like the Lipu, Legambiente, Marevivo, Making Green, etc.), and environmental activities, before divided between different ministries (agriculture, merchant marine, transport, industry, health, cultural heritage, interior, etc.) are now all concentrated in the head of an organism, that carries its own voice in the Council of Ministers, leading to be an executive power; its talking on the need to deal with the environmental resources even before those with purely economic. This process, of course, does not happen in a single moment. It will take a bit of time for the purposes set out in one of the law find execution, but most was done and now the Ministry of Environment and Protection of Land and Sea (as later modified, renamed) is a crucial tool environmental policies of the nation.

Other matters requiring legislation gradually specific and it is with the Legislative Decree February 5, 1997 n. 22, Ronchi Decree, which are transposed EU directives on waste. This standard introduces the principle in our system of waste management in place of simple disposal. The waste then come to become a resource and not a waste, at least in the purposes of the law that despite having achieved important results did not hit the targets it had set. In any case, the principles introduced by this decree are the ones who struggled in the real world are slowly accepted, if only with a difference in results between the various national macros.

We come actually to Legislative Decree n. 152 of April 3, 2006 entitled as "Environmental Regulations" that divides into six parts almost the entire discipline of reference, remaining excluded some subjects, however, delegated (L. 308/2004), as the management of protected areas remains linked to previous production rules.

In our region, Molise, environmental legislation is in agreement with the national one, to achieve the objectives set by the European Community.

The Department of Environment of the Molise region has set as a goal for 2015 to achieve a recycling rate of 80%, favouring the waste sorting called "door to door".

From the law of 1966 until now we show the importance that environmental issues have reached in this time in our legislative landscape.

2.3. Alignment with local, national and international initiatives – Poland

Introduction

Sustainable development constitutes one of the most important challenges of the present world. However, it is hard to indicate a specific moment of appearance of the concept of sustainable development. By the half of 20th century, the environmental degradation has not been perceived as a significant social and economic issue. Only an increasing scale of environmental interference and its natural, economic and social consequences have informed scientists, politicians and societies on the necessity of forming proper relation between the humanity and nature. One has started to search for ways of socio-economic growth considering the necessity of rationalisation of human interference with environment. These searches have brought the concept of sustainable development, gradual process of changes' building-up in social awareness, academic achievements, development of institutions, etc. The UN Secretary-General U Thant's report titled *The Problems of Human Environment* (1969) made a breakthrough in that process. That report contributed to appointment of the global UN Conference titled *The Human Environment* in Stockholm, 1972. It encouraged the states to take stock of the environmental condition and began the all-world debate concerning the most burning issues concerning further

human existence. In addition, it indicated the needs and prospects of international arrangements within the scope of environment and rationalised economic actions. In the first half of 1970s, the notion of sustainable development was applied for the first time. Barbara Ward, founder of the International Institute for Environment and Development, was probably its author.

In its report titled *Our Common Future*, the World Commission on Environment and Development, established in 1983 under the auspices of the United Nations and chaired by Gro Harlem Brundtland, Prime Minister of Norway, provided the environment with functions of one of three bases of further civilisation progress of the world, next to economy and social issues.

In the report published in 1987, also referred to as *Brundtland Report*, the long-term strategies were proposed to enable implementation of sustainable development until 2000. In May 1990, those principles were adopted as guidelines for the European states on the conference of the Member States of the United Nations Economic Commission for Europe in Bergen.

Brundtland Report has indicated directions of development, referred to as sustainable development, adopted by governments as its principles in the common Declaration on the United Nations Conference on Environment and Development (*Earth Summit*) in Rio de Janeiro, 1992, and as a recommendation in the so-called Agenda 21, constituting an attachment to that Declaration. In 1992, the United Nations Commission on Sustainable Development was also established.

Definitions of sustainable development in Polish dimension

The legal bases of sustainable development of Poland are founded by the Constitution of the Republic of Poland, stating in Article 5 that “The Republic of Poland shall safeguard the independence and integrity of its territory and ensure the freedoms and rights of persons and citizens, the security of the citizens, safeguard the national heritage and shall ensure the protection of the natural environment pursuant to the principles of sustainable development”.

The concept of sustainable development has also been defined in the Act of 31 January 1980 on Environmental Protection and

Management (Journal of Laws 94.49.196, as amended). Pursuant to Article 3.3a, “sustainable development is a socio-economic growth, in which the political, economic and social actions are integrated with maintenance of balance of nature and consistency of basic natural processes, in order to compensate the chances of the environmental access by particular societies or their citizens – both for the present and future generations.”

Pursuant to the valid Environmental Protection Act of 27 April 2001 (Journal of Laws 2001.62.627, as amended), “the notion of sustainable development is understood as such a socio-economic growth, in which the political, economic and social actions are integrated with maintenance of balance of nature and consistency of basic natural processes, in order to guarantee the capacity of satisfying the basic needs of particular communities or citizens, both for the present and future generations.”

The above definitions indicate that all the socio-economic processes and actions taken in Poland, thus also strategies, programs and plans of economic growth, social growth or environmental protection, defining and stimulating them, should be logically integrated and mutually correlated with aims, tasks and instruments of implementation, being located in a uniform, strategic trend of sustainable development.

Necessary actions shall concern support of investments in environmental protection. According to the strategy, pro-ecological investments should be beneficial for implementation of provisions of the new environmental protection law. In a part supporting changes in production models, they shall focus on investments related to processing and securing waste storage, reducing pollutant emission in industrial processes, as well as on introduction of production standards complying with specific provisions of the EU law.

Compliance with increasing requirements of environmental protection must necessarily not cause too high costs and weakened economic activity of the state. Therefore, the strategy indicates that entrepreneurs should get all the help with meeting ecological requirements, as well as they should be provided with conditions to take voluntary actions for the benefit of environment. Arrangements in the area of pollutant reduction, energy saving, waste management and labelling would be particularly beneficial. In addition, it is assumed that one of elements of supporting the

pro-ecological investments reducing material and energy consumption of production processes and services should be constituted by support of the process of creating new jobs, particularly within the scope of activity concerning: (2) renewable energy sources, (2) recovery of products or their parts, (3) package recovery, (4) use of waste as recycled materials.

Changes in production and consumption models into those beneficial for implementation of principles of sustainable development must be accompanied with actions for the benefit of increased environmental awareness (training for the industry representatives, farmers, introduction of ecological education on all levels of education, use of media, increased information on environmental aspects).

Implementation of this strategy shall be monitored. Direct assessment of changes in production and consumption models is difficult for estimation, so indirect factors have been adopted for the needs of monitoring process, related to: (1) pollutant emission, (2) energy and material consumption of the economy, (3) electricity generation from renewable sources.

Within the scope of waste management, the most important obligations of the Republic of Poland, arising from its membership in the European Union, included in the *National Environmental Policy for 2009-2012 and Its 2016 Outlook*, include as follows:

- achievement until 31 December 2014 of recovery on the minimum level of 60% and of recycling on the minimum level of 55% package waste,
- gradual reduction of storage mass of biodegradable municipal waste, starting from 75% in 2010, through 50% in 2013, until achievement of 35% in 2020, in relation to the mass of these waste produced in 1995,
- collection of 25% used batteries and accumulators in 2012, achieved level of collecting 45% of these waste in 2016,
- annual collection of four kg per citizen of used electric and electronic appliances (from households).

Moreover, the Accession Treaty has obligated the Republic of Poland to close all the landfill sites not complying with the Directive 99/31/EC until 2012.

Pursuant to the *National Environmental Policy for 2009-2012 and Its 2016 Outlook*, the medium-term objectives to be achieved by 2016 are as follows:

- 1) maintenance of the trend of separating the amount of produced waste from the country's economic growth (less waste per a product unit, less packages, longer product life cycle),
- 2) increased electricity production from municipal waste in an environmentally friendly way,
- 3) closure of all the landfill sites not complying with the EU standards and their reclamation,
- 4) preparation of a list of closed and disused landfill sites for extractive waste, together with identification of premises having a significant environmental impact,
- 5) elimination of storing the used electric and electronic appliances,
- 6) full organisation of a national system of collecting and disassembling vehicles withdrawn from service,
- 7) such an organisation of a system of pre-selection, sorting and recovery of municipal waste, so that no more than 50% of them in relation to waste produced in households gets to the landfill sites.

The waste management issues are included in the problems of sustainable development (particularly in a sectorial approach) as one of the most important elements. In Poland, the waste management issues are characterised with the greatest backwardness within the scope of environmental protection. So far, landfills have constituted the most popular way of waste neutralisation. Consequent implementation of adopted strategies, programmes, as well as application of valid legal regulations shall enable a significant increase of the amount of municipal waste to be recycled, as well as establishment of legal and economic bases to develop the system of waste collection and management.

2.4. Alignment with local, national and international initiatives – UK

INTERNATIONAL

The United Nations Millennium Declaration identified principles and treaties on sustainable development, including economic development, social development and environmental protection.

Under the principles of the United Nations Charter the Millennium Declaration identified principles and treaties on sustainable development, including economic development, social development and environmental protection.

At the COP 19 (conference of the parties) international talks on climate change the UK's key objective for the Warsaw climate change talks was met. All nations have agreed to start their homework to prepare for a global climate change deal in 2015. The world now has a work programme, with timetables. The determined diplomacy of the UK and EU achieved their aims, building alliances across the world.

They are strengthening work to tackle deforestation around the world to a vital new package on measuring, reporting and verifying emissions. It was announced that the UK was joining the United States in their policy of ending support for public financing of new coal-fired power plants overseas, combined with extra help for some of the world's poorest to adapt to the climate change that is already seriously affecting many communities, the UK continued its strong record of leading on climate change action.

NATIONAL DRIVERS

'The Stern Review of on the Economics of Climate Change' reported in 2006 on the effect of global warming on the world economy. Stern concluded that climate change presents the world's most significant market failure and therefore significant economic opportunity. Rather than having to choose between growth and averting climate change, provided we live within environmental limits and ecological tipping points, securing low carbon economic growth will ensure a sustainable future. Stern concluded that the benefits of strong early action on climate change far outweigh the costs of not acting, which include the potential impacts of climate change on water resources, food production, health, and the environment. Stern proposed that 1% of global GDP per annum is required to be invested to avoid the worst effects of climate change.

Following the Stern Review, the UK government used the Climate Change Act to introduce a legally binding commitment to achieve an 80% reduction in the UK's carbon emissions by 2050, as compared to 1990 levels.

Two key drivers nationally are reducing greenhouse gas emissions and landfill tax which influence policy locally.

1. Reducing the UK's greenhouse gas emissions by 80% by 2050 through the Department of Energy & Climate Change

<https://www.gov.uk/government/policies/reducing-the-uk-s-greenhouse-gas-emissions-by-80-by-2050>

The 2008 Climate Change Act established the world's first legally binding climate change target. This Act sets out the UK's legally binding targets. It aims to:

- improve carbon management and help the transition to a low-carbon economy in the UK
- show the UK is committed to taking its share of responsibility for reducing global greenhouse gas emissions by developing negotiations on a post-2012 international climate change agreement

The UK is trying to achieve this reduction through action at home and abroad. Moving to a more energy efficient, low-carbon economy will help to meet this target. It will also help the UK become less reliant on imported fossil fuels and less exposed to higher energy prices in the future. To make sure that UK government policies contribute effectively to our greenhouse gas reduction targets, they will be.

2. Landfill Tax which is tax above inflation and creates a big drive to reduce waste to landfill through taxing the disposal of waste to landfill. As such, it encourages efforts to minimise the amount of waste produced and the use of non-landfill waste management options, which might include recycling, composting and recovery.

LOCAL DRIVERS

The Mayor of London has a vision for the UK capital to be recognised as a world leader in improving the environment locally and globally. The Greater London Authority (GLA) is realising this vision through three key activities, all of which contribute to the delivery of Enfield 2020:

1. The GLA has published strategies on air quality, water, waste, climate change adaptation, and climate change mitigation and energy. These strategies build on Leading to a Greener London, which was published in 2009 and sets out London's aim to be one of the greenest cities in the world. There is a close synergy between these regional strategies and Enfield 2020's eight themes.
2. The GLA provides match funding for the £188 million 5 year Enfield Homes' Decent Homes Programme, which is

a strategic sustainability project in the Enfield 2020 Action Plan.

3. The GLA is delivering big and bold strategic improvement programmes at a pan-London level, working in partnership with the 32 London Boroughs and the City of London. For the London Borough of Enfield, this enabling role has been central to the success of several strategic sustainability projects in the Enfield 2020 Action Plan. This includes the REFIT, RENEW, the Lee Valley Heat Network and the Green Deal projects, all of which have benefited from GLA funded consultancy support.

Enfield 2020 is the Council's sustainability programme which promises to deliver significant economic, environmental and social benefits across the whole borough by 2020. The Enfield 2020 Action Plan contains 50 large-scale sustainability projects which deliver on 6 sustainability themes. Cross-departmental working strengthens the council's ability to deliver its services and achieve its strategic aims.

Enfield 2020 defines sustainability using the following 6 key themes which are; Managing your Energy, Regenerating the Borough, Supporting Jobs and Businesses, Improving our Local Environment, Reduce, Reuse, Recycle and Improving Public Health

With an estimated £7.5 billion Council spend by 2020 through the Council's many services, further embedding sustainability as the Council's day job creates a significant opportunity for transformational change. There is also an opportunity for the Council to work closely with the Enfield Strategic Partnership and the Greater London Authority, to help deliver Enfield 2020. With local authority budget cuts and an overriding need to maintain the quality of existing services, a forecast increase in the Council's energy and carbon bill, and low interest rates, this creates a significant economic opportunity for the Council to Invest to Save. Put simply, the more money the Council can save from energy consumption in its buildings, the more jobs it can retain to maintain the quality of the Council's services, operations and partnership

Reduce, Reuse and Recycle:

- The Council operates a co-mingled recycling system at the Civic Centre

- The Council used 17,040 reams/packs of paper (8.52 million sheets) in the Civic Centre's printers, photocopiers and scanners during April 2011 to March 2012. This is in addition to almost 3 million sheets used by the Council's internal print department during the same period. Additional paper use resulted from sub-contracting of significant printing contracts, including the printing of Council Tax bills, as well as paper use in the Council's many other buildings
- The Council recycled 128 tons of waste paper during 2011/12 from its offices, generating an income of £5,291 and saving 2,176 mature trees. The Council is also using a New Ways of Working project to reduce paper use in its offices

The Borough of Enfield covers an area of 31.7 miles and currently has a population of 285,000 people. The Environment Department is at the heart of delivering the aspirations of residents and businesses.

CHAPTER 3 – METHODOLOGY FOR THE 3R'S PROJECT

3.1. Introduction to the methods used

At the commencement of the project we needed to determine the level of knowledge and motivation of trainers to decide which trainers would be involved in the project. We also needed to determine the current level of awareness of sustainable development and global issues.

A questionnaire was devised in conjunction with all partners so that the same questions were being asked across all the countries. IFAID students then devised the questionnaire as well as the analysis grid.

There were 4 topics in the questionnaire – reuse, waste sorting, energy saving and transport and communication. The questionnaire was administered in all four partner countries and the results were then analysed to find out the level of interest in each topic. It was also used for us to know the main motivation of each trainer – whether to save money, naturally aware of environmental issues etc.

Each country aimed the questionnaire at different people linked to their organisation. In France the questionnaire was distributed to Les Aubiers neighbourhood, organisations involved in Adult Education and IFAID employees. In Italy it was aimed at volunteers from Legambiente. Poland aimed theirs at the unemployed as well as some employees and in the UK it was aimed at management, teaching and admin staff working for Community Learning and Enfield Training Services.

A sustainability audit was produced to gather data to inform an organisation's management for sustainability planning and implementation. The audit resulted in a needs assessment and a way of measuring impact of existing practices. The application of the audit tool was limited to the operational department level and focused on:-

- Process, that is the policies, programs, activities of the association
- People (the personal behaviour of people working in the association) / Place (policies regarding sustainability adopted in the place of work)

The UK used a different audit to the other partner countries as had to adapt a version in line with other council departments.

The outcomes of the audit were used to inform the pilot 1 and pilot 2 according to practices and policies already in place but also to help the way forward with improving current practices. It is hoped that the audit will be an ongoing point of reference for each organisation to use on an annual basis to see improvements.

We then shared the results of the questionnaire and audit tool which paved the way for the remainder of the project.

Pilot 1 - Each partner country then carried out train the trainer sessions on sustainable development which used the results of the questionnaire and audit tool to scope the pilot learning activities of sustainability practices. The aim of the pilot activity was to equip staff with skills and knowledge on how to embed sustainable development in other courses and work. To ensure that the sustainable activities were suitable for each partner country each partner researched, gathered and collated information on the 3R's (reduce, reuse and recycle) in partner countries and compiling a list of sustainable activities which could be embedded in the curriculum. Case studies were written from pilot 1 and pilot 2 from each partner country.

Pilot 2 - The learning activities were then developed and embedded into courses and piloted with learners. At partner meetings we shared the outcomes of the pilot activities.

All of these methods then informed the content and layout of the toolkit which was written at the end of the 2 years which enabled us to pull together all of our information and evaluate the project as a whole.

The partnership will research education for sustainable development in participating countries, carry out baseline surveys on awareness of sustainable development issues, conduct sustainability audits in participating organisations, develop a toolkit with practical activities and ideas for sustainable development practices and pilot learning activities on sustainable development. Best practice.

Limitations were that each organisation is very different – some adult learners, some small, some large, some research so no direct learners. Therefore range of outcomes as not direct comparison can be made.

3.2. Questionnaire results

The overall results from all the partner countries showed that communication is not effective enough and the main interest of those completing the questionnaire was to save energy and to therefore save money. The full results of the questionnaire are attached as a PowerPoint presentation.

3.3. Audit tool

The summary of results from each organisation is detailed below.

France

One employee completed the audit with the help of other employees for specific questions (accountant and IT manager). In April 2014, during a team meeting, all employees exchanged ideas about what could be improved in their practises for decreasing the IFAID Aquitaine environmental impact.

In addition to this, IFAID students completed the audit tool during an English course, which was followed by a discussion about what they could improve in their own practises.

Globally, IFAID workers are quite aware of sustainable development issues and have eco-friendly practises even if there is no real strategy on this topic coming from the governing board. Some examples of IFAD good practices: black and white printing is default – don't encourage colour, the computers of students' computer room shut down automatically at 8pm in case students forget, energy savers are put on all PC's, hand-made paper bins are used for recycling paper, many workers and students travel by bicycle and/or public transport; local suppliers and local and organic food are promoted, fair trade coffee, tea and sugar are bought.

One important restriction is that IFAID rents office space which does not have building insulation. Energy and water bills are the same each month regardless of the amount of water or energy that is actually used. Despite asking for this information many times, IFAID has not managed to gain details about its own consumption.

Italy

The manager of the national office completed the audit. The result of the audit tool was very positive for the association. The main highlights of the audit are that the organization has a good

sustainability strategy about how to save energy in the associations buildings and is revised each year by the governing board. They do very well on energy saving, have good equipment for sustainability, reusing water, good at recycling – plastic, paper etc. in 5 different bins. Black and white printing is default and saving energy for equipment is an asset. The association use natural ventilation in the national headquarters and not air conditioning and regarding transport, staff are encouraged to use public transport as well as carpooling.

Finally the most important outcome of the audit is that all the employees are aware of sustainable development issues and do things themselves during work and at home.

Poland

The audit tool research on sustainability took place on 30 December 2013 at the Institute for Sustainable Technologies – National Research Institute in Radom, Poland. Ten employees (3 men and 7 women) from different departments (head of 2 departments and 8 researchers) were involved in this study. The participants filled the questionnaire prepared by Italian partners. The input was translated into Polish language.

It is hard to say but the level of understanding of sustainable development at the ITeE is not satisfactory. It is not employees' fault but the whole system of rules of the Institute that are not well described. Most people are aware of the environmental issues; they want to gain new information in order to follow them in their personal and official life. This attitude can be achieved through the following:

- enhancing the ability to observe the environment and to collect pertinent environmental information;
- becoming familiar with the principles and interrelationships governing nature and occurring between nature and man;
- developing the ability to solve problems according to acquired knowledge an accepted set of values;
- fostering the attitude of respect for life and health, both one's own and of all other creatures;
- employing interactive forms of education in the field;

- constantly undertake and expand the range of activities aimed at protecting the environment;
- emphasize a positive role of children in environmental education of adults;
- conduct environmental education activities in non-formal and informal ways of education and training.

According to National Environmental Education Strategy, the vast majority of people pursuing professional careers have a direct influence on the condition of the environment. This is a result of more or less intentional decisions made and executed on every job. Therefore, fulfilling the principles of sustainable development depends to a large degree on concrete actions performed in the workplace. That is why, some of the respondents willing to participate in the further training on sustainable development in order to extend their knowledge on this subject.

UK

An adapted version of the audit tool was used in the UK which aligned to current practices in Enfield Council and was completed by the Business Development Manager in conjunction with other managers. Enfield Council has approximately 600 employees spread across many different buildings so there are different levels of practice according to where you work. The audit focused on the current building where our service is based but pulled in corporate elements which give the overall vision of sustainability.

The main overarching programme is Enfield 2020 which has been developed as Enfield's ambitious Sustainability Programme and Action Plan with a '2020 Vision' to

1. Significantly improve the sustainability of the Borough of Enfield and Enfield Council by 2020
2. Deliver significant economic, environmental and social benefits for all of Enfield's stakeholders

Enfield 2020 pulls together 50 projects with another 8 being developed.

Outcomes of the audit showed that our building requires some improvements in relation to the 3Rs. There are not adequate signs and notices and we need a wider range of recycling options other

than paper and cardboard. Staff are encouraged to use follow flexible ways of working which includes hot-desking and working at home to reduce travel and there is both a bicycle scheme to buy cheaper bikes but also a bike loan arrangement. The default setting on the printers is double sided and all paper in the printers is recycled. There needs to be improvement with switching off lights and PC's as currently the learners do not always do this at the end of lessons. We have press taps for water which stop automatically. There are many healthy living initiatives for staff such as free fruit, health checks etc.

The audit highlighted that most staff are aware of sustainability issues but could benefit from further information and increased input in the workplace.

3.4. Pilot 1 case studies

Pilot Case Study 1

Delivery Organisation	Skills for Work Service – Enfield Council
Location	Enfield, London, UK

Background

As a result of the questionnaire which our trainers in the Skills for Work Service completed, it became evident that although the council overall has good sustainability measures in place this doesn't always branch out to buildings away from the Civic Centre and in turn to the staff and then the learners. We wanted to run awareness raising training, to enable the trainers to pass on both good sustainability messages and actions that they could implement on a day to day basis both at work and at home. As a council we are trying to save costs, which in turn save jobs therefore many of these measures help with that agenda.

Group profile

We have run 2 lots of training in Enfield – one for primary school teachers and another for family learning tutors and business administration tutors. This case study focuses on the tutors and 10 tutors attended the training.

How did the training work in practice?

The training was run by the lead for community learning tutors, a sustainability consultant and the sustainability manager in Enfield Council. The programme was devised by recommendations from the sustainability consultant and then we incorporated a local perspective. We ran the training at the Eco Park as we were taking the tour of the facility in the afternoon.

Developing the training

The training ran over a day for the family learning tutors and the business administration tutors. The sustainability consultant gave a talk about the 'bigger picture' so put the current world, UK and local perspective to the tutors. This gave them an awareness of why they were being trained and the part that they could play in helping with the sustainability agenda and passing this onto learners. I then ran a practical session on how to run a waste audit. This was run in the form of a lesson and we then evaluated the session and discussed how this could be changed for different audiences.

We then ran interactive activities which the group rotated around – these included a quiz about environmental facts, learning circle session and answering questions from case studies.

The training session finished with a local art company running a session on how to collect and use junk to produce art and showed examples of work that they had already run with schools, colleges and community groups.

We then finished the day with a tour of the Eco Park which puts into perspective the huge volume of waste that comes into the centre and the complex methods and processes that are involved with recycling. The noise and smell of the waste pits is enough to make you put sustainability practices in place in work and at home! Last was an action plan session where all of the tutors discussed how they were going to present sustainability to the learners. The business administration tutors were very much focused on office practices and how this could be incorporated into the apprentice's scheme of work and essays that needed to be written. The community learning tutors were going to focus on refining a scheme of work that could be run in schools and either delivered to families or just to parents as part of the family learning programme.

Were there any parts of the training or its operation that gave rise to difficulties?

The practical activities were difficult to run as the case studies were too long and the quiz in particular was too difficult for the tutors to complete effectively. As part of the action planning it was decided to adapt these activities to make them easier to understand.

What aspects of the training worked particularly well?

The waste audit worked really well and provoked a lot of discussion and highlighted that everyone had very different levels of knowledge around recycling. The tour of the Eco Park is always a highlight due to the sheer size of the site as well as the smell!

Evaluation

Each tutor completed an evaluation but discussions also took place along the way regarding the practical activities.

The evaluation asked each tutor to score each part of the days training and then also any suggestions for future topics or themes so we could add these to future training and schemes of work. Also which parts of the day did they enjoy the most and why.

The evaluation highlighted that some of the practical activities would not be suitable for learners so would either not be used or would have to be adapted a lot. Everyone enjoyed the tour and the talk by the consultant at the start of the day had been very welcome to paint the bigger picture.

What was the impact of the training?

The tutors were enthused by the training and very eager to implement what they had learnt into lessons. All the tutors had their own ideas about what else they could include and were happy to share outcomes of their pilot programmes that they all agreed to run as soon as possible.

One of the tutors runs an allotment and was going to try to incorporate a gardening aspect to the scheme of work and information about waste free lunches.

Resources

Practical information about eco-friendly practises

Quiz

Waste audit resources to use in the classroom

PowerPoint

Draft scheme of work

Draft lesson plans

Delivery Organisation	IFAID Aquitaine
Location	Bordeaux – France

Background
<p>The theme of the training was decided regarding the French results of the questionnaire. Indeed, this questionnaire pointed out 2 main needs:</p> <ul style="list-style-type: none"> – Information about eco-friendly practises that people may easily put into practise in their daily life – Importance on focusing on the cost issues. <p>The training aims to show many practises that can be implemented easily by the inhabitants in their daily life without (or very few) extra cost for them.</p> <p>It was training for trainers. One of the training objectives was to make the participants able to embed SD practices in their own activities with Les Aubiers inhabitants.</p>
Group profile
<p>3 categories of learners participated in the training:</p> <ul style="list-style-type: none"> – Staff members of les Aubiers Organisation – 2 organisations participated in the training: Noble Art which is a boxing organisation and the “Regie de Quartier Habiter Bacalan”. It is a non-profit organisation responsible for cleaning the common parts of Les Aubiers buildings and employing people with social difficulties. – Staff members of IFAID Aquitaine – IFAID Aquitaine adult learners.
How did the training work in practice?
<p>The training was done by an expert organisation on environment education called CREPAQ (“Centre de Ressources d’Ecologie Pédagogique d’Aquitaine”) translated as Ecological Resource Center of Aquitaine.</p>

It was a 2 hour training session implemented in the IFAID Aquitaine offices.

A group of 10 IFAID learners organised the training. They were responsible for the training logistics (room, materials, etc.), defining the expectations of the training, finding the delivery organisations, writing and sending the invitations, preparing some support materials for the training, realising the evaluation forms, etc.

Developing the training

The training was based on giving general information about environment issues, and presenting examples of eco-friendly practises.

Exchanges with all participants were encouraged.

The training courses started with a small quiz about environmental issues. After, there was a presentation made by the trainers. All along the presentation, the different questions of the quiz were answered.

Throughout the training, participation of the learners was encouraged. Also, participants were very active during the training.

Were there any parts of the training or its operation that gave rise to difficulties?

The most difficult part was to succeed in having the participant organisations reuse the training course in their activities.

What aspects of the training worked particularly well?

The trainers were very appreciated by the learners. They were very clear and comprehensive. Also they are experts on the topic.

The pedagogical material was very complete with a relevant mixture of supports (quiz, PowerPoint presentation, videos, etc.).

Evaluation

The evaluation was made in 2 different ways.

First, each participant completed an evaluation form;

Second, an oral evaluation was made in small groups focusing on the way participants will use the training course in their activities.

The questionnaire was composed of 2 questions:

- Did you increase your knowledge about eco-friendly practises?
- Will you be able to use this learning towards les Aubiers inhabitants?

And 7 criteria to note from 1 to 10

- Relation trainers - learners
- Relevance of the training
- Adaptation of the training to your needs
- Quality of the support of the training
- Quality and relevance of the documents given to the learners
- Quality of the organisation (hosting, material...)
- General behaviours of the trainers (clearness, availability, ...)
- Interaction with the group, atmosphere

What was the impact of the training?

An IFAID English teacher participated in the training. She decided to adapt the English courses by focusing all along the year on Sustainable development issues.

Noble Art decided to organise an eco-punch game. This exercise mixes boxing exercises and SD questions). In a more general way, thanks to the many relations the worker of this organisation has with Les Aubiers inhabitants, he tries to raise their awareness about SD issues.

Resources

Practical information about eco-friendly practises

Videos

PowerPoint

Pilot Case Study 1

Delivery Organisation	Legambiente Onlus – Italy
Location	Legambiente Molise – Campobasso – Italy

Background

The main aim of the project is to engage adults in learning for sustainable to encourage changes in personal behavior to engage them to engage with sustainable development practices as a permanent feature of adult education. Within this broad aim, the main objectives are to:

- Engage adult learners in education for sustainable development to develop knowledge and understanding
- Develop an affirmative attitude towards sustainable development among adults
- Promote sustainable development practices to adults
- Raise awareness of sustainability among staff, partners and adult learners
- Develop competence among staff to deliver education for sustainable development
- Develop sustainable practices among participants focusing on recycle, reduce and reuse
- Develop/create resources for teaching and learning about education for sustainable development

Group profile

Participants: 4

People directly involved in the project activities: 12

Trainer: 3

How did the training work in practice?

Legambiente has decided to make a training session with selected participants. The aim of the session was to deepen some issues about sustainable development; this because participants to the training session has been selected among the Legambiente local group, so this means persons already interested and aware of this issues. The aim of this pilot 1 has been to create a pool of trainees able to be more active in the Legambiente awareness campaigns and training activities with students and citizens.

The methodology used has been of a plenary session with the presence of experts and a brainstorming phase to discuss about specific issues. Participants have also analyses specific case studies referred to the local territories. During the pilot, we have used slides, posters, and specific material.

Developing the training

Programme:

1st day – 3 hours - sorted waste collection: reduce, reuse e recycle

- Classification and features of the materials
- Waste disposal and waste sorting: economic and environmental benefits
- Waste management: systems in comparison
- Stakeholders (Local authorities, businesses and citizens) and Italian law
- Recycle, reuse and reduction: the system's potential.
- Case Studies

It was shown before the classification and the characteristics of the main materials like paper, glass, plastic, aluminium, wet and undifferentiated. Then it was taken waste disposal and waste sorting, a collection system of municipal solid waste, which provides, for each type of waste, a first selection or sorting depending on the part of citizens thus diversifying the collection totally undifferentiated, the big part until a few years ago.

They were shown the systems of waste management comparing them, analysing the integrated waste cycle.

Stakeholders such as local authorities, businesses, citizens and in what way they are involved and the relevant legislation. Ronchi's 165/2006 (transposing the EU Directive 94/62/EC), the Consortium of CONAI private non-profit organization made up of manufacturers and users of packaging with the aim of achieving the objectives of recovery and recycling of packaging materials, of 'Framework Agreement ANCI - CONAI .

Finally, we are talking about the 3Rs: reduce, reuse and recycling by analysing the system's potential. The first "R" is the reduction: we should avoid waste; for example, using resistant bags for shopping instead of disposable bags, and avoiding buying goods with packaging (e.g. bulk buying fruit from the grocery store). The second "R" is the reuse: buy glass bottles for the purchase of oil and bulk detergent, the use of jars of sauce ready for jams and so on. The third "R" is recycling (along with energy recovery) must be a residual strategy. It is a solution that avoids the biggest problem: the waste. It is a solution with high environmental impact, with major health risks.

At the end some practical cases were analysed: the Recycling Municipalities in Molise.

Educational aim is to increase knowledge about product waste and evaluate and identify the type; understanding of the systems of waste management; knowledge of the techniques of collection, transport and storage of waste transfer stations and final disposal; know the main rules, prohibitions, the risks and precautions; understanding of the potential of recycling, reuse and reduction.

2nd day – 3 hours - sorted waste collection: methods of communication and analysis of best practices

- Corporate and Public organization communications, communication baseline
- environmental awareness Communication
- Communication tools and plans
- Example: San Felice in Molise City awarded with the Legambiente prize “Comune Riciclone” that is a symbol of a good performance about sorted waste collection

For all those who manage projects of environmental communication and appeal to a wide audience, it is important to know how to communicate the goals and values.

The lesson introduces the notion of environmental communication is a tool for promotion of conduct for the protection of the environment through communication campaigns that convey messages that involve daily activities of people. The aim is the development of environmental awareness: to stimulate the perception that waste separation is motivated ethically and lead to positive consequences, results in a push to achieve it in the best way possible, and consequently an increase in the percentages recorded. It is fundamental to understand that user is a full, active participant in the management system, going to have a profound effect on the goodness of the end result and in some cases to determine the success or failure of the collection system.

Those present at the lecture was illustrated as an effective awareness campaign for citizens is necessary to follow the guidelines to send users a clear and decisive message. Communication, it was pointed out to learners, must be part of an integrated project with collection strategies. The public must be involved in relevant, direct, personal, and as much as possible, bi-directional. The only way to achieve the same result by increasing awareness of the knowledge of the waste system by adopting clear communication , effective and continuity, which points on " practical advice " and not abstract .

Were explained to present the various stages of planning of the campaign: the analysis of the reference scenario , the identification of objectives, general and specific , pursued : to inform , to educate, raise awareness , the identification of the target audience , strategic choices , the choices of content , the identification of actions and instruments , cost analysis and forecasting of investments; definition of the trial program .

The first impact with the public is the visual image of the message to be conveyed and therefore the communication involves the creation of a graphic, a logo and a slogan which allow immediate identification of the subject, in this case the collection. The image that comes to people must be impact and

attractiveness and the content must be immediately encoded: creativity must be transmitted in an "understandable." The visual must have the characteristics of repeatability and recognition: for all related campaigns or later and must come to different target audience.

The tools that you can use in a communication campaign can be as traditional newspapers or TV or the new multi-media, especially the use of Web 2.0. The means and channels used within the strategy are: the initiatives of the press office and relationship with media, publishing and audio-visual production, the targeted dissemination of documentation, the organization of events, conferences and meetings targeting of the organization attendance at exhibitions, planning and realization of advertising campaigns on specific events; activation of an information desk, the activation of a toll-free number; public relations campaigns. Important and fundamental is the use of Web 2.0 that allows a high degree of interactivity with users and a level of two-way communication. And ' possible to create dedicated web space on the Council's website or the website of the Society of service delivery, and on the social network (Facebook and Twitter). The web allows precise and updated information, through direct marketing with the news letters. Through viral marketing strategies you can reach users through viral videos easy to understand, high-impact and involvement.

As a case study of an effective communication strategy for the activation of a boot floor collection is that of San Felice as well illustrated by the Mayor

Educational aim is to understand theories of marketing and communication related to the new media and cross-media, with specific reference to environmental issues.

Were there any parts of the training or its operation that gave rise to difficulties?

The issue about communication strategies has resulted not easy to comprehend but at the same time very interesting.

What aspects of the training worked particularly well?

On Waste sorting and 3Rs

Evaluation

The final result of the pilot 1 has been very good. Participants were very satisfied of the trainers and the issues studies. They considered the trainer session very useful and they were very interested in continue the project.

What was the impact of the training?

Very innovative linked to the concepts of communication related to develop sustainable behaviour

Pilot Case Study 1

Delivery Organisation	Institute for Sustainable Technologies – N Institute (ITeE – PIB)
Location	Radom, Poland

Background

The partnership of 3Rs project will research education for sustainable development in participating countries, carry out baseline surveys on awareness of sustainable development issues, conduct sustainability audits in participating organisations, develop a toolkit with practical activities and ideas for sustainable development practices and pilot learning activities on sustainable development.

One of the 3Rs main objectives was to conduct pilot activities in order to train tutors to deliver education for sustainable development (SD). The aim of the first pilot was to equip staff with skills and knowledge on how to embed SD in other courses/work. During the first phase of pilot implementation, the selected participants filled the questionnaire titled Audit tool and they were willing to take part in the further training on this subject. After finishing the whole training cycle they will train the learners (other ITeE-PIB staff).

Group profile

The target group was consisted of 5 employees of ITeE-PIB involved in the EU projects and a trainer from tertiary level – an expert of environmental issues (legislative aspects of the environmental law, waste and recycling).

How did the training work in practice?

The training of selected 5 trainers were realised between 13-17 January 2014 at the Private University of Environmental Sciences in Radom, at the department of Management in Environmental Sciences. All the participants are involved in the

realisation of the European projects connected to environment protection and so called “Green Jobs”. In total there were 40 hours of training on:

- Environmental protection law
- Nature protection
- Civilization threats and sustainable development
- Ecology

Each participant took part in eight – hour training on the selected modules.

There was a small delay in the established timescales for running the pilot 1 (April – October 2013) caused by the time of the environmental module realisation at the local University. The institution offers this kind of component at the winter semester. As the 3Rs project is oriented on SD we had to postpone the time. It does not have any impact on the final output of the project realisation.

Developing the training

The courses offered by Private University of Environmental Sciences in Radom are prepared for future managers and operators of waste management systems or energy producing and distributing systems. The variety of specializations includes: sustainable development issues, solid waste management, water management, energy management and wildlife management. Students are able to receive contemporary knowledge concerning planning and operating systems of environmental management, abilities to manage different systems and facilities and to operate human groups with social professionalism.

The participants have chosen the modules regarding environmental protection law, nature protection, civilization threats and sustainable development and ecology.

During the first day (13.01.2014 – 2h), there were briefly introduced aspects regarding European, national and regional strategies referring to sustainable development actions. As the

participants are the EU projects' coordinators, they all took part in the section regarding Polish legislation and strategies.

The second day of training (14.01.2014 – 4h), was devoted to the analysis of the current status of waste management:

1. Municipal wastes:

- 2.2.1. Types, origination sources, quantity and quality of municipal waste generated
- Biodegradable wastes
- Existing recovery and disposal installations for municipal waste
- Problems identified in the scope of municipal waste management

2. Hazardous wastes

- Sources of origination, the quantities generated, recovered and disposed of
- Waste oils, batteries and accumulators
- End-of-life vehicles

On the third day of training (15.01.2014 – 2h), there were discussed issues related to:

1. Other wastes

- Wastes from construction, repair and demolition of building structures and road infrastructure
- Waste from selected economy sectors, the utilisation of which involves problems

The fourth day (16.01.2014 – 4h) was devoted to:

- 1. Waste management objectives and targets**
- 2. Directions for activities to prevention waste and develop waste management system**

During the fifth and the last day (17.01.2014 – 2h) there was a short evaluation of the introduced material. The short presentation regarding the 3Rs project was done by the Polish coordinator to the students of the University. All participants received handbooks for teacher and for learner regarding trained material. This material will be used by trainers to train the learners in the pilot 2.

Were there any parts of the training or its operation that gave rise to difficulties?

There were no difficulties. All our participants were divided into groups of own interest. Each learner participated in this module that was in particular in line with the professional interest.

What aspects of the training worked particularly well?

Each of the participants found parts of the lectures interesting. During this course participants were talking about global environmental issues.

Evaluation

The evaluation of the pilot 1 is in line of the project objectives. It takes into account trends in the contemporary economy worldwide, as well as the national circumstances of the economic growth. The objectives and tasks presented during the lecture relate to the 3Rs objectives.

What was the impact of the training?

All involved learners found the course interesting. However, the course has been split into modules which can be completed at convenient moment of time Moreover, the ways of how can we protect the environment at work were introduced.

Resources

Handbooks for teacher and learner on sustainable development.

3.5. Pilot 2 case studies

Pilot Case Study 2

Delivery Organisation	IFAID
Location	Bordeaux, France

Background

The sustainable development issues were embedded in the English courses of IFAID's 2 year training program of International Solidarity and community development project coordination.

Most IFAID Students are interested in SD issues. So, It is a good topic to interest them and to make them participate and speak.

It is also a good way to adapt the English courses to IFAID's training program

Group profile

36 students participated to this program between 21 and 35 years old (7 men and 29 women).

Their levels of English are very different. Also, they have very different knowledge about SD issues.

How did the training work in practice?

There are 56 hours of English courses for the 36 students and 30 supplementary hours for a group of 12 students with the lowest level of English.

Most English courses are done in small groups of 12 people. Few activities are done with all the students together.

Developing the training

Many different activities were organised :

- the Chocolate Game (a role play about SD issues within the chocolate industry).

- a poster making activity focusing on SD issues (inspired by Legambiente' s campaign poster to clean the sea)
- the 3R song (written and sung by Jack Johnson)

http://www.youtube.com/watch?v=USo_vH1Jz7E

- the audit tool made by 3Rs partners (completed by students, discussion on group about what could be improved at IFAID organisation)
- a module on global food waste, including a TED Talk video "The Global Food Waste Scandal", vocabulary, and discussion
- a crossword puzzle on SD vocabulary created by the students
- Work on the 3Rs application form (headlines and text were separated. Students had to match the different parts with the correct headlines)
- Oral presentations by the students on topics related to Sustainable development (each student -or group of students- had to make 30 -45 minute oral presentations in front of other students and teachers). Topics included: e-waste, ocean pollution, recycle centres "ressourceries", cycling mileage rates, Woofing, and eco-tourism among others.
- Activities lead by students on SD issues that can later be used in the field. Activities included: making recycled paper, tasting insects as an alternative protein source, calculating the carbon footprint of your groceries, waste sorting, etc.
- Debate on Sustainable development with all students. Students were split in 8 groups of actors representing 8 different countries. Each country had to choose 2 of the 8 Millennium Development goals and explain to ONU representatives what they implemented in the country for achieving those goals.

Were there any parts of the training or its operation that gave rise to difficulties?

For the debate, it would have been better to be less than 20 participants. Not everyone could participate equally.

What aspects of the training worked particularly well?

Several aspects of the training worked particularly well for different reasons. First, the 3R's song made the theme stick in their heads. The students were still singing the song 6 months later.

Second, the audit tool made the theme concrete for them. They saw what needs to be improved within the organisation and the role they can play. As a result, they set up and took care of emptying recycling bins in the student lounge. Next, being able to use the 3R project application form linked the theme to their training in project coordination. Then, the presentations and particularly the activity leading demonstrated how they can practically apply sustainable development themes and practices in their careers.

Evaluation

The presentations and activity leading activities were graded and are a part of validating their training module in cross-disciplinary skills.

What was the impact of the training?

All IFAD students learnt about SD issues in very practical ways.

Resources

3Rs application form

A crossword puzzle on SD vocabulary

3Rs Audit tool on SD practises

The Chocolate Game - Leeds Development Education Centre

TED Talk video "The Global Food Waste Scandal"

Legambiente' s poster on cleaning the sea

3R song (written and sung by Jack Johnson)

www.sustainability-ed.org



The seasons of fruit and vegetables



Make your own recycled doll!



The sustainable debate



Recycled paper workshop



A 3Rs poster

Pilot Case Study 2

Delivery Organisation	Legambiente Onlus
Location	Legambiente Molise – Campobasso – Italy

Background

The main aim of the project is to engage adults in learning for sustainable to encourage changes in personal behavior to engage them to engage with sustainable development practices as a permanent feature of adult education. Within this broad aim, the main objectives are to:

- Engage adult learners in education for sustainable development to develop their knowledge and understanding
- Develop an affirmative attitude towards sustainable development among adults
- Promote sustainable development practices to adults
- Raise awareness of sustainability among staff, partners and adult learners
- Develop competence among staff to deliver education for sustainable development
- Develop sustainable practices among participants focusing on the 3Rs (recycle, reduce and reuse)
- Develop/create resources for teaching and learning about education for sustainable development

Group profile

Participants: 14

Persons directly involved in the project activities: 12

Trainer: 3

How did the training work in practice?

After the first pilot, learners were engaged in different activities with Legambiente local group. They were very enthusiastic about the issues deepened in the first session training and they were very interested in put in practice the lesson learned.

The methodology used in the pilot 2 it has been to involve learners in the organization of a Legambiente awareness campaign with the aim to involve them in all the stage of the preparation. Moreover they were responsible of the organization of 2 training moments, during the day of the campaign, for children and for citizens about sorted waste collection, and recycle, reuse and reduce issues. Particular attention, during their training moment, has been put about the circular economy and ensuring the use of secondary resources/ wastes in other activities.

Developing the training

1. Phase:

Organization of the awareness campaign Voler bene all'Italia"

This awareness campaign is aiming at increase the value of the Italian, and in particular of the small villages, great heritage – environment, cultural property, local typical products and traditions. Each year at the beginning of June, a lot of cities and small village organize in collaboration with Legambiente, different kind of activities aiming at aware people about the Italian beauty. Italy is world famous for the beauty of its cities, its ancient villages, its unique landscapes, the cultural and artistic production and the quality of its handicrafts and food products. We believe that "beauty" is a heritage to protect and promote. For this reason, we want to promote "beauty" not only as the cornerstone of all urban and landscape transformation, but the key to guide priorities and investments and to make the new policies for the country.

During the 2014 edition of this awareness campaign, Legambiente Campobasso has organized a day of meeting, demonstration, educational activities, round table with experts.

Learners have been involved in all the preparation phase activity. They were trained about the campaign and the main objectives we would to achieve. They were involved in all the preparation meeting, in contacting experts and teachers for round table, in the organization of the activities for children and young people, an in the preparation of the material for the workshop.

2. Phase: implementation of the awareness campaign and management of a training session about 3Rs

During the day of the campaign, learners were involved in environmental education activities for children. The main focus of the activities was recycling of waste and waste sorting. Learners organized simple games with children about how to separate waste. Moreover, they made some play games, like a small clean up the world: they clean up one side of the river near the festival from some waste.

For young people, learners took a class about sustainable development and renewable resources and they made a manual activity about and how to construct a prototype of windmill.

During the round table with other expert, they explained the means of 3Rs and the aim of the project.

Furthermore, during the day citizens, farmers, artists, experts and authorities, met together on “Tratturo Castel Di Sangro – Lucera” (shepherd's track) to celebrate the environment and quality of life of people living in these villages. Learners participated to the walk.

Were there any parts of the training or its operation that gave rise to difficulties?

Nothing

What aspects of the training worked particularly well?

The workshop and the activities with children had a good success regarding the understood of the goals of the activities.

Evaluation

The final evaluation of learner is very positive. It was a very important experience to improve their knowledge about specific issues (3Rs).

What was the impact of the training?

The impact of the training was positive. Participants are more aware about sustainable development and interested in continue the activity of environmental education.

Resources

During the preparation phase, learner had the possibility to use all the instruments of the association (telephone, office, fax, printer, poster)

During the second phase they use poster made in our offices and the material for workshop like t-shirt, caps, flags, and some little games.

Pilot Case Study 2

Delivery Organisation	Institute for Sustainable Technologies – National Research Institute
Location	Radom, Poland

Background

Sustainable development constitutes one of the most important challenges of the present world. However, it is hard to indicate a specific moment of appearance of the concept of sustainable development (SD). By the half of 20th century, the environmental degradation has not been perceived as a significant social and economic issue. Only an increasing scale of environmental interference and its natural, economic and social consequences have informed scientists, politicians and societies on the necessity of forming proper relation between the humanity and nature. One has started to search for ways of socio-economic growth considering the necessity of rationalisation of human interference with environment.

The 3Rs partnership is going to build an active citizenship for sustainable development by developing knowledge and understanding of sustainable development issues such as sustainable consumption, environment degradation, fair trade, food security and develop practical activities how to implement sustainable development practices in everyday life including home, the workplace and wider community, focusing on the 3Rs: recycle, reduce and reuse.

The partnership will research education for sustainable development in participating countries, carry out baseline surveys on awareness of sustainable development issues, conduct sustainability audits in participating organisations, develop a toolkit with practical activities and ideas for sustainable development practices and pilot learning activities on sustainable development.

Group profile

The target group of pilot 2 was composed of ITeE employees who wanted to increase their knowledge on SD subject.

The learners were 20 people from different departments.

There were 2 tutors who delivered embed SD into their course. The tutors attended the ***Train the Trainer*** course.

How did the training work in practice?

The training course for learners was performed at the ITeE – PIB on 9 April 2014. It was almost 7-hour course with the elements of lecture, as well with the use of interactive tools (e-learning course about global environmental issues) and a paper version of handbooks prepared for tutors and learners. The material was developed especially as SD guidance. It contains:

- prerequisites, a list of learning outcomes that the trainee should have already shaped to ease able to use the guide,
- learning objectives, a list of learning outcomes (skills, knowledge and attitudes) that the trainee will shape the work of the guide,
- sample of classes scenario,
- sample exercise instructions' for execution, the preferred methods of learning - teaching and didactic means,
- evaluation of student achievement in the form of learning outcomes, exemplary teaching tool measurement.

During the piloting phase 2, the learners were engaged in learning about sustainable development. Some of them wanted to get familiar with the prepared ***Audit Tool***. In the preparation stage to this part, there were conducted the training for trainers where basic information regarding SD and waste issues were introduced.

Developing the training

The tutors were involved in the realization of two EU projects regarding ***Green environment***. Due to different scope of interest of tutors, the participants had an opportunity to get familiar with the 3R principle:

- **Reduce** is to use less (e.g. the waste created)
- **Reuse** is to use something again instead of throwing it away or sending it off to a recycling
- **Recycle** is to turn items into new objects instead of throwing them in the trash

These elements are involved in the 3Rs project and moreover, the main aim of the project is to engage adults in learning for sustainable to encourage changes in personal behaviours to engage them to engage with sustainable development practices as a permanent feature of adult education.

Next added value to all learners was the introduction of another EU project: **Development of the GreenPoint Qualification Standard and its implementation in small enterprises of the metal sector (Green Point)**. In recent years, environmental regulations affecting the metal sector, such as EU Directives¹ on recycling, waste treatment and recovery, increased significantly. Metal companies must fulfill considerable environmental requirements. The GreenPoint directly addresses three specific needs identified as the most important in the metalworking sector such are: the need of a skilled labour force or the implementation of a green thinking culture within the sector.

Were there any parts of the training or its operation that gave rise to difficulties?

The learners do not have any particular problems.

What aspects of the training worked particularly well?

The most interesting part was the **Audit Tool**. As the Audit results, most of the staff have never been familiar with the developed questionnaire.

Also, some of the participants tried to go through the e –course from Green-point project, in particular the most interesting was a part about **Global Environmental Issues**.

Evaluation

The evaluation was conduct twice with the use of evaluation form where the participants could have measure their knowledge extent. Moreover, some of the learners tried to check

themselves by the use of test PROGRESS form the paper handbook. Almost all of the participants checked their knowledge in the e-quiz.

What was the impact of the training?

Learners/participants

- Better Understanding and appreciation of the adult learning in their own countries and in other participating countries
- Greater awareness of opportunities available to adult learners.
- Generate an interest and affirmative attitude towards sustainable development.
- Meeting adult learners from other EU countries and sharing experiences and learning from each other
- Improved awareness of local support structures
- Interest and motivation to continue learning about sustainability
- Improved intercultural awareness

Staff

- Development of professional links with staff from other countries
- Motivation to further partnership working in addressing issues common to the EU in general and participating countries in particular
- Sharing best practice in partnership working on common issues with other EU countries
- Improved intercultural awareness and sensitivity among staff
- Foster collaboration in tackling issues of common interest

Resources

The learners could take part in the e-course about global environmental issues. <http://www.courses.greenpointonline.eu/>

During the course, all participants receive handbooks titled: ***Przydatne ćwiczenia do podnoszenia świadomości o zrównoważonym wzroście / Useful exercises regarding the issues of sustainable development***

Project Case Study 2

Delivery Organisation	Skills for Work Service – Enfield Council
Location	Enfield, London, UK

Background

The Skills for Work Service already runs an extensive programme of community learning programmes in schools based on enhancing parents / carer's knowledge in English, Maths, school systems, ICT and ESOL.

After the Community Learning tutors had been trained and they had devised a scheme of work titled 'caring for the environment' and 'going green' the programme was offered to schools. Enhancing parents / carers English was also factored into the programme within the resources that were developed.

Group profile

40 parents participated in the family learning programmes aged between 21 and 38 years old (5 men and 35 women).

The parents had varying levels of understanding of sustainable development. Some of the parents had limited understanding of the English language as were either newly arrived in the country or did not regularly speak English at home.

How did the training work in practice?

Four family learning courses ran in four different primary schools with the support of a link person in each school. Each course ran over 6 weeks with each session lasting for 2 hours. One programme ran after school so was a joint parent and child initiative. The other 3 programmes ran during the school day mostly for parents with the children joining in the first and last session.

Developing the training

Many different activities were organised within the scheme of work:

- 3Rs quiz to find out current levels of knowledge
- Overview of sustainable development, 3Rs
- Looking at recycling for the home that takes place in Enfield and explaining the process
- Waste audit to be used at home
- Reusing materials to make junk art, a used battery box, carrier bag holder, pen holder, group sculpture and newspaper plant pots
- How to recycle furniture and toys etc. in the local area – research on websites
- Waste free lunches and low carbon lunches
- Tips on how to reduce packaging when shopping
- Cress and herb growing
- How to compost
- Visit to either a local area of biodiversity or the Eco Park or a working farm
- Energy and water audit – how much they currently spend – how much it costs to use various items in the home and tips on how to reduce their bills

Each school had an adapted programme according to their needs and the parents and the lesson plans although pre-set were also adapted through the programme.

Were there any parts of the training or its operation that gave rise to difficulties?

With the after school programme not all the parents could turn up every week due to childcare difficulties. This meant that the children received the information but not always the adults.

What aspects of the training worked particularly well?

The waste audit was the most powerful activity that the learners took part in. At the beginning of the programme we asked learners to record how many bags of general rubbish they created each week with the aim of reducing this by the end of the programme. We firstly asked learners to try this out in the classroom with bags of waste that we had filled. We then had gloves for each person to wear and recycling bins as well as a general waste bin. In groups the learners had to sort the waste into the correct bins. This was quite a lively activity and made a lot of the learners realise that they didn't know the recycling rules in Enfield. The learners then had to apply what they had learnt at home and over the weeks record the number of bags of general rubbish that they were creating. All learners reduced the number of bags by the end of the programme. The energy and water lesson had a big impact on the learners as they realised how they could save money on their bills by taking easy steps. They were very shocked by the cost of a simple action such as leaving a television on standby all the time.

Evaluation

For each learner an ILP (individual learning plan) was completed. This enabled the tutor to evaluate the point at which the learner started the programme, what they hoped to achieve by the end and then the final evaluation feedback form enables the tutor to see the progress that the learner has made. Each programme was also evaluated at the end by the tutor, link teacher and children. All of these evaluations enable the programme to be adapted for the future.

What was the impact of the training?

All of the parents and children as well as the link teachers in the school had an increased knowledge of how to recycle effectively, how to reduce the amount of packaging that they bought into their homes and innovative ways to reuse items instead of throwing them away. All learners reduced the amount of general waste that they created and we hope that this good practice will continue. Saving money on energy and water bills will have a big impact on each family as they then have more disposable income.

Resources

3Rs Quiz

Crossword

Waste audit resources to use in the classroom

Scheme of work

Lesson plans

APPENDICES

Appendix 1



Programme d'éducation
et de formation
tout au long de la vie

Questionnaire template

European Project regarding Eco-Friendly Behaviours
« Grundtvig 3Rs »

Consciousness raising regarding
Eco-friendly behaviours

Realised by		Pedagogical referent
Chloé	Bonato	Stéphanie Bouffier
Léa	Derrien	
Arnaud	Drouet	
Lucille	Hamy	
Nicolas	Houdry	
Milena Lebreton	Chebouba	
Pierre	Quirion	
Céline	Racine	
Mathilde	Roué	Project backer
Julie Trouvé		Luc Bénard

Introducing the Questionnaire

February 2013

Dear partner(s),

We solicit you today within the framework of the European Project Grundtvig 3Rs (Reduce, Reuse, Recycle). This project aims at raising adult awareness on environmental issues and eco-friendly behaviors.

This project will take place simultaneously in 4 countries (Italy, Poland, England and France) and will be followed by the implementation of training regarding eco-friendly behaviors.

You have been chosen for your presence and involvement in the social setting in which these plans will be put in place.

We call upon your involvement in responding to these few questions and we are entirely relying on you!

Thank you in advance for the time you will spend on this questionnaire.

The team from the Institute of Training and Support of Local Development Initiatives (IFAID), Les Aubiers, Bordeaux, France



Optional:

First name:

Name:

Information Access

1 – Have you ever been made aware of eco-friendly behaviors (see definition below¹)?

- A. Yes.**
- B. No.**

2 – If the answer to question 1 is yes, which themes have you been made aware of (several answers are possible)?

- A. Recycle and Reuse (waste sorting, etc.).**
- B. Transport.**
- C. Energy savings.**
- D. Others.**

3 – If the answer to question 1 is yes: How have you been made aware of eco-friendly behaviours? (Several answers are possible)

- A. Newspapers.**
- B. Radio.**
- C. Television.**
- D. Internet.**
- E. Relatives.**
- F. Neighborhood associations.**
- G. School**
- H. Other.**

4 – What do you think of campaigns regarding eco-friendly behaviours? (Only one answer is possible)

¹ Eco-friendly behaviours take into account sustainable development by limiting the impact on nature and by not wasting resources. Eco-friendly behaviors have positive social and environmental impacts.

- A. I do not understand what the overall interest is.**
- B. I understand what the overall interest is, but I do not see my interest in changing my behavior.**
- C. I understand what the overall interest is but I do not want to change my behavior.**
- D. I understand the overall interest is and in changing my practice.**
- E. I don't know.**

5 – What do you think of the frequency of campaigns on eco-friendly behaviours? (Only one answer is possible)

- A. There are too few of them.**
- B. There are enough of them.**
- C. There are too many of them.**
- D. I don't know.**

6 – Among those practices, which one(s) are you used to do? (Several answers are possible):

- A. Turn off the water tap while brushing your teeth.**
- B. Take a shower rather than a bath.**
- C. Switch off the light when going out of a room.**
- D. Run domestic appliances in off-peak periods.**
- E. Use low-energy consumption light bulbs.**
- F. Buy products with reduced packaging.**
- G. No food wasting.**
- H. Turn off domestic appliances when not in use.**
- I. In winter, put on a sweater instead of increasing the heating system.**
- H. None of them.**

7 – As a rule, where do you shop for food? (Several answers are possible, rank your answers, 1 being the most frequent)

- A. In local / convenience store (grocery, butcher, etc.).**
- B. In supermarkets.**
- C. Going to the market.**
- D. I go directly to local producers.**

8 – What are the reasons for your choice of shopping venues? (Rank your answers, 1 being the most important)

- A. Social and civic values (Impact on the environment, local development).**
- B. Economic reasons (lower prices).**
- C. Convenience (geographical proximity).**
- D. Habits, education.**
- E. Product quality.**
- F. Social ties.**

Recycle / Reuse

9 – Do you have eco-friendly behaviours regarding recycle-reuse? (Waste sorting, repair, reuse, barter, second hand market, gift, transforming objects)

- A. Yes.**
- B. No.**

10 – If the answer to question 5 is yes, your eco-friendly behaviours regarding reuse of objects (waste sorting, repair, reuse, barter, second hand market, gift, transforming objects) are primarily due to: (two possible answers)

- A. Social and civic values (desire to preserve the planet, to limit the production of waste).**
- B. An economic objective (to save money, make money).**
- C. Personal desires (way to relate to people, creativity used to produce objects).**

11 – If the answer to question 9 is no, you do not have eco-friendly behaviours regarding reuse of objects (waste sorting, repair, reuse, barter, second hand market, gift, transforming objects, etc.) because of: (two possible answers)

- A. I have not been made aware of such behavior.**
- B. I do not trust the quality of products or intermediaries.**
- C. I do not understand what the overall interest is.**
- D. My financial resources allow me to consistently buy new products.**
- E. I do not find it practical (search time, access to facilities, variety of choice).**
- F. I don't know.**

12 – Do you practice selective waste sorting?

- A. Yes.**
- B. No.**

13 – If yes, your behaviour in the field of selective waste/rubbish sorting is first of all due to: (several answers are possible)

- A. Social and civic values (desire to preserve the planet, to limit the production of waste).**
- B. Legal, financial or moral requirements.**
- C. Practical aspects (containers provided or not, proximity of waste sorting structures).**
- D. Habits, Education.**

14 – If the answer to question 12 is no, you don't sort your waste/rubbish because (only one answer is possible):

- A. It's not convenient or it's too complicated (too many categories of products, too many containers, lack of time, lack of space).**
- B. I do not understand what the overall interest is.**
- C. I don't trust the further treatment of my waste (real recycling at the end).**
- D. I don't know.**

15 – In your opinion, selective waste sorting aims essentially at: (rank your answers from 1 to 3, 1 being the most important)

- A. Protecting the environment by reducing waste.**
- B. Creating jobs.**
- C. Enabling firms to re-use the raw materials.**
- D. I don't know.**

Transport

16 – As a rule, what kind of means of transport do you choose to go to your place of work or studies? (Only one answer is possible)

- A. Private vehicle (car, powered two-wheeler).**
- B. Going on foot / Riding a bike.**
- C. Public transport (bus, trolley, subway, train)**
- D. Car sharing.**

17 – If your answer to the previous question was A, do you have the choice with another mean of transport (car sharing is not included)? (Only one answer is possible):

- A. Yes, going on bike / on foot.**
- B. Yes, public transport (bus, trolley, subway, train...).**
- C. Car sharing.**
- D. No (go to question 19).**

18 – For what reason do you choose this means of transport to go to your place of work or studies? (Rank your answers, 1 being the most important)

- A. Social and civic values.**
- B. Trip cost.**
- C. Convenience (Comfort, Safety, Reduced transport time).**
- D. Habits or education.**
- E. I don't know.**

Energy savings

19 – Do you have eco-friendly behavior regarding energy savings? (Switching off the light, turning off the water tap ...)

- A. Yes.**
- B. No (go to question 21).**

20 – If the answer to question 19 is yes, your eco-friendly behavior in the field of energy savings (switching off the light, turning off the water tap ...) are first of all due to: (only one answer is possible)

- A. Social and civic values (desire to preserve the planet, to limit the production of waste).**
- B. An economic objective (to save money, make money ...).**
- C. Habits or education.**
- D. I don't know.**

21 – If the answer to question 17 is no, you do not have eco-friendly behaviours in the field of energy savings (switching off the light, turning off the water tap ...) because: (only one answer is possible)

- A. I don't understand what the overall interest is.**
- B. I think it's not convenient.**
- C. I forget about it.**
- D. I don't know what the right behaviours are.**
- E. I don't know.**

22 – If you have eco-friendly behaviours in the field of energy savings, in your opinion bad practices (no waste sorting, wastage...) are principally due to: (rank your answers, 1 being the main reason)

- A. A lack of social and civic values**
- B. A lack of convenience.**
- C. A lack of knowledge regarding good practices.**
- D. An omission**

Questions about your profile and willingness to participate in the training of trainers about eco-friendly behaviours.

23 – Are you willing to make the learners/beneficiaries aware of eco-friendly behaviours?

- A. Yes**
- B. No**

24 – Would you like to follow a short training to be able to sensibilise the learners/beneficiaries about eco-friendly behaviours?

- A. Yes**
- B. No**
- C. Maybe (depending on disponibility, content of the training,)**

25 – If the answer to question 23 is no, why?

- A. Because of a lack of time, lack of means.**
- B. Because of a lack of interest.**
- C. Because of a lack of legitimacy.**
- D. Because of a lack of knowledge or information.**
- E. Because of fear.**

26 – In your opinion, which of these themes would most interest the possible learners / beneficiaries?

- A. Recycling and re-use.**
- B. Transport.**
- C. Energy savings.**
- D. Access to Information.**

Gender

You are:

- A. A man.**
- B. A woman.**

Your age:

- A. Between 16 and 25.**
- B. Between 26 and 35.**
- C. Between 36 and 50.**
- D. Between 51 and 60.**
- E. 61 and over.**

Your educational level:

- A. No diploma***
- B. Secondary school certificate***
- C. College degree (A level)***
- D. University level***

Profession

You are a/an:

- A. Farmer.***
- B. Craftsman/woman, shopkeeper, company director.***
- C. Upper level manager, intellectual profession.***
- D. Middle level executive.***
- E. Trainer.***
- F. Employee.***
- G. Worker.***
- H. Job seeker.***
- I. Student.***
- J. Retired person.***
- K. Others.***

***Thank you for spending your time to complete our
questionnaire!***

Appendix 2

Audit tool template

3R Sustainability Audit Tool – France, Italy and Poland

Policies, programs, activities

1. What sustainability strategies does your organisation have?
2. What sustainability policies / initiatives does your organisation have?
3. What training on sustainable development is available for the employees of your organisation?
4. What training on sustainable development is available for users / trainees /volunteers of your organisation? (What is the name of it, who can attend etc.?)

People: the personal behaviour of people working in the association

Place: the policies regarding sustainability adopted in the place of work

1. Is there someone responsible for the sustainability process in your office?

2. Energy Questions

		Yes/ No	Comments
Office equipment	Are computers, monitors, printers and photocopiers turned off overnight and on weekends?		
	Do staff switch off their monitors during the day, when away from their desk or when they are not using the computer for longer than 15 minutes?		

	Are energy switches easily accessible to turn office equipment off overnight and during the weekends?		
	How many printers do you have in your offices?*		
	Could fewer printers be used if relocated to a central location?		
	Can photocopiers also be used as printers and faxes? * Yes / No		
	Is the manufacturer's recommended maintenance schedule followed to ensure the efficient operation and longevity of office machines?*		
	Are Energy Savers enabled on computers, printers, faxes and photocopiers? * Yes / No If yes, can the Energy Saver mode be set for shorter periods of time (60mins or less)?		
	Is the 'sleep mode' enabled on printers and photocopiers? Yes / No		
	Can the number of refrigerators, dishwashers or microwaves in the office be reduced?		
	Does new equipment purchased have a good energy rating level?		
	Is there a boiler unit? Does it have an energy saver programme? If so, can it be programmed to switch off when not in use such as overnight and on weekends?		
	Do machines have enough ventilation to prevent overheating or inefficient operation?		

Lightning	Are there signs reminding staff to switch lights off when leaving a room or being the last to leave the office?		
	Are there signs reminding staff to switch lights off when leaving areas not occupied continuously (i.e. meeting rooms, kitchens, store rooms etc.)?		
	Are energy efficient lamps installed in exit signs?		
	Are more efficient lamp options for outdoor lighting available?		
	Can lighting zones be improved by switching to smaller groups of lights or installing motion sensors or timers?		
	Are there too many lights? Could some lamps be removed?		
	Are cleaners instructed to turn off lights after they finish work		
Air conditioning	Are blinds/shutters used to reduce sun intensity in summer? Yes / No Encourage staff to use blinds and curtains to reduce heat gain in summer and heat loss in winter.		
	Is natural ventilation used? Yes / No Is this controlled in winter to reduce cold draughts?		
	Are photocopiers and other office machines placed away from thermostats? (Machines placed near thermostats can interfere with air conditioning temperature).		
	Is your maintenance and calibration schedule for air conditioning units consistent with the manufacturer's recommendations?		

	Are thermostats checked and set to optimum temperatures (to prevent over-cooling in summer and over-heating in winter)?		
	Are air conditioning unit filters cleaned regularly? Yes / No		
	Do air conditioning hours of operation match your office hours of operation?		

3. Water

	Do staff use amenities efficiently (e.g. turn off taps properly)?		
	Do signs in bathrooms and kitchens promote water-wise behavior?		
	Are staff encouraged to use water wisely (e.g. turning off taps, taking shorter showers)?		
	Do staff know the procedure for reporting leaks and other building issues?		
	Are taps fitted with low-flow devices such as aerators?		
	Are toilets dual flush? Yes / No		

4. Waste and recycling system

		Yes/ No	Comments
Waste and recycling system	Do printers default to double-sided, black and white printing?*		
	Yes / No Double-sided printing can drastically cut paper use and costs. Printing one colour copy can cost around ten times the cost to print in black and white.		
	Is your letterhead printed on recycled content paper? Yes / No If so, what percentage is recycled?		

<p>Are your envelopes made from recycled content paper? Yes / No If so, what percentage is recycled?</p>		
<p>Do you provide staff with recycling bins and are bins clearly labelled (Co-mingled: plastic / metal / glass recycling, paper and cardboard, general waste)?</p>		
<p>Are bins used correctly or is there a high degree of 'contamination' (non-recyclable materials such as food scraps in recycling bins)? Yes / No You may need to provide signs explaining how to identify recyclable material and how to separate waste correctly.</p>		
<p>Is information about recycling available to staff (list details)? Yes / No</p>		
<p>If paper hand towels are used, can they be recycled? If so, does your office recycle paper hand towels?</p>		
<p>Are recycling bins equally accessible as general waste bins? Yes / No</p>		
<p>Is food waste recycled, composted or donated to a worm farm (either on-site or by staff taking food scraps home)?</p>		
<p>Is paper with printing on one side reused e.g. for staff notebooks or for printing draft documents?</p>		

Waste and recycling system	Are printer and copier ink cartridges recycled?		
	Is excessive packaging returned to suppliers when it is delivered?		
	Do you purchase environmentally-friendly cleaning products?		
	Do staff have access to dedicated bins for co-mingled recycling (mixed glass, plastic and metal), paper, cardboard and general waste?		
	Are cleaners aware of waste management and recycling procedures?		

5. Transport

	Are staff encouraged to use public transport as well as active transport (e.g. walking or cycling)?		
	Are staff encouraged to car pool?		
	Do staff use local teleconferencing or web-conferencing facilities to reduce travel to meetings?		
	Are staff amenities provided to support active transport use (e.g. bicycle rack, change facilities, drying room)?		

6. Monitoring

	Is energy use recorded (from bills) and are changes reported?		
	Is waste generation (and recycling) recorded (from bills) and are changes reported?		
	Is water use recorded and monitored (from bills) and are significant changes reported to the building manager?		
Staff Engagement	Is there a forum or process for staff to suggest energy, water and time-saving ideas? Is this encouraged or rewarded?		
	Is time regularly allocated to sustainability issues at general office meetings?		
	Is sustainability training offered and promoted to staff?		
	Do staff give feedback to their sustainability champions so that initiatives can be shared to inspire others?		

Appendix 3

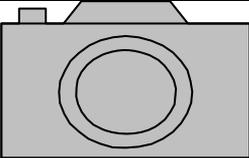
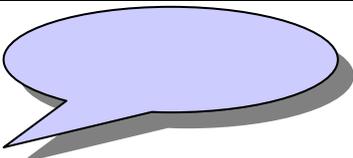
Audit tool template UK

Indicator	Existing practice	Existing Grade – low, satisfactory or good	Recommended Improvements Measurable Targets	Date for Implementation	Comments
Staff awareness					
Student or service - user communication					
Policy					
Signs & notices					
Recycling					
Computer usage					
Energy					
Water					
Transport					
Healthy Living					
Litter					

Appendix 4 Case study template

Project Case Study 1

Delivery Organisation	
Location	

Background
Group profile
How did the training work in practice?
Developing the training
Were there any parts of the training or its operation that gave rise to difficulties?
What aspects of the training worked particularly well?
Evaluation
What was the impact of the training?
Resources
 

ACROSS

4. I am a coloured glass but I am not green (5)
5. Steel, tin, copper, nickel and aluminium are kinds of (5)
6. Make sure you write on both sides of me (5)
7. I am magnetic (5)
10. I smash when put into the recycling bank (5)
12. I am made from oil and I should be recycled whenever possible (7)
14. Our surroundings (11)
17. Wash out cans before you recycle them or they will (5)
19. The lightest cans are made of me (9)
20. Boxes are made of me (9)

DOWN

1. Recycle food scraps in your garden on this pile (7)
2. R...collectors, they collect your rubbish (6)
3. Another word for rubbish (5)
8. When these fall in autumn, compost them (6)
9. Thin aluminium sheet often used in the kitchen (4)
10. Colour often used to describe being environmentally friendly (5)
11. Where recycling shouldn't end up (8)
13. After reading us, make us into paper (10)
15. I am really made of steel but I am called this (3)
16. After preparing vegetables recycle these (8)
18. This glass has no colour (5)

Appendix 6

The Environment Team Meeting Checklist - UK

Issue	Suggestion	Yes / No / Further Actions
Reduce and Reuse	Do colleagues use both sides of paper before recycling	
Reduce and Reuse	Do all staff know how to print double sided ? If they don't know, ask your IT manager for help, or call Serco on 4888	
Reduce and Reuse	Are there stickers on printers reminding people to "Please think before you print"?	
Reduce and Reuse	Are all staff aware of the new Swap Shop on the Environment Champions web page? This enables you to give away old stationery, furniture, etc. when it is no longer used	
Reduce and Reuse	Are all staff prepared to provide their own glasses and cups instead of using plastic and polystyrene?	
Reduce and Reuse	Are there stickers on the water coolers near you reminding people to "Please use your own glass!", instead of the disposable plastic ones	

Recycle	Does your team have sufficient recycling bins for paper and aluminium? If not, please ask someone to call Document Management on 4421 to request bins	
Recycle	Do you actively promote the use of Scrap Pads (notebooks made from waste print paper) as an alternative to post-it notes?	
Procurement	Does your team use recycled paper in its printers? If not, please consider changing the regular order. Recycled paper is high quality these days and, contrary to popular belief, does not block the printers!	
Procurement	If you are ordering other goods for your team, do you consider using green alternatives? Office Depot are currently promoting their sustainable stationery and paper, at little cost difference	
	Team Initiatives	

Appendix 7

Good practices in Polish dimension

Agnieszka Białkowska, MA: Collecting caps and waste paper- Primary Public School no.17 in Radom



Primary Public School no.17 in Radom is over 94 years old. There are two buildings that belong to the school. In the main building there are students from the age of 5 till 13; and in the smaller building there are students from the age of 7 till 10.



Altogether there are 392 students according to the school data from September 2014. The teachers with their students engage themselves in organizing various eco actions that promote the subject of sustainability.

The first action of cap collection is organised from 2010. All the children from the school, as well as their parents participate in this. Children collect milk jug caps, soda bottle caps, laundry bottle caps, dish detergent caps, lids to peanut butter jars, vitamin bottle caps or others.



Almost each day, children bring the caps in bags to their teachers. The counted caps are kept in one place at school and then, at the end of each school term, they are transported to a foundation called "The Foundation of Polish Maltese Cavaliers" that helps disabled people. Then, the foundation transports the caps to the

recycling company which counts the caps one more time and pays for them. The money achieved in that way is spent on rehabilitation, wheel-chairs, and medicines. Each year the children collect over 4 tons of cans.

The children involved in the action of cap collecting, not only help the people in need but also learn the importance of recycling. In Poland a large amount of polyethylene terephthalate (PET) bottles are used. However, caps are made from plastics with different hardness, allowing them to attach firmly to the bottles. Because materials for caps are different from the PET bottles, they cannot be recycled together. When caps are mixed with other garbage, they release carbon dioxide during combustion and soil contamination after burial. By collecting caps separately and recycling them, they can be reused in concrete panels, ballpoint pens and chopsticks.

The second action, organised by the school is collecting waste paper. From the beginning of the school year, the children can



bring to school different kind of waste paper. This kind of action is organized from 2011 and it is extremely popular within the students and their parents. Children and their parents can bring in their selectively collected

waste paper. We ask the students to separate the paper into different groups, like: magazines, newspapers, office paper and cardboard.

Each year the school collects over 2 tons of waste paper, which is transported within the help of the students and the teachers, to a waste paper purchasing center. The money received from selling the waste paper is spent on organizing actions by our school and sometimes for buying cinema tickets for students who come from poor families.



The school also organizes other ecological activities that popularize the principles of 3Rs-Reduce Reuse Recycle.

Each year we organize The Earth's Day in which we encourage the pupils to be eco, to eat healthy food and generally, live a healthy life. Children sing polish songs that popularize healthy eating habits and living a healthy lifestyle. The pupils involve themselves in that kind of activities, as they are aware that their behavior affects the condition of their planet.

The pupils also get involved in competitions organized outside the school. They take part in knowledge competitions connected with ecology and nature or prepare beautiful art tasks, e.g. they have prepared a waste paper animal and won the first prize in a competition that popularized waste collecting.

Involving children in recycling schemes and other activities to improve the environment can be a lot of fun. Educating children about the importance of recycling and the environment provides a path to a greener future.

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www.2.ademe.fr

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maisoneco.blog.bordeaux.fr

Centre de Ressources d'Ecologie Pédagogique d'Aquitaine (CREPAQ)

www.crepaq.org

Centre Régional d'Eco-énergétique d'Aquitaine (CREAQ) www.creaq.org

Graine Aquitaine (Réseau régional d'Education à l'Environnement)

www.graine-aquitaine.org

2. Italy

Global Footprint Network – Advancing the Science of Sustainability

<http://www.footprintnetwork.org/it/index.php/GFN/>

Legambiente – Italian environmental association <http://www.legambiente.it/>

Legambiente's magazine <http://www.lanuovaecologia.it/>

Sustainable Energy Week – UE <http://www.eusew.eu/>

Rifiuti Zero – zero waste <http://www.rifiutizerocapannori.it/rifiutizero/>

Publication in pdf

DG Environment of EU

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Legambiente – energy project section

<http://www.energicamenteonline.it/>

<http://www.energicamenteonline.it/index.php/download/>

3. UK

Department for Environment Food & Rural Affairs – policies

<https://www.gov.uk/government/policies?topics%5B%5D=environment>

Department of Energy & Climate Change

<https://www.gov.uk/government/organisations/department-of-energy-climate-change>

Enfield Council www.enfield.gov.uk

Love Food Hate Waste – website with excellent ideas for using up left over food and how to reduce food waste, save money and save the environment

<http://www.lovefoodhatewaste.com/>

LondonWaste – provides sustainable waste management services across London and is based in Enfield <http://www.londonwaste.co.uk/>

Sustainability and Environmental Education <http://se-ed.co.uk/edu/>

Waste Watch - Information, publications and advice on **waste** reduction, reuse and **recycling** <http://www.wastewatch.org.uk/>

4. Poland

Portal "Ziemia na Rozdrożu" is a source of information about climate changing

<http://ziemianarozdrozu.pl/artukul/1918/zrownowazony-wzrost-gospodarczy>

Executive Networks Polska - a business advisory company <http://executive-networks.eu/?p=224>

Ministry of the Environment of Polish Republic – a website dedicated to sustainable development for teachers and learners:
<http://dzieci.mos.gov.pl/index.php?mnu=92>

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