

Green Camp

Project Code: 2024-1-IT02-KA220-SCH-000253862

WP2.1 – Data collection and analysis and best practices



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Detailed analysis on environmental sustainability, organic farming and good practices of responsible consumption in Italy



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1. Introduction

Education for environmental and food sustainability represents one of the most urgent challenges of our time, in a global context characterized by accelerated climate change, loss of biodiversity and increasing pressures on natural resources. The “**Green Camp**” project, developed under the Erasmus+ programme (KA220-SCH – Cooperation Partnerships in School Education), aims to address these challenges through an innovative and practical educational approach, aimed at raising awareness among the younger generations and providing them with the necessary skills to promote sustainable lifestyles. This report is part of Work **Package 2 (WP2)**, dedicated to research and content creation, with the aim of analysing good practices related to environmental education and sustainability in the partner countries: Italy, Romania and Poland. The aim is to build a solid foundation for the development of innovative and inclusive teaching materials, which can be used to create a training course and interactive tools for students of different ages and learning levels.

Objectives of the report

1. **Analyse the national context** related to environmental education and sustainability in each partner country.
2. **Identify good practices** in education for environmental sustainability, organic farming and responsible consumption.
3. **Provide recommendations** based on research findings for the development of relevant teaching materials.
4. **Promote the integration of STEM/STEAM skills** with practical approaches to foster active and interdisciplinary learning.

Report Structure

The report is divided into several sections that explore the regulatory framework, existing educational initiatives, innovative technologies used in environmental education and methods to effectively engage students. Each partner will contribute with a detailed analysis of their national context, highlighting concrete examples of good practices.

Vision of the “Green Camp” project

“Green Camp” is not only an educational project, but a catalyst for change. Through activities such as workshops on organic farming, composting sessions, educational visits to sustainable farms and workshops on recycling, the project aims to transform environmental awareness into



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concrete actions. The integration of interactive digital tools and innovative methodologies ensures that the project's results have a lasting impact not only on the students involved, but also on their communities.

In summary, this report represents a fundamental step towards building a replicable educational model that can inspire other schools and organizations at European level to adopt sustainable and innovative teaching practices.



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2. Methodology

For the research phase, the Capo Farfa team has chosen to adopt a flexible but shared methodological approach so as to combine scientific rigor with the experiential dimension. Below we will illustrate the strategies adopted for data collection and analysis of good practices in the field of environmental and food sustainability education. Particular attention was paid to the selection of practices that not only meet the specific educational objectives of the Green Camp project, but that can also serve as an example for other similar initiatives.

Data sources and collection methods

To conduct an in-depth analysis, we decided to draw on diversified data sources and to use collection methods that could guarantee us a complete and realistic view of the educational context in Italy.

Our investigative work was based on different types of sources:

- Literature review: we have reviewed scientific articles, institutional reports and official documents dealing with environmental education, trying to collect emerging trends and regulations in force.
- Official reports: using the documents made available by national institutions and organizations, we were able to identify successful educational programs and initiatives, evaluating their impact both at local and European level.
- Case studies: we have selected some representative projects carried out in Italy, analysing their characteristics to identify elements that can be replicated and adapted to our project and in other contexts.
- Discussion with experts: an important aspect of our research was the direct comparison with figures and realities competent in the field of agriculture, food, environment and sustainability to reflect on the challenges encountered and the applicable solutions.
- Direct observation: as collaborators of a purely agricultural company with experience in the training sector, we had the opportunity to observe how educational practices are implemented in schools, obtaining a real cross-section of the application of some of the methodologies studied.

As far as data collection methods are concerned, we have chosen to systematically analyse the materials collected and to discuss inside and outside the research team to deepen critical issues and strengths of the material studied, so as to be able to better identify models and best practices useful for the creation of an innovative model, effective and replicable.



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Selection criteria for good practices

In defining which were the most relevant good practices, we established a series of transparent criteria, which could guarantee the relevance, effectiveness and transferability in different educational contexts of the identified experiences.

Main criteria

- Pedagogical innovation: we have enhanced those practices that introduce innovative teaching methods, capable of stimulating active and participatory learning.
- Measurable impact: each initiative was also evaluated on the basis of the concrete results obtained, such as the improvement of skills and the adoption of sustainable behaviours.
- Scalability and replicability: it is important that practices can be adapted to different educational and cultural contexts, while maintaining their effectiveness.
- Community involvement: experiences that actively involve students, teachers and local communities have been particularly appreciated, as we are convinced that the success of a project depends on the participation of the community.
- Use of digital tools: Green Camp embraces technology considering it an important component of education, therefore, in selecting good practices, we have rewarded those that effectively integrate digital tools and interactive platforms.
- Sustainable and inclusive approach: the selected practices all have in common the respect for the principles of environmental sustainability and social inclusion, since Green Camp wants to be a fair and accessible model for all.

The path to identifying the good practices observed in this report was divided into four phases:

1. Preliminary identification: we have collected a wide range of active initiatives in Italy, to have a complete overview of the context.
2. Application of the criteria: we filtered the practices through the criteria described above, in order to identify those with the greatest potential.
3. Benchmarking: we compared the chosen practices in order to identify and expose common strategies and key success factors.
4. Final validation: in the final phase we discussed with each other and with experts in environmental sustainability, organic farming and responsible consumption to get feedback on the relevance and applicability of the selected practices.



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3. Regulatory framework and national policies

The regulatory framework and Italian strategies on environmental education and sustainability are the basis for the preparation of a more aware and attentive citizenship to sustainability. Over time, Italy has developed laws and action plans to integrate these issues into education, both inside and outside school. This chapter collects references to existing legislation and hints at the most relevant national strategies with a focus on the main interventions and initiatives in progress.

Environmental Education Legislation

In recent years, environmental education has taken on an increasingly important role in the Italian regulatory framework, also in response to commitments made at international level, such as the UN 2030 Agenda and the European Green Deal.

A turning point was Law 92/2019, which made the teaching of civic education in schools mandatory, including sustainable development among the main topics. This law led to the publication of the Guidelines for Civic Education in 2020, which promoted a practical and interdisciplinary approach to environmental education.

Starting from this year, from the 2024/2025 school year, new Guidelines for the teaching of civic education have been introduced, as established by Ministerial Decree no. 183 of 7 September 2024. The updated Guidelines maintain the three fundamental thematic cores which are Constitution, Economic Development and Sustainability and Digital Citizenship. Among the main innovations is the increase to 33 hours per year dedicated to civic education, during which teachers can propose educational activities aimed at developing skills in various areas, including citizenship education, health, environmental education, psychophysical well-being, combating addiction, financial, insurance, road and digital education.

The 2025 Guidelines emphasize the importance of integrating civic education into a broader framework of education in values and social responsibility, considering each discipline as an opportunity to promote active citizenship. Respect for environmental sustainability is considered a constitutive element of civic education.

Another important reference is Legislative Decree 152/2006, also known as the Environmental Code. It defines the general principles of environmental protection, promoting sustainable development and pollution prevention. The decree is divided into six parts, dealing with issues such as water resource management, soil protection, waste management, environmental impact assessment and environmental responsibility. A central aspect of the Environmental Code is the role attributed to environmental awareness and education. Article 3-bis of the Code underlines the importance of integrating the principles of sustainability into the various areas of



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social and economic life, promoting educational initiatives aimed at citizens and, in particular, students. This perspective is linked to school policies and incentivizes schools to include training courses on the responsible use of resources, the circular economy and the reduction of environmental impact in the curriculum.

Adaptation to European directives is another element of the decree, which implements fundamental EU regulations, such as the Water Framework Directive (2000/60/EC), the Waste Directive (2008/98/EC) and the European Green Deal, which aims to make the European Union climate neutral by 2050. All these directives push educational institutions to promote educational programs that are increasingly oriented towards sustainability, with an interdisciplinary approach involving disciplines such as science, economics, law and geography.

To give schools a clear direction and to strengthen the link between education and the environment, the Ministry of Education and Merit (MIM) and the Ministry of Ecological Transition have created the Guidelines for Civic Education 2025, which we mentioned above and promoted the School ReGeneration Plan, launched in 2021 to encourage schools to develop practical sustainability projects such as educational gardens, recycling workshops and initiatives for the reduction of food waste.

Italy also follows various European initiatives, including the Digital Education Action Plan 2021–2027, which encourages the use of technological tools for environmental education and Directive 2009/28/EC, which promotes the use of renewable energy.

National Sustainability Strategies

In addition to current legislation, Italy has also developed several strategies to promote sustainability through environmental education and awareness.

A reference document is the National Strategy for Sustainable Development (SNSuS), aligned with the Sustainable Development Goals (SDGs) and the United Nations 2030 Agenda. The strategy is developed in five main areas for structural and cultural change in the country, corresponding to the “5Ps” of sustainable development:

1. People: combating poverty and social exclusion, ensuring conditions for the development of human potential and promoting health and well-being.
2. Planet: ensuring environmental sustainability, protecting biodiversity and tackling climate change.
3. Prosperity: promoting inclusive and sustainable economic growth, fostering innovation and employment.
4. Peace: strengthening social cohesion, justice and security.



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5. Partnership: promoting international cooperation and the active participation of all actors in society.

One of the main aims of the SNSuS is to strengthen environmental education in schools, through targeted investments in the training of teachers and the development of innovative educational projects.

In this regard, the National Plan for Education for Sustainable Development (PES) is a decisive tool to promote the integration of sustainability principles into school curricula. Presented in 2017, the PES encourages schools to adopt a more concrete and interdisciplinary approach, which includes not only teacher training, but also practical activities for students and collaborations between educational institutions, public bodies and associations.

In addition, the National Action Plan for Global Citizenship Education (ECG), adopted in 2023, integrates education for sustainable development with the promotion of global citizenship, emphasizing the interconnectedness of local and global challenges. The ECG once again emphasizes the importance of adopting a multidimensional educational approach, based on interdisciplinarity and the enhancement of cultural diversity, to address global challenges in a sustainable way.

To support these strategies, the Ministry of Ecological Transition has launched initiatives such as “Plastic Free School”, aimed at reducing the use of plastic in schools and the National Sustainability Education Program, which promotes awareness-raising actions for students and teachers on environmental issues.

Italy also actively participates in European programs that support education for sustainability. The Erasmus+ programme, for example, funds exchanges and training courses for students and teachers on environmental issues, encouraging the sharing of good practices at an international level. Likewise, the LIFE Programme supports innovative projects focused on sustainability, offering economic resources for experimental initiatives that can have a positive impact on society and the environment.

The Italian regulatory and strategic framework for environmental education is becoming increasingly structured and ambitious. The goal is to make citizens active protagonists of the ecological transition. In this sense, investment in sustainability education represents a fundamental lever to build a fairer, more aware and resilient society, capable of committing to building a sustainable future with a long-term vision.



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4. Analysis of the education system

The Italian education system is predominantly public and state-owned, although there are independent educational institutions, both private and public, that can obtain “private schools” status if they meet certain requirements. These private schools are equivalent to state schools and can issue recognized qualifications. Independent schools without parity, on the other hand, are not authorized to issue official qualifications.

Education in Italy is compulsory from the age of 6 to 16 and is divided into several levels:

- kindergarten (not compulsory),
- primary school
- lower secondary school,
- upper secondary school (includes high schools, technical institutes and vocational institutes).

In recent years, the school system has undergone several reforms to modernize and respond to the challenges of contemporary society. A recent example is the new “Made in Italy high school”, introduced in the 2024/2025 school year to enhance Italy’s cultural and industrial heritage.

In addition to traditional subjects, the teaching of sustainability and environmental protection is becoming increasingly central. Schools are trying to integrate these issues into the curricula and to train teachers so that they can convey a solid and conscious environmental education to students. In the next sections we will explore these aspects, highlighting the strategies adopted to include environmental education in school curricula and to ensure adequate preparation for teachers.

Integration of environmental education into school curricula

Environmental education is increasingly at the centre of school curricula in Italy. The Ministry of Education and Merit (MIM) focuses on schools as a place to raise awareness among the new generations on sustainability issues and the regulatory and educational context is constantly evolving to respond to local and global challenges.

The acceleration of the inclusion of environmental education in schools took place with the introduction of Law 92/2019, which made the teaching of civic education mandatory, including sustainable development as one of the fundamental themes. The MIM subsequently introduced guidelines to define the integration of sustainability education into school curricula. These guidelines provide schools with clear guidance on how to structure educational pathways, from



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primary to secondary school, to address issues such as climate change, biodiversity and responsible consumption. The guidelines, updated regularly, are designed to be a practical support for teachers, with proposals for activities that can be easily adapted to the educational programs of each school level.

For the 2024/2025 school year, the Higher Institute for Environmental Protection and Research (ISPRA) has developed 27 educational initiatives for students of different ages, which are carried out in the territorial offices of the institution. These projects are oriented towards active learning, in which students are involved in practical experiences that allow them to concretely understand the concepts of sustainability.

Organizations such as WWF Italy, Legambiente and LIPU collaborate with schools to offer training courses, workshops and educational activities that promote environmental awareness among students.

Many schools have therefore launched experimental projects, collaborating with local authorities, environmental associations and universities to develop innovative teaching modules focused on issues such as recycling, waste reduction and the promotion of sustainable behaviours.

In high schools and technical institutes, integration is more structured, with courses for Transversal Skills and Orientation (PCTO) that include experiences in companies and realities committed to environmental sustainability. These paths offer students the opportunity to acquire practical and transversal skills by working on concrete projects related to sustainability. Italian schools are encouraged to collaborate with local authorities, companies and environmental associations to develop learning experiences that not only integrate theory with practice, but also prepare young people to be conscious and responsible professionals.

The goal of this integration is not only to inform, but to make the children protagonists of change. Because sustainability is not just a concept to be studied, but a way of life that must become part of our daily lives.

Teacher training on sustainability

An essential component of the process of integrating sustainability and environmental education into school curricula is the training of teachers, who must be prepared and supported to address sustainability-related issues in an effective and engaging way. For environmental education to have a lasting and positive impact on students, teachers must possess the necessary skills and tools to convey these concepts in a clear and concrete way.

Teacher training on sustainability is a global priority and has also begun to consolidate itself as a strategic objective in Italy. In the National Teacher Training Plan, the MIM has provided specific



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modules dedicated to sustainability, with the aim of providing teachers with up-to-date teaching tools and innovative methodologies.

To respond to the growing urgency of the twin challenges posed by climate change and the need to transform education, the United Nations Summit on the Transformation of Education in September 2022 launched the “Greening Education Partnership” (GEP), an international initiative that aims to train at least one teacher per school in sustainability by 2030. This ambitious goal reflects the awareness that the ecological transition and the commitment to sustainability must also be rooted in the education system, starting with teachers.

In Italy, several programs aim to respond to this need, through training courses, specific university courses and collaborations between schools and environmental associations.

Legambiente, for example, is one of the main national organizations that supports teachers in integrating environmental education into their teaching practices. The association offers a series of training courses, both face-to-face and online, which provide up-to-date teaching tools and resources for starting school projects related to the environment. Legambiente’s courses are structured to be practical and accessible and aim to raise awareness among teachers on crucial issues such as climate change, waste management, biodiversity and global citizenship education. In addition, Legambiente also offers distance support, with tutoring activities that allow teachers to follow a path of continuous updating, regardless of their location. These are courses that aim at a real transformation of the way teachers approach environmental education. They offer a practical approach that allows students to be directly involved, stimulating their curiosity and creativity through laboratory activities, educational games and concrete projects to be carried out in the classroom.

At the academic level, some Italian universities have activated degree and master’s courses aimed at teacher training in environmental education, such as the Master’s Degree in Sustainability Education promoted by the University of Bologna or the degree course in “Environmental Education and Sustainability” launched for the academic year 2024/2025 by the University of Urbino. Both programs aim to train future teachers with specific skills in sustainability, preparing graduates to become professionals capable of teaching and promoting environmental issues in schools. The courses not only deal with theoretical topics, but also offer practical laboratories and field experiences, so that graduates are ready to teach in an interactive and dynamic way. A university education conceived in this way can guarantee that the new generations of teachers have a solid and up-to-date preparation on environmental issues.

At the local level, there are numerous projects that promote teacher training on sustainability, often in collaboration with local authorities, schools and environmental associations. An interesting example comes from Como, where a refresher program has been launched for



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teachers in the city's schools, aimed at developing a more structured and widespread environmental education. In this case, schools work together to design specific training courses, which include practical and theoretical activities, environmental education workshops and the adoption of new teaching methods that incorporate the principles of sustainability. Como's schools also collaborate with local authorities and environmental associations to carry out practical activities such as waste management, recycling, the promotion of sustainable mobility and the care of green spaces. This integrated approach allows teachers to acquire practical skills that they can then transfer to students, creating a collaborative network that extends sustainability education beyond the school walls.

Another fundamental tool for teacher training on sustainability is represented by the Pathways for Transversal Skills and Orientation (PCTO). These pathways, which are part of the Italian school reform, offer students the opportunity to get in touch with the world of work and acquire practical skills in real contexts. Many PCTO projects concern environmental issues and involve collaboration with local bodies, NGOs, companies and institutions operating in the sustainability sector. For teachers, the opportunity to participate in these projects as mentors and supervisors represents an important opportunity for professional updating. Through PCTOs, teachers can improve their soft skills, such as the ability to work in teams, the management of complex projects and the integration of theoretical knowledge with practical experiences. In addition, collaboration with private and public sector bodies fosters the creation of a network of experts and professionals who can support teachers in their training activities.

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In addition, programmes funded by the European Union, such as Erasmus+, offer training and international exchange opportunities for teachers interested in developing skills in this area.

Continuous teacher training serves to ensure that environmental education does not remain confined to a few isolated projects, but becomes an integral part of daily teaching. National, local and academic initiatives are doing a great job of training teachers, but there is still much to be done. The key to success lies in an integrated approach that involves schools, universities, local authorities and non-governmental organizations, to create an educational ecosystem that is able to respond to future environmental challenges with competence, creativity and responsibility.



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5. Good practices in environmental education

Good practices in environmental education are essential tools to promote awareness and active learning of issues related to sustainability. In Italy, the first environmental education initiatives date back to the seventies, although only in the last two decades has there been a greater structuring and diffusion of dedicated programs, thanks above all to the adoption of national guidelines and the growing awareness of public opinion regarding environmental issues.

The Guidelines for Environmental Education drawn up by an interministerial working group, coordinated by the Ministry of the Environment and the Protection of Land and Sea, are a compass for the schools and institutions involved. These guidelines emphasize the importance of integrating environmental education into school curricula and promote innovative teaching methodologies that foster the active participation of students.

In Emilia-Romagna, the Sustainability Education Centres (CEAS) have developed an educational offer for the 2024-2025 school year aimed at teachers and students of all levels. The CEAS represent a network of local realities (schools, public bodies, associations and individuals) that collaborate to promote environmental education in the area. Their action is coordinated by the Emilia-Romagna Region and is based on targeted educational strategies, which go beyond simple awareness to translate into practical experiences.

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The CEAS training offer includes initiatives such as:

- Interdisciplinary projects that combine science, technology and sustainability, ranging from renewable energy to waste reduction.
- Guided tours in protected natural areas to introduce students to the importance of biodiversity and landscape protection.
- Interactive educational workshops, in which children can directly experience sustainable solutions, such as the construction of school gardens, air quality monitoring and energy consumption analysis.
- Training courses for teachers, which provide practical tools to integrate sustainability education into the daily school curriculum.

A concrete case is represented by the project “Schools that change the world”, which saw the participation of over 200 institutes in the region. The project includes a training course divided into several levels:

1. Analysis of the environmental status of the school (energy consumption, waste produced, water management).



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2. Active involvement of students in the design of sustainable solutions to improve the environmental impact of the school.
3. Monitoring and dissemination of results, with the possibility of participating in regional competitions and awards.

The ultimate goal is to make schools models of good practices that can be replicated in other educational contexts.

In southern Italy, a valuable initiative is the project “Education Paths for Sustainability in Salento schools”, promoted by WWF Salento. The project involved several schools in the Apulian area in laboratory activities both within the school environment and in the area, with the aim of promoting changes in the lifestyles of pupils with a view to sustainability.

This program stands out for the adoption of an experiential approach to environmental education, taking students out of the classroom to experience the territory and directly understand its ecological dynamics. Key activities include:

- Excursions and field observations in protected natural areas such as the Regional Natural Park “Litorale di Ugento” and the nature reserves of Torre Guaceto.
- Citizen science projects, where students participate in the monitoring of animal and plant species, contributing to the collection of data for the conservation of biodiversity.
- Circular economy workshops, in which children learn how to reduce environmental impact through the reuse and creative recycling of waste materials.
- Collaborations with local communities, to raise awareness among families and promote lasting cultural change.

An innovative element of this project is the use of digital tools such as species recognition apps and augmented reality to immerse students in virtual ecosystems and make them understand the effects of climate change.

The initiative achieved excellent results, with over 5,000 students involved and a significant increase in environmental awareness among participants. Some schools have even adopted new sustainable practices, such as eliminating single-use plastics and creating green spaces for urban biodiversity.

Together, these models show the importance of practical, multidisciplinary and participatory environmental education, capable of leaving a lasting mark on the new generations.



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Innovative school programs

The good practices of environmental education that we have analysed, such as the projects promoted by the Ceas in Emilia-Romagna and the WWF Salento program, have shown how experiential learning and a multidisciplinary approach are fundamental to convey environmental awareness to young people. Nevertheless, to ensure a lasting and structural impact, these initiatives must be integrated into school curricula, becoming a stable part of formal education.

In recent years, the Ministry of Education and Merit (MIM) has worked precisely in this direction, developing strategies that include sustainability within curricular teaching, overcoming the idea of isolated or optional projects. The goal is to transform schools into places of active and participatory training, where students can acquire practical tools to face the ecological challenges of the future.

One of the most ambitious projects in this area is the national plan “ReGeneration School”, promoted by the MIM, which aims at a structural transformation of the educational model, based on four pillars:

1. Regeneration of knowledge, through the inclusion of interdisciplinary modules on sustainability in traditional subjects.
2. Regeneration of school infrastructure, with the creation of more sustainable buildings and the use of renewable energy.
3. Regeneration of behaviours, with paths to raise awareness among students and families on daily sustainability practices.
4. Regeneration of opportunities, promoting internships and collaborations with the green world of work.

Within this plan, many schools are already experimenting with innovative teaching models, which provide for the active participation of students in environmental education projects. A concrete example is the “Green School” project, which involves several Italian institutes in the creation of sustainability paths integrated into the school curriculum. Students are called upon to monitor the school’s consumption, design green spaces and adopt circular economy strategies, transforming the school into a real environmental laboratory.

Another successful project is “Imparambiente”, promoted by Atlantide. It is a flexible educational program that addresses various aspects of sustainability:

- Ecology and biodiversity, with a focus on native species and climate change.



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- Food education, to understand the impact of consumption choices.
- Conscious consumption, with practical experiences on energy and water saving.
- Use of new technologies for sustainability, through digital tools that simulate environmental scenarios.

“Imparambiente” proposes an approach that is not limited to theory, but focuses on a direct and immersive experience in parks and protected areas.

With a view to connecting the territory with teaching, the Belluno Dolomites National Park has also launched educational programs that transform the park into an “open-air classroom”.

For the 2024-2025 school year, the park has launched initiatives such as:

- Environmental science laboratories, with guided excursions to analyse flora and fauna.
- Citizen science activities, in which students participate in environmental monitoring projects.
- Ecological restoration projects, to raise awareness of the importance of landscape protection.

Also in this case, the approach adopted is in perfect harmony with the principle of integration between school education and the territory for successful environmental education.

Another significant example is the “Green School” project, active in several Italian regions, which promotes sustainability in schools through practical activities such as the reduction of energy consumption, waste management and the creation of green spaces. The project aims to improve, in students, teachers and citizens, the understanding of the challenges posed by climate change and the sustainability of development processes, promoting the acquisition of good practices and sustainable lifestyles in the communities of the territories involved. To date, as many as 375 schools in 5 different Italian regions have obtained the Green School certification and over 11,000 teachers have participated in the project by implementing sustainable practices in schools or participating in training.

Another important experience is the “Sustainable Schools” program, promoted by the Ministry of Education in collaboration with the Ministry of Ecological Transition. This project aims to integrate sustainability into school curricula through specific teaching modules and training courses for students and teachers. The schools involved develop environmental monitoring projects, create educational gardens and participate in awareness campaigns on climate change. All schools, from kindergarten to upper secondary school, can contribute to improving their environmental performance and be promoters of processes of change in the area starting



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with the signing of a Climate Pact, which commits the school community to implement a series of actions aimed at reducing the impact on the environment, also involving institutions. In addition, Sustainable Schools offers the opportunity to network with other realities that work in favour of the climate.

The Eco-Schools Program, coordinated by the Foundation for Environmental Education – Italy (FEE Italia) and spread to many Italian schools, also represents a model of excellence. It provides a structured path that involves students, teachers and families in the definition of strategies to improve the sustainability of the school, culminating with the recognition of the Green Flag for the most virtuous schools.

Successful extracurricular initiatives

Extracurricular initiatives play a complementary and fundamental role in consolidating the learning of environmental education through direct and participatory experiences. Among the most important are the environmental school camps, organized by local authorities and environmental associations, where students can learn in the field the functioning of ecosystems, sustainable agriculture techniques and the management of natural resources.

One of the main actors in extracurricular environmental education in Italy is the WWF, which through the “I’ll Take Care of You” program has involved thousands of students in educational courses focused on biodiversity, sustainability and active citizenship. The initiative, developed in collaboration with the Sofidel Group, is divided into five teaching modules that offer students interactive tools to better understand the link between their daily actions and the health of the planet.

Over the years, the project has seen the participation of over 7,000 classes and 148,000 students, demonstrating the effectiveness of a model that combines practical activities, such as the creation of school gardens and awareness campaigns, with digital tools and gamification to make learning more engaging.

The Veneto Regional Agency for Environmental Prevention and Protection (ARPAV) has also developed numerous educational projects. “A Scuola di Stili di Vita”, aimed at primary and secondary schools, is a significant example of how education and sustainability can be effectively integrated. The project uses experiential workshops and interactive activities to teach children how to reduce their environmental impact through conscious daily choices.

Another important program of ARPAV is the competition “QUALe idEA! QUIZ”, which stimulates reflection on issues such as energy, waste and biodiversity through a playful and interactive approach. The competition has raised awareness among girls and boys on the importance of taking concrete actions to protect the environment using different tools such as quiz games,



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group work, graphic works, videos. The students, with the help of their teachers, explored goal 13 the fight against climate change of the 2030 Agenda using the many resources of the [arpav.scuolapark](https://www.arpav.scuolapark.it) digital platform: they played and accumulated points by answering questions on environmental issues, the Veneto Regional Strategy for Sustainable Development and all the sustainability goals of the UN document. The classes were also invited to create a diary to tell the story of the path developed and the commitments they have decided to follow as good practices of sustainability at school and in everyday life. This type of initiative shows that, to be effective, environmental education must adapt to the new ways of learning of the younger generations, integrating technology and active participation.

Projects such as the “Plastic Free Challenge”, promoted by NGOs and local administrations, have involved thousands of students in concrete actions to reduce single-use plastic, waste collection and raise awareness among citizens. For schools, joining the “Plastic Free” campaigns means immediately contributing to creating a multiplier effect of what will be transmitted and shared with pupils, transferring it to family and friends and also influencing the general system of supply and demand with purchases in line with an increasingly conscious and responsible lifestyle. Initiatives such as these have shown that the active involvement of students in environmental campaigns increases their awareness and sense of ecological responsibility.

Another virtuous example is “Orto in Condotta”, promoted by Slow Food, which has seen the creation of school gardens as educational tools to teach children not only biology and ecology, but also the value of biodiversity and sustainable nutrition. Together with students, teachers, parents, grandparents and local producers are the actors of the project, constituting the learning community for the transmission to the younger generations of knowledge related to the culture of food and environmental protection. The Orto in Condotta provides training courses for teachers, food and taste education activities and environmental education for students and seminars for parents and grandparents who are gardeners. This experiential approach has proved to be highly effective in strengthening the link between young people and the environment, while promoting food awareness and reducing the generational distance.

School-community collaboration projects

Collaborations between schools and local communities are also a key factor for the success of environmental education, as they allow sustainability issues to be rooted in the social and territorial context.

An example of an effective model is the “Adopt a Park” project, which involves schools and local authorities in the protection and enhancement of urban and natural green areas. Students actively participate in the maintenance of parks, the planting of trees and the awareness of citizens through events and information campaigns.



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Successful experiences are also the community educational pacts, which involve schools, families, associations and institutions in the co-design of environmental education activities. In many Italian cities, these pacts have led to the creation of recycling workshops, ecological days and sustainable urban regeneration projects, such as the transformation of abandoned spaces into urban gardens or educational gardens.

Another replicable model is the project “School and Territory: educational alliances”, promoted by the Ministry of Education to encourage the active involvement of local communities in the training of students on environmental issues. Among the most interesting initiatives are citizen science courses, in which students collaborate with experts to collect and analyse environmental data useful to the community. Projects like this not only increase environmental awareness, but allow young people to develop scientific and problem-solving skills applied to the real world.

The analysis of good practices, innovative school programs, successful extracurricular initiatives and school-community collaboration projects in Italy shows that the most effective environmental education is the one that goes beyond the concept of a frontal lesson and is transformed into an active, multidisciplinary and participatory experience.

From the territorial approach of the CEAS and WWF Salento, which enhance the relationship with the natural environment and promote sustainability through practical activities in the field, to the structural transformation of schools promoted by the RiGenerazione Scuola project, which involves the redevelopment of school spaces to make them more functional and open to sustainability, up to the immersive models of Imparambiente and the initiatives of ARPAV and the Ministry of Education and Merit (MIM), which focus on interdisciplinarity and the use of digital technologies, a rich picture emerges that can serve as inspiration for the development of new replicable initiatives.

These programs share some key elements that constitute fundamental guidelines for designing replicable and scalable educational models. These include:

- **Experiential approach:** involve students in practical activities that foster active learning and direct understanding of environmental issues. The experiential approach, which can be implemented with outdoor laboratories or environmental recovery actions, allows students to “live” the environment and its challenges, making learning more tangible and lasting.
- **Integration with the school curriculum:** aligning extracurricular activities with the educational objectives of schools, ensuring consistency and continuity in learning. Combining environmental education and curriculum makes it possible to amplify the



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educational value of the initiatives, ensuring that the topics covered in the extracurricular hours enrich the disciplinary teaching

- **Community involvement:** encourage the participation of families and local communities, creating a support network and amplifying the impact of initiatives. Creating a support network between school, families and local actors strengthens the impact of initiatives and fosters the construction of an inclusive and participatory educational environment. Communities can also contribute specific expertise, organizing events, conferences or practical activities in the area.
- **Multidisciplinarity:** linking sustainability to multiple areas of study. A multidisciplinary approach allows the topic to be dealt with in a complete way, encouraging the involvement of several subjects and stimulating students' critical thinking. For example, projects can integrate scientific studies on the ecosystem with artistic, historical or mathematical activities related to the management of natural resources.
- **Active participation:** making students actors of change through concrete actions. The student must learn to be part of the solution, developing practical skills, such as the design and management of green initiatives or environmental monitoring.
- **Use of innovative methodologies:** adopt digital tools and playful approaches to make learning more engaging and accessible. Digital platforms, educational games, simulation apps and gamification are all methodologies that can be adopted to stimulate curiosity and encourage student interaction, making environmental education a fun and stimulating experience.
- **Use of technology:** integrating technology to make educational content more accessible and interactive. The use of augmented reality, online platforms and interactive teaching materials can facilitate learning and allow students to better explore and understand complex concepts, such as climate change or biodiversity.
- **Connection with the territory:** activate collaborations with local authorities, protected areas and NGOs. The enhancement of the local natural and cultural heritage, through excursions, guided tours and field activities, allows to create a deep bond between young people and their territory.



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6. Organic farming and food education

Organic farming and food education are the basis of a healthy and sustainable lifestyle. Organic farming is based on environmentally friendly cultivation principles, excluding the use of pesticides and synthetic chemical fertilizers and favouring techniques that improve soil fertility and biodiversity. The goal of this agricultural production model is to ensure the production of healthy and safe products, reducing the environmental impact of agricultural activities and promoting a balance between man and nature.

Food education, on the other hand, is an indispensable tool for spreading greater awareness of the principles of a healthy, balanced and sustainable diet. Through focused programs, students can understand the value of food, the origin of food and the importance of seasonality and short supply chains. The integration of these two elements in educational paths represents an opportunity to train citizens who are more attentive to food choices and more responsible towards the environment.

State of organic farming in the country

Italy is confirmed among the European countries with the largest number of hectares devoted to organic farming. According to the most recent data from SINAB (National Information System on Organic Agriculture), in 2023 the area cultivated with organic methods exceeded 2.3 million hectares, corresponding to 18% of the utilised agricultural area (UAA). This figure places Italy above the European average and in line with the objectives of the European Green Deal and the Farm to Fork strategy.

The expansion of organic farming in Italy is due to a combination of factors: on the one hand, the growing sensitivity of consumers towards healthy and sustainable products, on the other, the regulatory and financial support that national and European institutions are guaranteeing to the sector. Italy, in fact, is among the first countries in Europe for the number of certified organic farms, which today exceed 90,000 units. This number is constantly growing, a sign of an expanding sector and an agricultural economy increasingly oriented towards sustainability.

Interest in organic farming is also supported by international demand. The export of Italian organic products is constantly growing, with a strong demand especially in the markets of Northern Europe, the United States and Japan. The most exported products include vegetables, fruits, cereals, wine and organic extra virgin olive oil, recognized for their quality and compliance with certified production standards.

However, the sector is facing some critical issues, including the need to strengthen the short supply chain, in order to reduce dependence on large distributors and ensure higher remuneration for producers. Logistics, especially in rural and mountainous areas, is another



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obstacle, as organic farms often operate in territories with limited infrastructure. In addition, conversion to organic requires significant initial investments, with longer payback times than conventional farming.

To respond to these challenges, the CAP National Strategic Plan 2023–2027 has provided for specific measures to support the organic sector. Key tools include economic incentives for the conversion and maintenance of organic crops, the introduction of training programmes for farmers and the strengthening of local supply chains. In addition, the Italian government has launched initiatives to encourage the spread of organic products in school canteens and public supply circuits, with the aim of ensuring fair and widespread access to organic products at sustainable prices.

Sustainable Food Education Programs

All the initiatives aimed at making organic products more accessible are part of a broader framework that aims to raise awareness among the new generations on the importance of a healthy and sustainable diet. Food education, in fact, is one of the most effective tools for promoting responsible and conscious behaviour from primary school.

The World Health Organization (WHO) and the Food and Agriculture Organization of the United Nations (FAO) advocate for nutrition education to prevent diseases related to poor nutrition, such as obesity and diabetes and to promote more sustainable consumption patterns. In Italy, the **National Food Education Plan**, promoted by the Ministry of Education and the Ministry of Health, provides for the integration of specific modules on nutrition, food safety and sustainability into school curricula. The plan includes theoretical lessons, cooking workshops, educational visits to farms and awareness campaigns to promote conscious consumption.

Similarly, the “Sustainable School” project involves numerous Italian institutes in the promotion of good food practices, along three main axes:

- Zero-kilometre school canteens: encouraging the use of organic and local products to reduce the ecological footprint of meals served in schools.
- Reduction of food waste: through practical activities such as weighing waste and optimizing menus to avoid overeating.
- Meetings with experts in the field: nutritionists, agronomists and chefs intervene in schools to explain the link between food, health and the environment.

Innovative teaching is also taking on an increasingly important role in food education, to the point that many institutes are already adopting approaches based on gamification and the use of new technologies. Interactive applications, online quizzes and educational platforms allow



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students to learn while having fun, simulating scenarios related to sustainability and agri-food supply chains. A successful example is the “Food Education 4.0” project, which uses augmented reality to explain the origin of food and the impact of consumption choices on the planet. Through devices such as headsets and mobile applications, students can virtually explore farms, supply chains and food processing processes, making learning more engaging and immersive. This technology makes it possible to visualise the ecological footprint of different foods, compare production methods and interactively understand how everyday choices affect the environment.

Examples of school gardens and related projects

The growing attention to healthy and sustainable eating, supported by the educational programs discussed above, has favoured the spread of an additional active learning tool: school gardens. These projects, which are increasingly present in Italian schools, make it possible to strengthen the knowledge acquired in the classroom through a direct and engaging experience, which stimulates students’ curiosity and sense of responsibility.

The educational gardens offer children and young people direct contact with nature, teaching them about the origin of food products and the principles of sustainable agriculture. Cultivating a vegetable garden allows you to acquire scientific knowledge on the biological cycles of plants, the role of pollinating insects, the management of water resources and the seasonality of food. In addition, it promotes practical skills such as planting, caring for plants and harvesting fruits, contributing to the development of manual dexterity and patience.

From a psychological and social point of view, school gardens foster teamwork and a sense of responsibility, helping students to develop a more conscious attitude towards food. In addition, hands-on experience reinforces science, geography and nutrition teaching, making learning more engaging.

One of the best-known educational horticulture programs in Italy is “Orto in Condotta”, promoted by Slow Food. This project, active in many Italian schools, involves the creation of gardens managed directly by students, under the guidance of teachers and local farmers. The initiative is not limited to the simple cultivation of vegetables, but also includes educational activities on biodiversity, respect for the soil and the reduction of food waste. Students learn about native plants, ancient varieties of fruits and vegetables and traditional agricultural practices.

In Rome, the Municipality has promoted a program of urban school gardens involving numerous primary and secondary schools. Students grow vegetables, herbs and flowers, learning about the value of biodiversity and the role of urban agriculture in reducing environmental impact.



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Some gardens are equipped with water-saving irrigation systems and composting techniques to teach the sustainable management of organic waste.

In Lombardy, the “School in the Field” project promotes the meeting between schools and organic farms. Students participate in hands-on workshops on educational farms, directly experiencing the farmer’s work. This experiential approach allows you to understand the differences between conventional and organic farming, the importance of healthy soil and the food production cycle.

The Tuscany Region has launched the “Agriculture at School” project, which involves over one hundred schools and organic farms in the area. The program includes guided tours of farms, sowing and harvesting experiences and meetings with experts in the agri-food sector. A distinctive aspect of this project is the integration with school canteens: students can taste the products grown directly in their daily meals, understanding the value of the short supply chain.

In addition to representing an innovation in teaching, school gardens offer numerous practical benefits involving the health, the environment and the development of students’ skills:

- Health benefits: scientific studies have shown that children who participate in educational horticulture projects are more likely to consume fruits and vegetables than their peers. This helps to improve their eating habits and prevent diseases related to poor nutrition.
- Reduced food waste: students who grow a vegetable garden develop a greater awareness of the value of food, leading to a reduction in waste both at school and in the family.
- Improving STEM skills: managing a school garden allows you to apply concepts from mathematics (measurement, proportions), science (photosynthesis, soil, ecosystems), technology (irrigation, composting) and engineering (construction of flower beds, greenhouses, drip irrigation systems).
- Positive environmental impact: school gardens contribute to the reduction of heat islands in cities, improve air quality and promote the presence of pollinating insects that are essential for the ecosystem.

The integration of theory and practice, contact with nature and direct experience of agricultural work contribute to forming more aware, responsible and environmentally friendly citizens. The expansion of these projects throughout Italy is a testament to the growing importance of food education and the need to invest in a more sustainable future.



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7. Responsible consumption practices

Responsible consumption is another key aspect to consider in the transition to a sustainable development model. Raising awareness among citizens and in particular among the new generations, of conscious purchasing choices, waste reduction and the adoption of circular production and consumption models, is essential to reduce the environmental impact of our daily habits and to stimulate systematic changes in markets and public policies.

In this chapter we will analyse the main initiatives to raise awareness on sustainable consumption, waste reduction programs in schools and some circular economy projects, with the aim of identifying replicable strategies within the Green Camp model.

Awareness-raising initiatives on sustainable consumption

In Italy, there are several initiatives that in recent years have tried to promote a more conscious use of resources by trying to inform and involve the population, especially young people, on the issues of sustainable consumption.

Among the most significant initiatives, the “Less plastic, more future” campaign deserves to be mentioned, which involved numerous Italian municipalities in the reduction of single-use plastic, raising awareness among citizens of the environmental damage resulting from the excessive consumption of non-recyclable materials. In many schools, this campaign has resulted in the elimination of plastic bottles, with the introduction of filtered water dispensers and reusable water bottles.

The Ministry of the Environment’s national “ReGeneration School” plan, which integrates sustainability education into school curricula, has also promoted initiatives such as raising awareness of individual responsibility in daily consumption.

Another important project is “Zero Waste”, promoted by the Food Bank Foundation and Last-Minute Market, which aims to raise awareness among students on the issue of food waste and the correct management of resources. Through practical activities, workshops and meetings with experts, students learn about the importance of responsible consumption and recovery of food that is still edible. In 2023, the project involved over 200 schools, helping to significantly reduce food waste within school canteens.

The “Compraverde Buygreen” initiative, on the other hand, focuses on sustainable public procurement and involves schools in training courses on Green Public Procurement (GPP) criteria. Students are involved in analysing the environmental impact of products and developing strategies to promote responsible purchasing within their schools. Thanks to this



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program, promoted by a highly active forum, many schools have adopted Ecolabel-certified school supplies and more sustainable procurement policies.

The “Take your Planet to heart” campaign, promoted by Altroconsumo, has also been successful in Italian schools. The initiative proposes an educational path focused on the concept of conscious consumption, addressing issues such as fair trade, the life cycle of products and the importance of reducing unnecessary packaging. A concrete action related to the project was the organization of reuse markets, in which students were able to exchange used objects, thus reducing the production of waste.

Finally, “Plastic Free Schools”, born as an international project and adopted in several Italian cities, helps schools to progressively eliminate the use of single-use plastic. Thanks to the collaboration between schools, local authorities and companies, the project provides alternative tools and materials, promoting good sustainability practices among students and their families. In some cities, participating schools have reduced the use of plastic by up to 70% thanks to the distribution of steel water bottles and the replacement of disposable tableware with compostable materials.

Waste reduction programs in schools

Waste management in schools reduces environmental impact and, at the same time, also promotes a culture of ecological responsibility among students. Creating awareness among young people on the importance of reducing waste and proper waste disposal means contributing to the formation of responsible citizens who are attentive to the ecosystem. The adoption of sustainable practices in schools has long-term effects, influencing the behaviour of future generations and helping to build a more environmentally conscious society. With the support of institutions, teachers and families, these projects can become the norm, transforming schools into true laboratories of sustainability.

In Italy, numerous projects have been successfully launched to promote virtuous practices in schools, involving students, teachers and school staff in an educational and participatory process.

One of the most widespread programs in Italy is “Zero Waste at School”, which encourages the reduction of waste production through reuse, recycling and composting. In many schools, advanced separate collection systems and workshops for the creative reuse of materials have been introduced. The initiative provides for optimized waste management through:

- Eco-composters in schoolyards, where organic waste is transformed into compost for vegetable gardens and school gardens.



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- Accurate separation of waste, with differentiated bins for paper, plastic, organic and undifferentiated.
- Creative recycling, which involves students in the creation of artistic objects and materials using reusable waste.
- Training and awareness-raising, with workshops and meetings with experts in the environmental sector.

According to envi.info, an environmental communication periodical, the project has led to a significant reduction in waste produced in the schools involved, promoting a cultural change among students.

Another reference model is the international “Eco-School” program, active in several countries and also spread to Italy. The initiative, promoted by the Foundation for Environmental Education (FEE), provides an operational framework to help schools to:

- Reduce waste production.
- Monitor and optimize energy and water consumption.
- Integrate environmental education into school curricula.

Schools that stand out for their adoption of sustainable practices obtain the “Green Flag” certification, an award that attests to the concrete commitment to sustainability. According to FEE data, participating schools have reduced waste by up to 30% in just a few years of joining the program.

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School waste management also concerns school canteens and the “**Green Canteen**” project is designed to reduce food waste in schools and improve the quality of nutrition through sustainable practices. Let us take a closer look at its key elements:

- Calibrated portions: often, in school canteens, excessive quantities of food are served, which inevitably end up in the waste. With “Canteen Verde”, portions are adapted to the age and nutritional needs of students, avoiding waste and ensuring a balanced diet.
- Use of organic and 0 km food: buying local and seasonal products reduces transport-related emissions and supports local economies. In addition, organic food avoids the use of pesticides and chemical fertilizers, making meals healthier and safer for children.



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- Seasonal menus: introducing fresh and seasonal foods improves the nutritional value of meals and reduces the environmental impact of the production and distribution of out-of-season foods, which often come from other countries and require long transport.
- Recovery of food scraps: rather than throwing away uneaten food, “Green Canteen” promotes reuse in other preparations (for example, leftover bread can become breadcrumbs) or donation to charities to help people in need.

According to Legambiente data, these strategies have allowed participating schools to reduce food waste by up to 50%, demonstrating that more careful management of school canteens can make a big difference both for the environment and for the health of students.

Many schools have also launched school composting initiatives, using food waste from canteens to produce natural fertilizers to be used in educational gardens. This approach makes it possible to link waste reduction to the enhancement of natural resources, teaching children the value of circularity in the economy.

Circular economy projects

The circular economy is a development model that aims to reduce waste and maximize the reuse of resources; It is a concrete alternative to the linear model of production and consumption. In Italy, several schools and institutions have adopted circular economy strategies to transform waste into new learning and sustainability opportunities, experimenting with innovative projects that focus on reuse and recycling.

One of these is “RicicloLab”, an initiative that transforms waste into new resources: students collect waste materials such as paper, plastic and textiles and use them to create new handicrafts or educational materials. This project not only reduces the environmental impact, but also develops the creativity and dexterity of the students.

Among the most innovative examples, there is also the “Circular Schools” project, promoted by the Ministry of Ecological Transition in collaboration with universities and companies in the green sector. This program provides tools and methodologies to integrate the principles of the circular economy into school activities, through the recovery of materials and the creation of new products from waste.

Another successful experience is represented by the “Circular Gardens” project which integrates the practice of composting with the cultivation of vegetables in schoolyards. Students learn about the life cycle of organic waste and its reuse as natural fertilizers, promoting a more sustainable management of resources.



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Some Italian municipalities have experimented with school barter, an initiative that allows students to exchange used books, clothing and school supplies, reducing consumption and encouraging the culture of reuse.

Other schools, again, have started collaborations with local companies for the recovery and reuse of obsolete technological materials. The “E-waste School” project teaches students how to disassemble old electronic devices, recovering useful components and properly disposing of non-recyclable parts.

The examples collected and observed in this chapter show that it is possible to transform schools into sustainability laboratories, actively involving students, teachers and families.

These experiences offer valuable insights that can inspire the creation of the Green Camp model. Here are some of them:

- Integrated educational approach: transforming the school into a laboratory of sustainability, where theory and practice meet to educate to ecological behaviour, involving students, teachers and families.
- Awareness of responsible consumption: promoting daily actions that highlight the importance of sustainable choices, reducing waste and favouring reuse and recycling.
- Awareness-raising projects: organize initiatives that inform and motivate the entire school community, fostering a culture of environmental responsibility.
- Waste reduction: implement practical strategies to minimize waste production and encourage separate collection and recycling.
- Circular economy: experimenting and adopting models that close the material cycle, enhancing the reuse and regeneration of resources.
- Community involvement: extend activities beyond the classroom, involving the territory and families to create a network of collaboration and sharing of good practices.
- Concrete and participatory activities: encourage active participation through projects that allow students to experiment with innovative solutions in the environmental field.
- Replicable models: build a model that integrates the best practices observed and that can be easily adapted to different school realities, ensuring a widespread dissemination of environmental education.



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8. Innovative technologies and tools

Environmental education, like any field, is going through a boundless transformation thanks to technological innovation. If once respect for the environment was transmitted through books and lectures, today the new generations can learn in a dynamic and experiential way, using digital tools that make sustainability more concrete and accessible. From virtual reality, which allows you to explore distant ecosystems, to educational games that teach the value of recycling, to online platforms that offer interactive courses on biodiversity, technology is opening up new ways to involve students and citizens in an active path of environmental awareness.

Digital tools and innovative technologies improve the quality of learning and have a direct impact on daily behaviour. Apps that encourage sustainable actions, digital simulations on the effects of climate change and immersive experiences that show the fragility of ecosystems raise awareness among people to make more responsible choices for the future of the planet.

Use of digital platforms for environmental education

With increasing awareness of ecological issues and the urgency of forming more responsible citizens, educational institutions, universities and research institutions are adopting advanced digital tools to make learning more accessible, engaging and effective. Digital platforms, thanks to their ability to combine multimedia content, interactive simulations and practical activities, are powerful tools for integrating sustainability teaching into formal and informal educational pathways.

Types of digital platforms for environmental education:

1. E-learning platforms

Digital platforms offer online courses, webinars and interactive learning materials to explore environmental issues in a flexible way. An example is MOOCs (Massive Open Online Courses), online courses open to all, which allow students to learn through videos, tests, forums and interactive materials. In Italy, EduOpen, an initiative of public universities, offers courses on sustainability, climate change and natural resource management.

Other platforms such as FutureLearn and Coursera host courses taught by prestigious universities worldwide, allowing students, teachers and citizens to update themselves on environmental issues with the support of experts in the field.

2. Environmental monitoring and citizen science tools



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Digital technologies are not limited to theoretical training, but also allow environmental data to be collected and analysed in real time. Through dedicated software and applications, schools and citizens can monitor parameters such as air quality, energy consumption and local biodiversity.

Citizen science projects, which directly involve citizens in the collection and analysis of environmental data, are increasingly widespread. One example is iNaturalist, a free platform, both web and app, which allows users to report observations on local flora and fauna, contributing to scientific research and raising awareness of biodiversity conservation.

3. Learning communities and collaborative platforms

Environmental education is also enriched through collaboration and discussion between students, teachers and experts. Platforms such as Eco-Schools and eTwinning encourage the exchange of experiences between schools in different countries, promoting joint educational projects and stimulating the active involvement of students in sustainability initiatives.

A concrete example is the Eco-School Italia program, which allows schools to monitor their ecological footprint, access up-to-date educational resources and share good practices with other Italian and international schools.

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There are many Italian schools that are progressively adopting digital tools to support environmental education. A significant initiative at national level is the National Digital School Plan, promoted by the Ministry of Education, which provides teachers and students with innovative teaching materials and specific sections dedicated to sustainability.

Targeted initiatives are also being developed at the regional level. In Emilia-Romagna, for example, the “Sustainability at School” portal collects educational resources and projects on the ecological transition. In Lombardy and Tuscany, digital programs have been launched which, thanks to the use of interactive tools, allow schools to monitor and reduce their environmental impact.

The use of digital platforms represents an extraordinary opportunity to transform environmental education into a dynamic, personalized, inclusive and always up-to-date training experience, capable of training a new generation of citizens who are attentive and responsible for the environment.

To develop the full potential of this tool, however, it will be essential to invest in technological accessibility and teacher training, so that digital environmental education can reach an



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increasing number of students and citizens, contributing to the spread of a more deep-rooted and conscious culture of sustainability.

Educational apps and games about sustainability

The use of educational apps and digital games is also growing considerably as a method of raising awareness among young people about environmental sustainability. These tools, in fact, combine theoretical learning with practical and playful experiences, facilitating the understanding of complex concepts in an engaging, interactive and fun way through play.

Environmental education requires an innovative approach to be effective, especially among the younger generation. Gamification, i.e. the integration of typical game elements (challenges, prizes, levels, missions) into knowledge acquisition processes, helps to make sustainability issues more attractive. This method promotes active student involvement, improving the memorization of concepts and encouraging responsible behaviour in daily life.

Effective examples of applications developed or adapted to meet educational needs include:

- **EcoGame:** an app developed as part of national educational projects that teaches children to reduce waste and make sustainable choices through quizzes, interactive missions and challenges between users. This application is often used in Italian primary schools as a support for environmental education.
- **AWorld:** official app promoted by the United Nations to encourage sustainable actions. It allows users to monitor their environmental impact and receive practical advice on how to reduce it.
- **Recycle Coach:** a useful tool to learn about the rules of separate waste collection at local level, raising awareness among students on the importance of recycling and proper waste disposal.
- **OroEco:** helps users calculate and reduce their ecological footprint with practical advice and virtual rewards.
- **WWF Together:** offers interactive experiences on biodiversity and endangered species, enriching students' knowledge of conservation issues.
- **Recyclize:** an app designed to help users improve separate waste collection, providing detailed information on waste disposal rules in the various Italian municipalities.



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- **GreenApes:** a social platform that rewards users for their sustainable actions, turning sustainability into a shared challenge.

In addition to apps, educational video games represent an even more immersive opportunity for learning about sustainability. Among the most interesting examples we find:

- **Minecraft Education Edition:** an educational version of the popular game that includes modules dedicated to sustainability, where students can explore virtual ecosystems, simulate climate change and learn strategies for managing natural resources.
- **Mission Earth:** an educational video game developed by national bodies for schools, in which children have to face environmental challenges such as reducing pollution and managing energy resources.
- **Planet Play:** a serious game designed to raise awareness among young Italians on the issues of circular economy and respect for the environment, through puzzles and practical tests.
- **MeteoHeroes:** an educational video game created in Italy that teaches children the basics of meteorology and ecology through interactive missions.

Virtual/augmented reality experiences in environmental learning

We examined the role of digital platforms in environmental and sustainability education, as well as the use of games and apps to engage students on these issues in an interactive way. A further development in the way of acquiring environmental awareness is represented by immersive technologies, which are able to offer unique experiences that allow users to explore and understand sustainability in innovative ways. These technologies are particularly suitable for teaching concepts related to the environment, as they offer a visual and three-dimensional representation that stimulates curiosity and interaction. Through these technologies, it is possible to observe distant ecosystems, understand the consequences of climate change and interact with natural elements in a direct and engaging way.

An example of a VR application for environmental learning is **Google Expeditions**, which allows you to take virtual tours in natural environments such as coral reefs and rainforests. This tool allows teachers and students to “immerse” themselves in an ecosystem or virtually explore an art gallery or museum without having to leave the classroom, facilitating the understanding of complex concepts related to ecology and conservation.



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In Italy, some schools have already started experimenting with the use of VR. For example, the St. Louis School in Milan has launched a pilot project that integrates VR into the educational process. Students use 3D viewers and gloves with sensors to interact in virtual environments that replicate classrooms, laboratories, museums and other places of education.

Another significant initiative is “**The R-Evolution Park**”, a project developed in collaboration with WWF Italy. This VR digital classroom is designed to support the teaching of civic education, with a focus on education for sustainable and environmental development. Through immersive experiences, students can explore issues related to sustainability, making the concept more concrete and stimulating greater environmental awareness.

In addition, the **School Plan 4.0**, part of the National Recovery and Resilience Plan (PNRR), provides for the transformation of at least 100,000 classrooms into innovative learning environments. This includes the integration of digital technologies such as virtual reality, with the aim of improving the educational experience and addressing issues such as environmental sustainability.

At the European level, a project worth mentioning is **ClimateVR**, an initiative that makes it possible to visualize the impacts of global warming in different regions of the planet. Users can observe how sea levels rise, how forests disappear due to deforestation and what solutions are available to mitigate these problems. This visual and interactive approach helps to better understand the complexity of the climate crisis and the actions needed to combat it.

If VR allows 360-degree immersive experiences, augmented reality enriches the real world with superimposed digital information. This technology is finding an increasingly wide application in museums, nature parks and schools.

Thanks to augmented reality apps, students can get additional information about natural elements simply by framing them with their mobile device. For example, in some natural science museums, AR allows you to “see” dinosaur skeletons come to life or explore the different geological layers of a mountain. In natural parks, on the other hand, AR applications make it possible to identify plants and animals and receive real-time explanations of their role in the ecosystem.

Among the augmented reality apps already used in Italian schools is **Google Expeditions**, which allows students to participate in virtual tours and explore 3D objects. This tool, which we have already seen before in its VR version, helps teachers guide students through collections of 360° scenes and interactive objects, making learning about environmental issues more engaging.

Another interesting application is **CoSpaces Edu**, a platform that allows students to create and program augmented and virtual reality worlds. This tool not only stimulates creativity, but also



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helps students develop digital skills and better understand natural and environmental phenomena.

Finally, **Metaverse** is an app that allows teachers to create personalized AR experiences, such as interactive quizzes and educational scavenger hunts. This type of activity makes learning more dynamic and allows students to deepen their knowledge of the environment in a playful and immersive way.

Digital platforms allow for continuous and diverse content consumption, apps stimulate learning through play and VR/AR experiences offer an immersion that can hardly be matched by traditional methods.

This technological transformation is partly incentivized by public and private projects, such as those linked to the National Recovery and Resilience Plan (PNRR), which include specific investments in educational innovation, with a focus on sustainability. Technologies, especially VR and AR, are therefore not only learning tools, but also means to spread a culture of sustainability throughout society.



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9. Student engagement

Environmental education is not just a matter of transmitting knowledge, but a real experience of personal and collective growth. In order for young people to internalize the principles of sustainability and apply them in their daily lives, they must be actively involved in the educational process. The involvement of students takes shape when they become protagonists of teaching activities, making decisions, developing solutions and putting into practice the knowledge acquired.

An effective educational model must take into account different age groups, adopting tailor-made approaches that reflect the cognitive and emotional abilities of each student. The role of the school community and territorial networks is, instead, to create a stimulating environment, in which learning is not confined to classrooms, but extends to shared spaces and direct experiences. In this chapter we will analyse the most effective strategies to promote student engagement, peer-to-peer approaches that encourage collaboration and autonomy, as well as some concrete examples of projects implemented in Italian schools, with particular attention to the approaches used and the results achieved.

Effective strategies for engaging different age groups

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Involving students in an active and conscious way in environmental sustainability issues means stimulating their curiosity, making them participants in decision-making processes and transforming them into agents of change. To do this, it is necessary to adopt strategies that consider the specific characteristics and learning methods of each age group according to the cognitive, emotional and cultural characteristics of each group.

Primary school

Primary school, commonly called elementary school, in the Italian system, represents the first level of the first cycle of study of compulsory education and lasts five years, from 6 to 11 years. For these younger students, environmental education must be done in a playful and visually engaging way. Children assimilate concepts better through direct experience, play and storytelling. The most effective activities include:

- **Experiential workshops:** the creation of school gardens and participation in creative recycling projects teach children the value of nature and resources.
- **Gamification:** digital applications, board games and prize courses make learning about sustainability more engaging.



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- **Tales and fairy tales:** the symbolic language of stories helps to internalize complex concepts such as ecological balance and respect for the environment.

Lower secondary school

The lower secondary school, or middle school, in the Italian system, represents the second level of the first cycle of study of compulsory education, following primary school. It lasts three years, from 11 to 14 years old, with the exception of having started elementary school a year earlier or later. At this age, students begin to develop autonomy and critical thinking. Effective strategies include:

- **Active citizenship projects:** organization of ecological days, awareness campaigns and environmental volunteering initiatives.
- **Immersive technologies:** virtual and augmented reality experiences allow you to explore ecosystems and simulate the effects of climate change.
- **Interdisciplinary approach:** the integration of sustainability into STEM/STEAM disciplines helps to understand environmental problems from a scientific and technological perspective.

Upper secondary school

In the Italian school system, the upper secondary school, commonly known as high school, represents one of the two paths in which the second cycle is divided, of which it is part with vocational education and training (leFP). Both paths are recognized as valid for the purpose of fulfilling, for the first two years, the compulsory education which provides for compulsory education and training for at least 10 years of attendance, up to the age of sixteen. The courses of second-cycle education have a five-year duration and the student completes this cycle of studies generally from the age of 14 to 19.

Young people in this age group are more motivated if the proposed activities have a practical aspect and are linked to their professional future.

- **Pathways for Transversal Skills and Orientation (PCTO):** collaborations with companies and NGOs for real training experiences in the field of sustainability.
- **Debates and simulations:** comparisons on environmental issues that develop argumentation and critical thinking skills.
- **Green entrepreneurial projects:** creation of school start-ups to develop innovative solutions related to sustainability.



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For adults and professionals, engagement strategies focus more on approaches based on **experiential learning** and **collaboration with experts in the field**. A significant example is the “Green Jobs” program, promoted by the Lazio Region, which offers professional training courses focused on ecological skills, such as energy management and the green economy. These programs foster a type of involvement that goes beyond information, stimulating a change of mentality also in the work context.

Participatory approaches and peer-to-peer learning

Peer learning is a powerful tool for active student engagement. These are methodologies that emphasize collaborative peer learning, where students not only learn from teachers, but also from their peers, making the entire educational process more dynamic. Being directly involved in the transmission of knowledge strengthens the sense of responsibility and stimulates collaboration. Environmental education, in particular, benefits greatly from this type of approach, as ecological issues are inherently collective and require cooperative solutions. Some key tools for applying peer learning in this area include:

- **Peer tutoring:** older students support younger students in environmental activities, such as managing a school garden or carrying out circular economy projects. This approach creates a cooperative learning environment where knowledge is shared spontaneously and naturally.
- **Shared working groups and workshops:** working together on a sustainability project, for example the creation of a plan to reduce waste at school, promotes problem solving and the development of soft skills such as leadership and teamwork.
- **Use of digital platforms:** thematic forums, blogs managed by students and social channels dedicated to sustainability allow you to exchange ideas, document experiences and disseminate good practices outside the school environment.

An example of a participatory approach is given by the “Plastic Free Schools” project launched by Legambiente. In this project, primary and secondary school students are actively involved in promoting local initiatives to reduce the use of plastic, particularly in school contexts. Students not only learn about the damage caused by plastic, but also become protagonists in raising awareness among their peers, teachers and families, generating a real culture of sustainability that starts with young people and extends to the entire school community.

Another example of peer-to-peer learning in the environmental field is represented by the “GEE Project – Green Energy Education” in which high school students participate in laboratories, workshops and activities that see them involved in the design of eco-sustainable solutions for the schools themselves. Each student becomes an “ambassador” of sustainability, teaching their



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classmates how to reduce the energy impact of school facilities through the adoption of more efficient practices.

Examples of student-led projects

Over the last few years, many Italian schools have launched innovative projects in which students are the protagonists of change. Student-led projects are among the most effective in developing a deep understanding of environmental issues and promoting active participation. These projects offer students the opportunity to be not only passive recipients of information, but protagonists of concrete changes, applying the knowledge acquired in real contexts.

1. E.ON Schools Project 2024–2025

Among the most recent initiatives, the E.ON Schools 2024–2025 project, promoted by E.ON Italia, involves primary and secondary school students in activities to explore biodiversity and renewable energy, culminating in a campus where young people will discuss sustainable solutions for the future. The aim of the project is to support teachers in educating on the issues of environmental sustainability and biodiversity. One of the main activities is the “Discovering biodiversity” challenge, which invites classes to create compositions using natural elements collected in the vicinity of the school, representing insects, animals or plants whose lives are facilitated by renewable energy. The winning class will receive a renewable energy experiment kit, while all participating classes will receive a biodiversity calendar with monthly activities and trivia. The project also includes experiences in the area, such as excursions in woods and city parks to explore local biodiversity and understand the importance of its conservation. Students participate in outdoor workshops and use personalized notebooks to jot down their findings, promoting a hands-on approach to caring for the environment. The 2024–2025 edition will end with a campus at “Cascina Costa Alta” in the province of Monza Brianza on 4 and 5 April 2025. During these two days, students from secondary schools and universities will participate in debates and practical activities on topics related to energy, sustainable future and technological innovation.

2. Gormiti – The New Era

Another important initiative is Gormiti – The New Era, funded by the National Consortia for the Recycling of various materials, which has made sustainability more accessible to primary and secondary school children through beloved characters, raising awareness of separate collection and recycling. The initiative was promoted by the Frasassi Caves in collaboration with Rainbow and Giochi Preziosi, transforming learning the values of



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nature protection into a game. The aim of the project is to involve students on environmental issues, encouraging good behavioural practices and concrete actions to protect the planet. The Gormiti thus become ambassadors of sustainability, facilitating learning through play and interaction.

3. Planet Clara

The Pianeta Clara project, promoted by CLARA S.p.A., has focused on the conscious management of waste with practical workshops and engaging educational paths for students of all ages. The goal is to educate young people on proper waste management, promoting reduction, reuse and recycling and raising awareness of environmental issues related to sustainability.

4. Environmental education and sustainability education proposals of the Lombardy Region

The Lombardy Region has launched an initiative to provide funding to schools and institutions that develop innovative ecological awareness projects. This initiative aims to promote environmental education and sustainability through projects that actively involve students, encouraging participation and taking responsibility in environmental protection.

5. Green Community – RiGenerazione Scuola

Finally, the Green Community – RiGenerazione Scuola, supported by the Ministry of Education and Merit, has launched project paths open to schools of all levels. The initiative encourages the sharing of sustainable skills and practices, transforming schools into sustainability laboratories and promoting a culture of change that spreads among peers and in the community.

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The key to the success of these initiatives lies in the adoption of dynamic, inclusive and replicable educational models, which transform schools into real laboratories of sustainability. The autonomous management of projects by students favours the assumption of responsibility and the creation of a culture of change, easily spread among peers and in the community.

All the examples provided share some elements that determine their value and that can be useful for the construction of a new engaging and lasting educational model:

- Clear and measurable objectives on sustainability and biodiversity.
- Practical activities such as workshops, excursions and concrete projects.
- Interactive teaching material (educational kits, thematic calendars, notebooks).



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- Collaborations with organizations and companies that are sustainable in terms of resources and expertise.
- Playful and engaging approach (characters, prizes, educational games).
- Synthesis and discussion events to put into practice and share ideas.
- Empowerment of the school community (teachers, families, students).
- Flexibility and adaptability to the specific needs of different schools.
- Long-term sustainability with easily replicable activities.
- Monitoring and evaluating progress
- Feedback to continuously improve the model.



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10. Impact assessment

Innovative and effective models and approaches to education for environmental sustainability and responsible consumption cannot be separated from an accurate assessment of their impact on students and the community. Understanding the long-term effects of educational programs and initiatives allows you to improve the strategies adopted and make learning more effective and meaningful. In this chapter, we analyse the methods of measuring the effectiveness of programs, indicators of behavioural change in students and some case studies that illustrate the long-term impact of active educational initiatives in the context of environmental sustainability.

Methods for measuring the effectiveness of environmental education programs

Measuring the effectiveness of an educational program on environmental sustainability requires a multidimensional approach, which considers not only the knowledge acquired by students, but also the changes in their behaviours, attitudes and, more generally, in their perception of the relationship between the individual and the environment.

Assessment tools

The tools used to measure the impact of educational programs can be qualitative, quantitative, or a combination of both:

- **Pre- and post-experimentation questionnaires:** they allow to detect changes in students' knowledge, attitudes and behaviours before and after the program.
- **Direct observations:** educators, researchers and educators can monitor student engagement in activities and assess changes in daily behaviours.
- **Focus groups and interviews:** involving students in structured discussions helps to understand their point of view and to grasp elements that are difficult to measure with quantitative methods.
- **Analysis of school environmental data:** monitoring waste production, energy consumption and eating habits can provide objective indicators of change.
- **Student diaries and portfolios:** they allow you to trace the learning path and collect personal reflections on the topics covered.

The integration of these tools allows a more complete and reliable evaluation of the effectiveness of educational programs in multiple aspects. While quantitative data (such as questionnaire results) can provide objective and easily comparable measures, qualitative approaches (such as



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interviews and focus groups) allow us to understand the emotional and perceptual dimension of change, which is equally useful for understanding how young people relate to the issue of sustainability.

In addition, the combination of objective and subjective methods allows for richer, more comprehensive and nuanced data to be collected, which not only reveals the effectiveness of the program but also suggests areas for improvement. For example, although students may show an improvement in their knowledge through questionnaires, it may emerge that their motivation to put sustainable behaviours into practice is not yet strong. If so, focus groups could reveal emotional or social barriers that prevent change, such as peer pressure or a lack of support at home.

In some educational programs, students are encouraged to actively participate in the collection and analysis of environmental data, as an integral part of the learning process. This approach, which makes students protagonists of the assessment itself, not only helps them to better understand sustainability concepts, but also motivates them to make informed and responsible decisions. Some schools have also used innovative technologies, such as apps or digital platforms, to monitor the school's energy consumption or CO2 emissions, involving students in "citizen science" activities that have a direct impact on the community.

Indicators of Behavioural Change in Students

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Environmental education programs, when well-structured and implemented, not only offer students a theoretical understanding of natural environments and their problems, but above all aim to translate this knowledge into concrete actions. Students' behavioural change is therefore a primary objective, to be measured through specific indicators that allow the effectiveness and impact of these initiatives to be monitored.

Behavioural **change indicators** make it possible to assess whether the information learned during the educational program actually transforms into more sustainable behaviours in daily life. Some of these indicators are tangible and easily measurable, while others require a more qualitative analysis of changes in students' attitudes and values.

Some of the key indicators include:

1. Adherence to sustainable practices

One of the most direct and visible indicators of behavioural change is the adoption of sustainable practices by students. This can include everyday behaviours, such as using reusable water bottles instead of single-use plastic bottles, or committing to reducing the consumption of packaged goods. Another tangible example is the adoption of separate waste collection in schools, where students are called upon to correctly separate paper,



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plastic, glass and organic waste. These behaviours not only reduce the environmental impact but also testify to the assimilation of concepts related to sustainability, such as reuse, recycling and waste reduction.

In addition, the reduction of the use of paper and the adoption of greener technologies such as electronic devices for teaching are another aspect to insist on. The shift to sustainable practices can be measured, for example, by tracking the number of students who prefer environmentally friendly solutions, such as the use of reusable cups instead of disposable cups.

2. Increased participation in environmental initiatives

Another important indicator of change is the increase in student participation in green initiatives. These activities can take place inside or outside the school environment and include concrete actions such as land clean-up campaigns, reforestation initiatives and climate change awareness projects. When students become promoters of these events or actively participate in them, there is a growing commitment to caring for the environment.

Participation in active citizenship projects, such as the creation of school gardens or air quality monitoring, is also a positive sign, as it reflects not only the acquisition of knowledge, but also the willingness to apply it in practical and collective contexts. The creation of a student volunteer network for the environment can be another sign of how an educational program stimulates the school community to take concrete action.

3. Changing food choices and consumption

Environmental education programs often also touch on the food aspect, as daily choices, such as the consumption of packaged products, have a significant impact on the environment. Raising awareness of the ecological impact of eating habits can lead to a change in food preferences, such as a shift to a healthier diet or food choices with a low carbon footprint. Students who become aware of the effects of their choices, such as greenhouse gas emissions or pesticide use, are more inclined to make sustainable food choices.

In many schools, the effect of these changes is monitored through food choices in school canteens, where the introduction of environmentally friendly and organic foods, such as local vegetables and legume dishes, is promoted. In addition, the adoption of 0 km menus and the reduction of food waste are further positive signs of a profound change in students' daily behaviour.

4. Changes in ecological values and attitudes



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One of the most difficult aspects to measure, but equally important, is the change in students' ecological values and attitudes. Changing attitudes towards the environment takes time, but when it occurs, it represents a lasting and profound change. Students who develop greater ecological sensitivity, for example regarding biodiversity, climate change and the conservation of natural resources, witness long-term educational success. The difficulty of measuring these attitudes makes it even more important to use qualitative assessment tools, such as interviews, focus groups and questionnaires, which can provide an overview of changes in mental and psychological behaviour.

An example of an initiative that has had a lasting impact on students' attitudes is the "Green School" project, which has promoted sustainable practices in various areas: waste management, sustainable mobility, responsible use of energy and water, as well as raising awareness on the issue of food waste. The results obtained, such as the reduction of CO₂ emissions, are not only the result of immediate behaviour, but also of a profound change in the ecological vision of students.

It should be emphasized that behavioural changes are not always immediate or easy to detect. Some changes can emerge slowly, through small daily gestures that, added together, determine a significant impact. In addition, the participation of parents and the local community in environmental education programs can greatly amplify the effect of such initiatives, creating an environment of support and positive reinforcement for students.

Long-term impact case studies

Sustainability education translates into concrete and lasting actions when programs are able to profoundly affect the behaviours of students and communities. To better understand the long-term impact, it is useful to look at some national projects that have produced significant results with a lasting impact on the daily habits of students and families.

One of the most interesting cases in this area is the **"Nudge for Sustainability in Schools" project**, which introduced the "nudging" approach, i.e. the use of "gentle nudges" to encourage ecological behaviour without resorting to prohibitions or impositions. The use of visual cues and motivational messages in the participating schools has increased adherence to sustainable practices such as separate waste collection and energy saving, with results that have been maintained over time. The initiative, managed by INDIRE, has also had a significant impact in raising awareness among Italian schools towards a culture of sustainability. The effectiveness of these interventions has been compared to that of legislative impositions, making them powerful tools in the fight against climate change.

Another example is **"Let's colour our future"**, a project that involved students in practical activities related to the environment, such as the creation of school gardens and participation in



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recycling awareness campaigns. Implemented in several Italian schools, this program gave students the opportunity to learn about environmental responsibility through direct experiences, improving ecological awareness not only at school but also in their communities.

Another virtuous and effective project, **“The role of bees for the environment”**, focused attention on the importance of bees for biodiversity and on the commitment to the care of these fundamental pollinators. The schools that participated in this initiative, organized by Sanoma Italia, hosted school apiaries and organized practical activities such as hive building. These experiences raised awareness among students of the need for sustainable agricultural practices and helped raise awareness of the importance of protecting these vital insects for the ecosystem.

Furthermore, as part of the Food Policy of the Municipality of Milan, the **“Food Trails”** project has had a positive impact on the reduction of food waste in school canteens. Through changes in the layout of the refectories and in the presentation of food, responsible consumption behaviours have been encouraged. The changes introduced have led to a significant decrease in waste, demonstrating the effectiveness of nudging techniques in directing more sustainable behaviours even in everyday contexts such as food. This project, promoted by the Municipality of Milan, has strengthened awareness of the value of food and the importance of reducing waste.

The **“FUN VEGE-TABLES”** project also explored the use of nudging to promote the consumption of vegetables and legumes among students. By changing the arrangement of food in school canteens and implementing educational activities on healthy food, an attempt was made to positively influence the food choices of young people. The results showed that small changes in the school environment, such as the position of vegetables in the buffet, can lead to a significant improvement in eating habits. This project, supported by the University of Milan, the Catholic University of the Sacred Heart and the National Research Council (CNR) has shown that food choices can be positively oriented with simple but targeted interventions.

The Green Nudge project **“MAN-NUDGE to climate change!”**, promoted by the volunteer association MLAL Trentino Onlus, which involved groups of students in an innovative event called “Nudgethon”, in which participants devised practical solutions to improve sustainability in schools. The proposals, which included interventions on energy saving, sustainable mobility and redevelopment of school spaces, stimulated the creativity of the students, making them become active protagonists in the promotion of sustainability. The project has helped to raise awareness among the new generations and has encouraged the adoption of ecological practices, thus formulating good practices for schools.

We also want to include among the case studies **“The Hinge. The gentle push at the service of sustainability”**. This is not a project, but the book written by Irene Voi, which has inspired



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numerous Italian schools to adopt nudging as a tool to promote more sustainable behaviour. A zipper is a concept that reduces the distance between what we want to be and what we are, recognizing that our actions are often not consistent with our desires. This book is a journey to discover the “nudge”, to explore the biases, heuristics and elements necessary to facilitate more informed and better choices. It is a real review of ideas based on a social technology that, without requiring economic investments or material and energy resources, is only nourished by the courage of ideas and curiosity about the behaviour of others. Schools that have chosen to adopt this book as part of their teaching materials have done so to encourage, among other things, the reduction of plastic use and the promotion of sustainable means of transport. This choice has had a positive impact, helping to create a culture of sustainability within schools and strengthening the link between education and daily practices.

Finally, the **“Schools for Sustainable Development”** project, promoted by the SEED network (Schools for Education for Sustainability and Development), offered schools tools and quality criteria to develop educational programs focused on sustainability. This approach has contributed to the spread of Eco-schools in Italy and abroad, allowing students to acquire their own vision and planning in the environmental field. The schools involved worked closely with local communities, encouraging environmental protection and the adoption of sustainable practices.

Other projects, such as those dedicated to outdoor environmental education, have proposed practical activities in direct contact with nature. This type of educational approach, which stimulates greater ecological awareness, allows students to develop a stronger connection with the natural environment.

All these projects demonstrate how sustainability education, through practical and innovative approaches, can sustainably influence the behaviour of students and their communities, helping to create a widespread and conscious culture of sustainability.



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11. Challenges and opportunities

Environmental education is a field that has seen a growing interest in educational and political strategies at national and international level, with the aim of raising awareness among the new generations about ecological challenges, promoting sustainable and conscious behaviour. In Italy, as in the rest of the world, significant progress has been made, but there are still several structural, cultural and practical obstacles to be overcome for a homogeneous and systematic dissemination of this education. At the same time, there is a lot of potential for innovation, especially thanks to digital resources and the growing participation of institutions and civil society. In this chapter we aim to analyse the main challenges that limit the spread of environmental education and to explore opportunities for improvement and innovation to make sustainability learning more effective.

Barriers to the implementation of environmental education

Initiatives and programs dedicated to environmental education are widespread, however full integration into school curricula is not without critical issues. Although there are numerous school projects and extracurricular activities aimed at raising environmental awareness, these often fail to have a structural and uniform impact on the education system. The discretion left to schools in managing these initiatives leads to a fragmented situation: some institutions are at the forefront of adopting sustainable practices, while others struggle to integrate even the most basic concepts of environmental education.

Another difficulty is related to the perception of sustainability as a secondary subject compared to traditional disciplines. In Italian schools, environmental education is often treated episodically, through specific projects or thematic weeks, instead of being permanently integrated into the educational curriculum. This approach risks reducing the impact of learning, preventing students from developing true environmental awareness applicable in daily life.

Finally, the lack of a system for monitoring and evaluating educational programs focused on sustainability makes it difficult to measure the effectiveness of initiatives and correct any critical issues. Without clear analysis tools, it is difficult to identify best practices and disseminate them on a national scale.

If we go more specifically, there are also other obstacles:

a) Institutional and regulatory barriers

In Italy there is a lack of unambiguous legislation that makes environmental education mandatory and systematic in all schools. Although Law 92/2019 introduced civic education with a focus on sustainability, the approach remains fragmented and often



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left to the discretion of individual educational institutions. In addition, the absence of detailed and binding guidelines limits the effectiveness of existing initiatives.

b) Teacher training and refresher courses

There is no specific training for teachers. Many teachers do not have the necessary skills to deal with environmental issues in an in-depth and interdisciplinary way. In Italy, training programs such as those promoted by MIM, Legambiente and WWF Italy have been launched, but their diffusion is still limited. In addition, there is no training obligation for teachers on these issues, which makes effective and uniform implementation difficult.

c) Lack of resources and teaching materials

Many schools struggle to integrate environmental education due to the lack of economic resources and adequate teaching materials. Access to labs, field experiences and interactive technology tools is often limited. In addition, the school time spent on these activities is reduced compared to other disciplines, hindering a complete education.

d) Limited community involvement

Environmental education cannot be effective without the active involvement of local communities. However, many schools do not have the tools or expertise to develop partnerships with local authorities, environmental associations and companies committed to sustainability. The gap between school and territory reduces the effectiveness of practical projects and immersive experiences.

e) Cultural resistance and lack of awareness among the teaching staff

Another obstacle in Italy is cultural resistance from the teaching staff, who often do not recognize the urgency of an education that promotes sustainability. According to a study conducted by the Institute for Research on Environmental Education (IREA), in many Italian schools the topic of environmental education is seen as an accessory subject, rather than as an educational imperative. In many cases, teachers do not feel prepared to teach these topics in an effective and engaging way and incorporating environmental education into the school curriculum can be difficult to implement in an already content-dense curriculum.

Areas of potential improvement and innovation

Despite the obstacles listed above, environmental education is a booming field, thanks to increased public attention and the emergence of innovative teaching solutions. As we anticipated, the growing interest from institutions, companies and non-governmental



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organizations has led to the development of new methodologies and tools that can significantly improve the teaching of sustainability. An increasing number of schools have begun to invest in experimental and innovative educational practices, which make it possible to overcome existing critical issues and offer students a more engaging education that can be applied to everyday reality.

The evolution of digital technologies, the interdisciplinary approach and the strengthening of collaborations between schools and the territory represent some of the most promising strategies to make environmental education more effective and widespread. Some key areas for improvement include:

a) Digitalisation and innovative tools

New technologies can support environmental learning by making it more interactive and engaging. The use of augmented reality, serious games and digital educational platforms allows students to explore complex concepts in a dynamic way. Initiatives such as the “Imparambiente” program and the educational apps developed by ISPRA are already demonstrating the effectiveness of these tools. In addition, the dissemination of educational content through e-learning platforms could further expand access to quality educational resources, overcoming geographical barriers.

b) Interdisciplinary teaching models

Environmental education can be more effective if it is integrated across disciplines. A STEAM (Science, Technology, Engineering, Art and Mathematics) approach allows environmental issues to be addressed in a systemic way, fostering greater understanding and practical application. In addition, the adoption of project-based learning methods (Project-Based Learning) and problem-based learning (Problem-Based Learning) can stimulate in students a more active participation and a sense of responsibility in finding concrete solutions to environmental problems.

c) Strengthening of teacher training

Graduate courses, university master’s degrees and continuing education programs can provide practical tools for teaching sustainability effectively. Models such as the master’s degree in Sustainability Education at the University of Bologna or the Epale courses and resource kits on environmental sustainability are virtuous examples to be expanded.

d) Creation of school-community networks

Collaborations between schools, institutions, companies and NGOs can facilitate the implementation of practical projects and experiential paths. Programs such as “Green



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School” and “Orto in Condotta” have shown how community involvement makes environmental learning more effective and long-lasting.

e) Incentive and financing policies

The strengthening of public funds for environmental education projects can encourage the adoption of sustainable practices in schools. Incentives for the creation of school gardens, the reduction of the ecological footprint of schools and teacher training can help to overcome current barriers.



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12. Conclusions and recommendations

The analysis conducted in this report highlighted the growing importance of environmental education and sustainability within the Italian school system. The best practices examined demonstrate how an experiential, interdisciplinary and participatory approach can foster more effective and lasting learning, helping to train a generation of citizens who are aware and active in environmental protection. The Green Camp project is part of this context as an innovative initiative that aims to integrate existing good practices into a replicable and scalable educational model.

Summary of best practices identified

The best practices that emerged from the analysis can be divided into some main macro-areas:

1. **Experiential approach:** engaging students in hands-on activities, such as environmental workshops, school gardens and composting programs, fosters active and mindful learning.
2. **Transversal integration of sustainability into the school curriculum:** sustainability must be treated not as a topic in its own right, but as a transversal element across different disciplines, from a scientific, historical, economic and social point of view.
3. **Community involvement:** successful initiatives see close collaboration between schools, families, local authorities and associations, creating a support network for environmental education.
4. **Use of technology:** digital tools, educational apps, online platforms and immersive technologies such as VR and AR make environmental education more accessible, engaging and interactive.
5. **Circular economy and waste reduction:** projects such as creative recycling, school barter and the recovery of obsolete technological materials teach students the importance of sustainable resource management.
6. **Participatory and peer-to-peer methods:** participatory and peer-to-peer activities, in which older students teach younger students or engage in collective activities, are examples of how to create a collaborative learning environment, which stimulates individual and collective responsibility towards the environment. The direct involvement of students in practical projects, such as planting trees, managing school gardens, or carrying out awareness campaigns, offers them not only theoretical knowledge, but also practical experience that motivates them to be agents of change.



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7. **Enhanced teacher training:** specific sustainability training programs and training programs help faculty effectively convey these concepts to students.
8. **Participatory and peer-to-peer methods:** another key element is the use of participatory methods, where students are not only passive recipients of knowledge, but become protagonists of their learning process.

Tips for adaptation and implementation in the Green Camp project

Based on the best practices identified, the Green Camp project model can be adapted and implemented effectively by following these guidelines:

1. **Creation of interdisciplinary educational pathways:** integrating environmental education modules within existing subjects (science, mathematics, history, economics), adopting a STEAM approach to develop transversal skills.
2. **Development of practical workshops:** promoting direct experiences such as the cultivation of school gardens, the management of composters and the implementation of circular economy projects.
3. **Use of digital tools:** implement e-learning platforms, environmental education apps and virtual reality for immersive simulations, in order to involve students more.
4. **Product life cycle simulation with AR:** use AR to show students the life cycle of food products, highlighting how responsible consumption can reduce environmental impact. Students could frame a food product and visualize its journey, from organic agricultural production to processing, packaging and distribution, learning how to choose foods with a low ecological footprint.
5. **Organic Labeling with AR Deep Dive:** using AR to teach students how to properly read organic product labels. When a student scans a food product, the app could explain what it means to be certified organic, what farming practices have been used and how to recognize other sustainable brands. In this way, students learn to make more informed and responsible choices.
6. **Collaboration with local authorities and companies:** create collaborations with green companies, environmental associations and municipalities to offer field experiences, internships and educational visits.
7. **Active student involvement:** introduce project-based learning methodologies (PBL) and real problems (PBL), allowing students to become protagonists of change.



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8. **Nudge approach:** use “gentle push” techniques to incentivize ecological behaviours, such as the strategic arrangement of recycling containers or the use of labels to raise awareness of energy savings. These small interventions help to promote sustainable choices in a natural way, without imposing obligations, making ecological options easier and more visible.
9. **Promotion of sustainability in daily life:** incentivizing good practices within schools, such as the elimination of single-use plastic, energy saving and separate waste collection.
10. **Introduction of a sustainability rewards system:** implement a system of recognition and rewards for students who achieve sustainability goals, such as reducing plastic consumption or improving waste management.
11. **Environmental well-being education:** integrate environmental well-being education, promoting not only sustainability, but also the psychological well-being of students through interaction with natural environments. Create green spaces in schools where students can take refuge for relaxation and meditation activities, thus improving the quality of school life.
12. **Promotion of sustainable diet:** include educational activities on choosing sustainable foods, such as promoting diets based on local and seasonal products. Workshops could be organized to learn how to reduce food waste and shop consciously.
13. **Creation of a “Green Ambassador Program”:** launch a Green Ambassador Program, where some students are trained as change leaders, responsible for promoting and implementing sustainable practices within the school. These Ambassadors could also lead peer-to-peer activities and raise awareness of environmental issues among their peers.
14. **Creation of a school “green map”:** create a map of the school that highlights green areas, school gardens, recycling points and other ecological initiatives. This map can be used to teach students about the layout of spaces and how to contribute to environmental improvement.
15. **Promotion of “zero waste snacks”:** educating students to prepare and bring snacks without single-use packaging. This can include the use of reusable containers for snacks, fruits and other foods, thus reducing the amount of plastic or paper that ends up in the rubbish.
16. **Education on “superfoods” and sustainable foods:** create modules and information materials for students and their families on the benefits of local “superfoods” and foods



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with low ecological impact. Instead of processed and packaged foods, nutrient-dense foods such as legumes, fruits, nuts, seeds and whole grains could be promoted.

17. **Continuous training for teachers:** offer updating material and workshops on innovative teaching methodologies related to sustainability.
18. **Impact monitoring and evaluation:** develop evaluation and satisfaction formats with clear indicators to measure student progress and the effectiveness of the initiatives implemented.

The adoption of these strategies will allow the Green Camp project to have a significant impact on environmental training in the schools involved in the experimentation of the model. An integrated approach, combining direct experience, technology and collaboration, is the key to effective and lasting environmental education.



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14. Appendices

Detailed list of good practices

Below is a list of the main good practices identified in the report in relation to environmental education, organic farming and responsible consumption:

1. **Green School:** a program that involves students in the sustainable management of schools through the monitoring of consumption, the creation of green spaces and the adoption of circular economy strategies.
 - Website: www.green-school.it
 - Replicable strategy: actively involve participants in project management.
2. **ReGeneration School:** National plan to integrate sustainability into school curricula, improving school infrastructure and promoting sustainable practices.
 - Website: www.istruzione.it/ri-generazione-scuola
 - Replicable strategy: Integrate key values into educational programs.
3. **Plastic Free Schools:** An initiative to eliminate single-use plastics in schools through the distribution of alternative materials and raising awareness among students.
 - Website: www.plasticfreeonlus.it
 - Replicable strategy: eliminate the use of harmful materials with sustainable alternatives.
4. **Orto in Condotta:** a Slow Food program that provides for the creation of school gardens to educate children about sustainable nutrition and biodiversity.
 - Website: <https://www.slowfood.it/educazione/ortiascuola/al-via-gli-orti-slow-food/>
 - Replicable strategy: create practical spaces for experiential learning.
5. **Imparambiente:** an educational project that addresses issues such as ecology, food education and conscious consumption through practical experiences.
 - Website: www.imparambiente.it
 - Replicable strategy: Use hands-on activities to reinforce learning.
6. **Zero Waste:** a Last-Minute Market project to raise awareness among students and teachers on the reduction of food waste through workshops and awareness campaigns.
 - Website: www.sprecozero.it



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- Replicable strategy: raise awareness through interactive campaigns and workshops.
- 7. **Compraverde Buygreen:** continuous and free training activities on sustainable purchasing criteria and Green Public Procurement (GPP).
 - Website: www.forumcompraverde.it
 - Replicable strategy: adopt responsible and sustainable purchasing criteria.
- 8. **Zero Waste:** initiative to reduce waste production through recycling, reuse and composting.
 - Website: www.retezerowaste.it
 - Replicable strategy: reduce waste with reuse and recycling strategies.
- 9. **Eco-Schools:** international environmental education program that involves students and teachers in the sustainable management of educational institutions.
 - Website: www.ecoschools.global
 - Replicable strategy: actively involve the community in the project.
- 10. **WWF Mi Curo di Te:** an educational project that promotes biodiversity, sustainability and active citizenship.
 - Website: www.micurodite.it
 - Replicable strategy: promoting core values through educational experiences
- 11. **WWF Education Paths for Sustainability in Salento Schools:** WWF initiative to promote environmental education in Salento schools through educational activities and field projects.
 - Website: www.wwfsalento.it
 - Replicable strategy: organize field activities for direct learning.
- 12. **APRA Veneto Quiz Idea:** interactive quiz developed by APRA Veneto to raise awareness among students on environmental issues and sustainability.
 - Website: www.arpa.veneto.it/servizi/educazione-per-la-sostenibilita/eas/i-progetti/qualeideaquiz-2022/quale-idea-quiz-2024-le-scuole-vincitrici
 - Replicable strategy: Use interactive quizzes and games to teach key concepts and assess learning.



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13. **Territorial Approach of the CEAS:** The Environmental and Sustainability Education Centres (CEAS) adopt a territorial approach to promote environmental education in local communities.
 - Emilia-Romagna information website: www.informafamiglie.it/unione-sorbara/ambiente-solidarieta-consumo/progetti-educazione-ambientale/ceas-centro-educazione-alla-sostenibilita
 - Replicable strategy: create connections with the territory for a local impact.
14. **Agriculture at School (Tuscany Region):** an initiative that introduces agriculture in Tuscan schools to promote food education and sustainability.
 - Website: <https://www.regione.toscana.it/-/ciclo-di-seminari-sullo-sviluppo-rurale-rivolti-agli-studenti-della-scuola-di-agraia>
 - Replicable strategy: Integrate practical experiences to learn better.
15. **Green Canteen:** Compraverde Buygreen program that rewards the most sustainable school canteens through the use of organic and zero-km products.
 - Website: www.forumcompraverde.it/premio-compraverde/mensa-verde
 - Replicable strategy: reward those who adopt good practices.
16. **EcoGame:** educational application that offers games and quizzes to teach children good environmental practices.
 - Website: www.gruppohera.it/gruppo/media/multimedia/games
 - Replicable strategy: leverage gamification to make learning engaging.
17. **AWorld:** official app of the United Nations that encourages sustainable behavior through challenges and practical advice.
 - Website: www.aworld.org
 - Replicable strategy: encourage virtuous actions with challenges and incentives.
18. **Oroeco:** application that tracks your personal ecological footprint and provides suggestions for reducing it.
 - Website: www.oroeco.org
 - Replicable strategy: monitor and measure the impact of the actions taken.
19. **GreenApes:** social platform that rewards users for sustainable actions taken in everyday life.
 - Website: www.greenapes.com



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- Replicable strategy: reward and enhance positive behaviours.
20. **MeteoHeroes:** animated series and educational online platform that follows the adventures of six children with special powers related to atmospheric agents, committed to safeguarding the planet through awareness of climate change.
- Website: www.meteoheroes.it
 - Replicable strategy: use storytelling to spread educational messages.
21. **WWF's The R-Evolution Park:** an educational theme park created by WWF to promote environmental awareness and sustainability through interactive, immersive experiences and educational paths.
- Website: www.therevolutionpark.it
 - Replicable strategy: Create immersive experiences for greater engagement.
22. **E.ON Schools Project 2024-2025:** an initiative promoted by E.ON for the 2024-2025 school year, aimed at educating students on renewable energy and energy efficiency through workshops and teaching materials.
- Website: www.eon-energia.com/chi-siamo/media/Progetto-Scuole-E-ON-2024-2025-punta-sulla-educazione-alla-sostenibilita.html
 - Replicable strategy: offer practical training on specific topics.
23. **Gormiti – The New Era Game:** an educational project promoted by Grotte di Frasassi that combines entertainment and environmental education, where the characters of the Gormiti address ecological issues to raise awareness among young spectators about environmental protection. Free for all schools.
- Website: www.gormitigame.it
 - Replicable strategy: combine entertainment and education to make learning fun.
24. **Planet Clara:** educational program aimed at schools that uses storytelling and animated characters to teach children the importance of sustainability and respect for the environment.
- Website: www.pianetaclara.org
 - Replicable strategy: communicate key messages through characters and narratives.



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Key Contacts

To support the implementation of the good practices set out in this report, below we provide the references of the main bodies, associations and institutions operating in the field of environmental education, organic farming and responsible consumption in Italy:

- **Ministry of Education and Merit (MIM)**
Responsible for educational policies and the promotion of environmental education in schools.
Website: www.mim.gov.it
E-mail: urp@istruzione.it
- **Ministry of the Environment and Energy Security (MASE)**
Reference body for environmental policies and sustainability strategies at national level.
Website: www.mase.gov.it
E-mail: urp@mase.gov.it
- **ISPRA – Higher Institute for Environmental Protection and Research**
It provides data, research and technical-scientific support for environmental education initiatives.
Website: www.isprambiente.gov.it
E-mail: urp@isprambiente.it
- **Legambiente**
An environmental association committed to the promotion of educational projects and awareness campaigns.
Website: www.legambiente.it
E-mail: legambiente@legambiente.it
- **WWF Italy**
An organization that promotes environmental education programs for schools and local communities.
Website: www.wwf.it
E-mail: segreteria generale@wwf.it
- **Slow Food Italy**
Network of associations active in the promotion of a sustainable food culture and organic farming.
Website: www.slowfood.it
E-mail: info@slowfood.it



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- **FederBio – Italian Federation of Organic and Biodynamic Agriculture**
Coordination of the main Italian companies engaged in organic production and awareness on the issue.
Website: www.feder.bio
E-mail: info@federbio.it
- **FEE Italia – Foundation for Environmental Education**
Organization that manages the Eco-Schools program and promotes initiatives for environmental education throughout Italy.
Website: www.feeitalia.org
E-mail: info@feeitalia.org
- **ARPA – Regional Agencies for Environmental Protection**
Technical support for environmental monitoring and sustainability education.
Website: Varies by region (e.g. www.arpalazio.it)
- **Capo Farfa – Workshop activities, educational farm and seminars for olive growers, local operators and schools**
Applicant of the Green Camp project, it is a farm located in Sabina, a few steps from Rome, which organizes excursions to get closer to nature with educational and laboratory activities for students and teachers. It has an info point in Rome in Via Madonna dei Monti 86, near the Colosseum and the Imperial Forums, where it promotes the company with tasting courses and from where the tours start.
Website: www.capofarfa.it
E-mail: info@capofarfa.it



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Additional Resources

Documents and opportunities

- **National Plan for Education for Sustainability**
Guidelines and tools for integrating sustainability into training courses.
Available on:
www.mase.gov.it/sites/default/files/archivio/allegati/LINEE_GUIDA.pdf
- **2030 Agenda for Sustainable Development – UN**
Global goals for sustainable development, with a focus on education and the environment.
Available on:
www.un.org/sustainabledevelopment/sustainable-development-goals/
- **National Strategy for Sustainable Development (SNSuS)**
Framework document for sustainability policies in Italy.
Available on:
www.mase.gov.it/pagina/la-snsus
- **Civic Education Guidelines 2025**
Regulatory indications on the teaching of sustainability in schools.
Available on:
www.mim.gov.it/documents/20182/0/Linee+guida+Educazione+civica.pdf
- **Erasmus+ programmes for environmental education**
Exchange and training opportunities for students and teachers.
Available on:
www.erasmusplus.it/programma/priorita/sostenibilita-ambientale
- **LIFE project for sustainability**
Funding and best practices for environmental initiatives in schools.
Available on:
www.cinea.ec.europa.eu/programmes/life_en



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E-learning platforms

- **Green Learning:**

Designed for students aged 13–18, Green Learning provides teaching materials that can be used by secondary school teachers. The course is structured to allow teachers and students to learn together, even without previous knowledge of the topics covered.

Link: <https://greenlearning.it/>

- **Green Learning 360 – Lazio Region:**

An initiative of the Lazio Region to promote environmental education and sustainability among students and teachers. The platform offers interactive training content on topics related to the environment, responsible consumption and sustainable development.

Link: <https://greenlearning360regionelazio.it/>

- **LEAF (Learning, Education, Awareness on Food):**

This free educational platform, promoted by Istituto Oikos, is dedicated to food sustainability education. It offers resources for teachers and students to learn more about topics such as responsible consumption, reducing food waste and the environmental impact of food choices.

Link: <https://leaf.istituto-oikos.org/>

- **Green Team:**

This project, funded by the Erasmus+ programme, aims to develop knowledge and skills in the field of climate change and sustainable development. It offers innovative e-learning methodologies and tools for educators and students.

Link: https://greenteamproject.eu/?lang=it&utm_source=chatgpt.com

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Books



“The Last Bear” by Hannah Gold (recommended from 11 years old)

An adventure novel about a girl who travels to the Arctic and forms a special friendship with a polar bear threatened by climate change. Perfect for those who love nature and exciting stories.

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“Let’s discover climate change!” by Andrea Minoglio and Laura Fanelli (recommended from 8 years old)

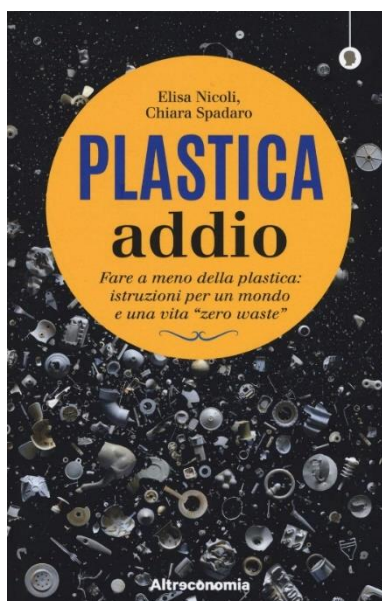
A book that helps children understand how their daily behavior can make a difference. Through clear texts and beautiful images, it teaches what deforestation, air pollution, melting ice and much more are and how they work.



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“Goodbye plastic” by Elisa Nicoli and Chiara Spadaro (recommended from 12 years old)

A practical and fun guide to reducing plastic in everyday life, with comics, quizzes and practical activities.



“The history of water” by Maja Lunde (recommended from 14 years old)

An exciting story about the importance of water on our planet, between water crises, innovative solutions and stories of those who fight to defend it. A powerful hymn to the value of water and a warning to take care of every drop.

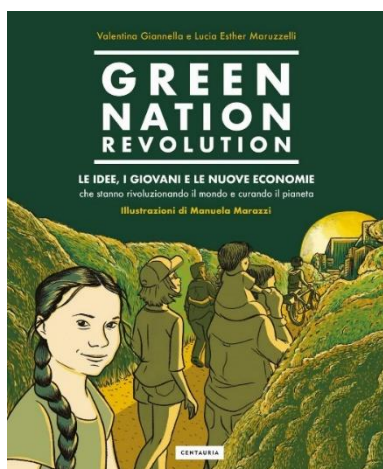
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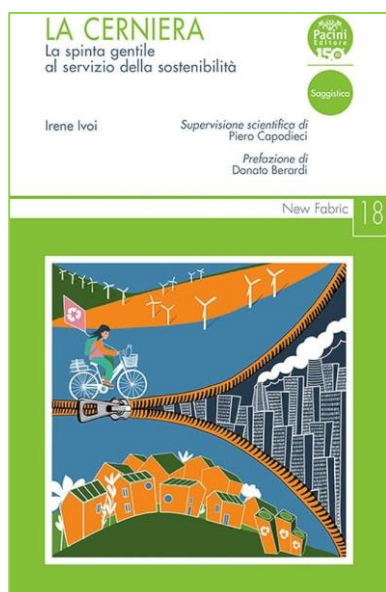
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“Green Nation Revolution” by Valentina Giannella and Lucia Ether Maruzzelli (from 13 years old)
A book full of captivating illustrations and stories of young activists who are changing the world.



“The zipper. The gentle push at the service of sustainability” by Irene Ivoi (from 14 years old)

A book that explores how small behavioural changes can influence ecological choices, using the concept of “nudge”. A work that combines psychology, sustainability and human behaviour, explained in a simple and engaging way.

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“Story of seeds” by Shiva Vandana (from 12 years old)

A fascinating story about the history of seeds and their fundamental role in biodiversity and sustainability. Perfect for those who want to discover the link between agriculture, nature and everyday life.

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“10 Things I Can Do to Help My Planet” by Melanie Walsh (from 4 years old)

A book that offers practical and simple advice for young people, explaining how each of us can contribute to safeguarding the planet with easy and fun daily actions.

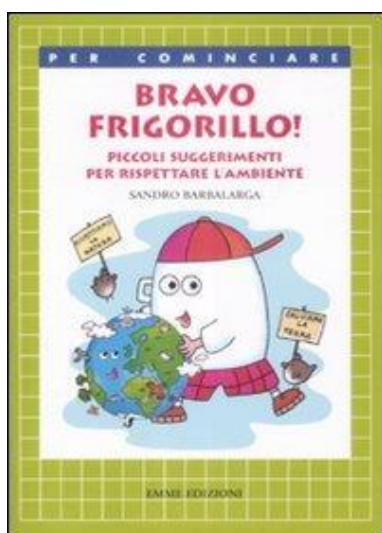
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“Bea for the environment” by Anna Peiretti (from 5 years old)

An educational path designed for children, which explores the natural world and offers practical activities to raise awareness of sustainability and care for the environment.



“Bravo Frigorillo! Small suggestions to respect the environment” by Sandro Barbalarga (from 6 years old) A children’s book that explains, in a nice and engaging way, how small daily actions can make a big difference for the environment.



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“Let’s protect nature! To defend animals and plants” by Jean-Rene Gombert and Joëlle Dreidemy
(from 7 years old)

An educational book that tells how to protect nature and the living beings that inhabit it, through simple activities and information. Perfect for teaching children to respect and protect the environment.

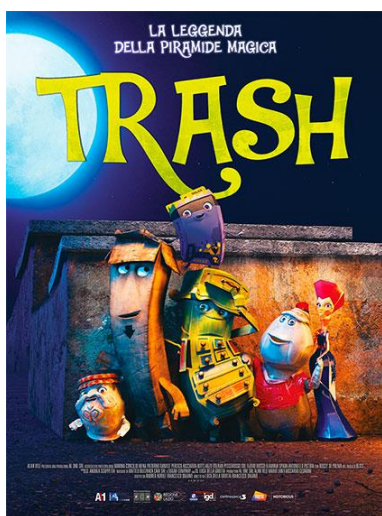
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Films and documentaries



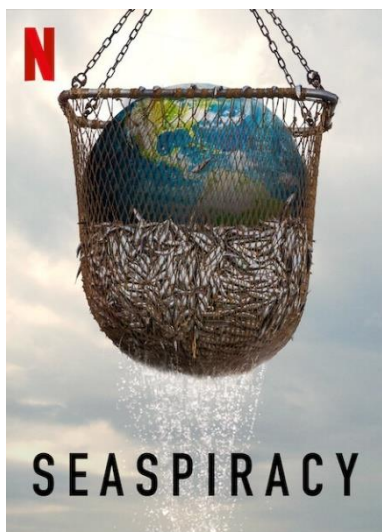
“Our Planet” (documentary): Narrated by David Attenborough, this documentary is a visual spectacle that shows the natural beauty of our planet, but also the threats that endanger it. It is an excellent opportunity to raise awareness among students about global environmental problems in an exciting and visual way.



“Trash” (animated film): a story of plastic objects trying to be recycled, an adventure that tells the cycle of plastic and the importance of reducing waste. Perfect for a young audience!

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“Seaspiracy” (documentary): a documentary that explores marine pollution, industrial fishing and issues related to ocean biodiversity. It has a more serious tone, but it is very educational for teenagers.



“My Life as a Zucchini” (animated film): the story of an orphaned boy who finds his new family in an orphanage. Although it does not speak directly about sustainability, it addresses issues of inclusion, solidarity and care for others.



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“Chasing Ice” (documentary): documentary that follows photographer James Balog as he documents the rapid melting of glaciers due to climate change. A great visual example of how environmental changes are happening before our eyes.



“Before the flood” (documentary): a powerful documentary produced and narrated by Leonardo DiCaprio, which explores the effects of climate change and the need for urgent action to counter the global environmental crisis. An excellent starting point for discussions on environmental policies and individual choices.

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“An Inconvenient Truth” (documentary): this documentary, presented by Al Gore, is an analysis of climate change and its devastating consequences. The strong visuals and statistics make the film educational and impactful, perfect for raising awareness of the urgent issues of the climate crisis.



“Wall-e” (animated film): the film tells the story of a small robot in charge of cleaning the Earth, now abandoned and covered with waste. With a strong ecological component, the film raises awareness among young people about the importance of caring for our planet.



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“Strange World” (animated film): an animated film about a family of explorers who venture into a mysterious world full of extraordinary creatures. The film explores the theme of discovering and caring for nature in a fantastical environment, with implications for the need to respect and protect ecosystems.



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Environmental education teaching manuals for teachers and students

- **“Educational kit of game simulation on climate change” – ISPRA**
Manual of playful activities to raise awareness among students and teachers on climate change, promoting interactive and engaging learning.
Link: www.isprambiente.gov.it/contentfiles/00005000/5095-manuale-uaddi.pdf
- **“Educational kit on sustainability created by students for other students” – Cesvi**
Kit that collects workshops designed by students to educate young people on sustainability issues, offering practical activities and educational games.
Link: www.cesvi.org/wp-content/uploads/2018/08/Educare-Giocando-Kit-Didattico-AgenteOO11.pdf
- **“Manual of ecology, sustainability and environmental education” A. Angelini, P. Pizzuto**
A volume that is divided into three parts, addressing the knowledge and protection of nature, the profile of the science of sustainability and education for a sustainable society.
Link: <https://iris.unipa.it/retrieve/handle/10447/39490/380672/ECOLOGIA%20SOSTENIBILI%27%20EDU%20AMB.pdf>
- **“Teaching aids for environmental education” – Arpa Sicilia**
Manuals for teachers and students, such as “Mr. Foot”, which explain the concept of ecological footprint and suggestions for reducing it, for the benefit of the planet.
Link: <https://www.arpa.sicilia.it/attivita/educazione-ambientale/sussidi-didattici/>