RWL Case-Study – Macroscopio

Country

Italy

Name of the programme

Macroscopio - Sustainability paths in the City of Pinerolo (TO)

Age of the children involved?

14 - 19

Teaser/Short Introduction

The program develops knowledge about important subjects such as climate change and waste management, promotes dialogue about these subjects and involve young people in a decision making process about them.

What is the frame?

To use working paths developed by Pinerolo High School students to promote dialogue on issues related to waste reduction, responsible consumption and sustainable mobility between citizens and decision-makers of different kinds.

What are the goals of the programme?

- ☒ To identify and explore critical issues related to mobility and waste management in the town of Pinerolo.

- ☒ To develop knowledge on the above mentioned issues from the student's point of view, in addition to the opinion of citizens and decision makers.

- ☒ To involve young people and citizens in identifying possible solutions through the use of methods and techniques of participation (Planning for Real).

- ☒ To promote the identification of key competencies.

What values are promoted in the programme?

According to the hand model, the values promoted regarded mainly respect for nature and care for the state of our planet, and respect for future generations.

Which competences are promoted that empower learners to shape a sustainable future?

What is best for one person could not be good for others or for the environment. By means of debate and democratic decision making the students learn to confront themselves with others and find paths that are good for all the stakeholders involved.

By approaching problems such as climate change, pollution and waste management the students need to find answers that are sustainable and acceptable by the community and the environment.

Students are brought to think about issues related to sustainability and good practice and how they could become drivers for a change in these matters. By tackling subjects such as climate change and waste management students come to reflect about the importance of their actions today for the future of the planet.

Which of the specific scientific concepts does the programme relate to?

Network, resilience, self-regulation.

Which ecological problems are involved, if any, and how? (Refer to mindmaps of 9 planetary boundaries)

The programme mainly addresses the subjects of climate change and sustainable mobility.

Transferability: Which different areas of learning are included and how?

Related to the man-made environment – having to deal with issues raised by man activity.

Encourage active transfer and related to the learner's community – students are encouraged to participate in the programme together with other citizens.

What educational strategies (learning models, methods, etc.) are used in your programme?

Planning for Real is a participatory design method developed in the sixties and seventies by the Education for Neighbourhood Initiatives Foundation (NIF), a non-profit organization founded in 1988 by Tony Gibson, based in Telford, England. The goal is to identify needs and options for action on a specific local context, from the experience of the local community, identified as the person who has the best knowledge of the problems of its territory.

The starting point is always a representation of the intervention through EXPLORING THE ENVIRONMENT and the use of a three-dimensional model, the purpose of which is to help residents to identify each element of their neighbourhood and to easily identify improvements they think are necessary.
Each person has to put on the game table cards, each of which indicates an improvement intervention. It's important that the feasibility and practicability of all the cards are verified, in terms of technical and political possibility, through a phase of investigation and outreach.

Generally, the cards have a different colour depending on the scope of intervention to which they belong (roads, street furniture, etc...) and are chosen directly by the participants for identifying priorities for action. Citizens are followed on their choices by a dedicated group of facilitators, whom interact with them in a neutral manner, in order to record their opinions and the reasons behind their choices. At the end of the day the staff will have detected the preferences expressed for each place represented in the model, noting in this way also the inevitable existence of conflicting options.

How is the programme evaluated? How do you know the programme achieved its educational goals?

The evaluation process is understood as the construction of shared meanings between all the stakeholders.

It will take advantage of the following tools:

- ☒ Collective compilation of an Evaluation form identified by the Co-ordination Group
- ☒ Evaluation form to be completed by teachers participating in the project
- ☒ Focus groups with students who participated in the experience
- ☒ Synthetic evaluation questionnaire to be offered to the citizens involved in the final event

Describe the programme

Start-up phase

- ☒ Establishment of the Coordination Group

- ☒ Training teachers through two day residential workshop at Casa Pracatinat, followed by a working structure called "educational workshop" that will be develop during the school year (6 meetings)

Intermediate step

- ☒ Development of working group tasks in the school classes (2 hours per week)

- ☒ Continues work with the representatives of the classes and the school, to plan a self-managed day on sustainability issues

- ☒ Realization of the self-managed day

- ☒ Meanwhile, implementing the educational laboratory

Final phase

- ☒ Identification of an event to involve citizens (in the context of World Environment Day)

- ☒ Realization of the event

Photos or videos, logos

Other material

Pracatinat website: http://www.pracatinat.it/

Planning for Real website: http://www.planningforreal.org.uk/