

ACTIVE SCIENCE – Outside and inside the sea – Project

Best practices related to the theme of sustainability that are related to business ideas, productive activities that could create a value that is not only economic.

Describe the BEST PRACTICE

Proposer Country : Italy



To which subject of the Sustainability does it refer?

8 – Decent Work and Economic Growth

14 – Life Below Water

17 – Partnerships for the Goals

Who does it practise ?

I.C. Renato Moro (School); “Co.MIR” – Southern Cooperative

Surveys and Researches, "Ittica Jonica"- Cooperative Society, Department of Biology of the "A. Moro" University of Bari, Networked with the IISS- High School of Applied Sciences – Industrial Technician with sections of Computer Science and Telecommunication, Chemistry, Materials and Biotechnology "Majorana" Martina Franca.

Where? (If it belongs to B type, please indicate the geographic place)

In the Apulia Region, in Southern Italy, in the sea of Taranto.

When?

The activity took place during the academic year 2016-2017

Why do you think that this best practice can be exported?

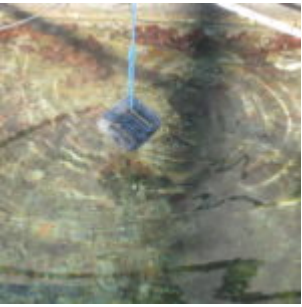
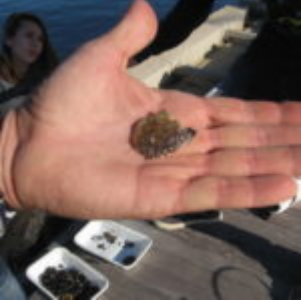
This activity is exportable as Best Practice because it is an important partnership between school, university and workers' consortiums.

Describe the activity

The project was intended to expose the students to science and its research method throughout a task oriented and guided practice teaching approach. The on-site visits on the coast line, for inspection, detection and sample survey and collection, aimed to learn more about the oyster reproductive cycle (*Ostrea Edulis*).

Considering the local oyster farming cultural and historical roots, the oyster spat collection, the growing cycle, the organisms set aside, the morphometric evaluations and the environmental assessment were the main activities developed on the matter.

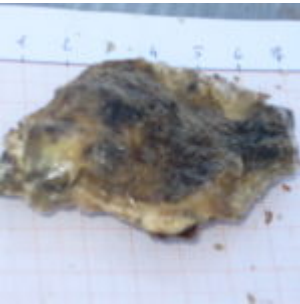
MEDIA





Programma di sviluppo della Laguna veneta
"PROGETTO ATTIVITÀ CLEAN & BEAUTY - ALTESSA"

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[SCIENZATTIVA Demo Output.pdf](#)

WEBSITE

[*SCIENZATTIVA fuori e dentro l'acqua*](#)

THE USE OF GREEN PRODUCTS IN OUR COUNTRY

Proposer Country

■ Basque Country

To which subject of the Sustainability does it refer ?



- 1 2 3 4 5 6 7 8 9 10 11 12
 13 14 15 16
 17

Who does it practise?

Askora is one of the companies that practises the use of green products.

Where?

Askora carries out this practise in some schools and other places. One example is our school. Apart from here, it is also carried out in other parts of our area. Askora also render services in Gipuzkoa, Bizkaia, Navarra, Araba and La Rioja.

The central office is in San Sebastian, Gipuzkoa.

When?

Askora service is always working, but our school only has few highlight days in which we eat ecological or local food.

They started working in 2015, few years ago.

Why do you think that this best practice can be exported ?

This company is committed with local producers so people gets interested. Despite being interested, local products are an advantage for our environment because they do not have to use much transport. So, using local products is a way to pollute less. Because of that, this company can be exported.

Describe the activity

Askora is a group that is committed with local lands, products and producers. The forty per cent of the menus contain local and ecological products. The days that the menu is not highlighted the food is not local or ecological.

Foto



askóra
Contigo



Website

<http://askora.com/eu/>

<http://theinit.com/>

Thanks to the Winner of “A Common Logo Contest”- The Erasmus+ G.R.E.E.N in Europe project has its official logo

Finally we know the winner's name of “A Common Logo Contest”.

We thank all participants for bringing in their creativeness and for designing several interesting logos. But only one of them could be voted as the most representative logo of **The Erasmus+ G.R.E.E.N in Europe project**.

All 6-14 aged students of all partner schools (Italian, Bulgarian, Basque and Welsh) could take part to the contest. They had to design a logo representing all countries involved in the project and the green and eco-friendly development idea for the environmental safeguard of all countries.

The logo had to show, at least, a symbol representing the countries involved and to make reference to the Erasmus+ project. It had to be creative and colorful and focus on the positive aspects of each country. Furthermore, the participants could refer to the following tags to get inspired: green, Europe, environment, nature, research, action, eco-friendly development.

Here is the winning logo following the vote on the **project official Facebook page**:
<https://www.facebook.com/greenineurope/>



The logo was designed by **Claudia Bulli** a student of the Italian I. C. "**Renato Moro**" junior high school, coordinator of the project.

Special thanks are due to all people who voted on the logo album or only visited our Facebook page:
<https://www.facebook.com/media/set/?set=a.611017982420264.1073741832.568501750005221&type=1&l=5b3ac6f2b0>

GREEN in Europe / Erasmus+

Pagina Messaggi Notifiche 34 Insights Strumenti di pubblicazione Impostazioni Notifiche

Ti piace Pagina seguita Altro Scopri di più

Album > LOGO DESIGN CO... Modifica Tagga

LOGO DESIGN CONTEST

12 foto · Updated 11 giorni fa

The album where the LOGO design contest photos will be posted.

Aggiungi foto

51 33 51 14 38 62 7 7 6 16 5 10

Mi piace Commenta Condividi

GREEN in Europe / Erasmus+, Roberta Micera, Annalibina Pepe e altri 12

GREEN in Europe / Erasmus+ Good work of our students. Visualizza traduzione

Mi piace · Rispondi · Commento di Rositsa Dimova [?] · 19 gennaio alle ore 19:12

We can describe it as a great success if we consider the following figures: more than one thousand proposed logos, more than three thousand hits and 300 likes

Erasmus+ Team working

G.R.E.E.N. in EUROPE – IL progetto

Il progetto G.R.E.E.N. inEUROPE scaturisce dal bisogno di scambiare e divulgare, tra docenti della scuola primaria e secondaria di 1° grado dei diversi paesi della Comunità Europea, buone prassi che sviluppino e diffondano iniziative didattiche che mirino a far acquisire agli allievi competenze e conoscenze fondamentali per far crescere in loro uno spirito imprenditoriale ed un comportamento rispettoso dell'ambiente. Le difficoltà per la gestione del progetto, dovute alle distanze fisiche tra le varie scuole e al numero elevato degli attori coinvolti, potranno essere superate grazie all'utilizzo di strumenti di collaborazione online. E da questi strumenti che parte il progetto, questa è la prima competenza che i docenti devono acquisire attraverso un percorso di formazione che si completa con una certificazione riconosciuta dal programma ECDL. Acquisite le conoscenze per attivare un flusso di comunicazione di buone prassi e metodologie, i docenti si attiveranno per testare le competenze acquisite direttamente su un progetto didattico di respiro europeo. Essi guideranno i propri allievi, verso lo scambio e la divulgazione di buone prassi che siano portatrici di abitudini, soluzioni, prodotti e idee imprenditoriali che ruotino intorno ai principi di una vita sana ed uno sviluppo economico ecosostenibile. Ogni scuola sarà portatrice di soluzioni verso un reale sviluppo green, sociale ed economico, ma al tempo stesso mostrerà le proprie criticità locali. Proprio su queste criticità gli studenti potranno elaborare proposte creative per un piano di comunicazione o un'idea d'impresa partendo dallo studio di

soluzioni reali acquisite on site grazie allo scambio transnazionale. Per ogni abitudine, soluzione o prodotto, che ogni scuola deciderà di importare da una diversa realtà nazionale verso il proprio territorio, team di allievi potranno scegliere di intervenire con una delle seguenti azioni:

- sviluppare un progetto di comunicazione per una campagna pubblicitaria che miri alla divulgazione di processi/abitudini o

commercializzazione di prodotti appartenenti alla sfera del Green Lifestyle; .

- . sviluppare uno schematico business plan per quelle soluzioni green che possano tradursi in idee imprenditoriali nel proprio territorio.

Lo scambio di queste buone prassi non potrà prescindere :

- dall'utilizzo delle moderne Tecnologie;
- dall'uso di competenze linguistiche;
- dal possesso dei fondamenti della comunicazione pubblicitaria;
- dal possesso dei fondamenti per la stesura di un semplice business plan.

Il progetto prevede inizialmente una ricerca da parte dei ragazzi ciascuno nel proprio Paese, di cosa sia uno stile di vita Green. Si tratterà di una ricerca-attiva, una scoperta su quali siano le giuste strategie per una vita sana, su quale sia la giusta alimentazione, sull'importanza dello sport, sull'abitudine al rispetto dell'ambiente, al riciclo dei prodotti, alla riduzione dei consumi, alla rigenerazione delle risorse, all'uso di energia pulite. Da queste osservazioni e riflessioni scaturirà un GREEN LIFESTYLE caratteristico del proprio paese di appartenenza (con soluzioni, abitudini e proposte ecologiche) che sarà schematizzato e condiviso virtualmente con tutti gli altri studenti dei paesi partecipanti attraverso strumenti dell' Online Collaboration. Sarà un primo momento di confronto e analisi "a distanza" delle buone prassi proposte dai vari paesi. Seguirà poi, uno scambio culturale sul posto, con i viaggi degli alunni nelle

diverse nazioni , durante i quali potranno acquisire una documentazione fotografica, fare dei video, ricerche testuali, fare interviste e persino prendere dei campioni di prodotto. Questo scambio culturale sarà certificato utilizzando il sistema di certificazione dei crediti formativi previsti dal piano EUROPASS per la mobilità.

L'ultima fase del progetto darà agli studenti una grande opportunità: i bambini della scuola primaria potranno sviluppare una campagna pubblicitaria per la produzione di prodotti ecosostenibili o di sensibilizzazione verso l'acquisizione di nuove pratiche green, oppure dei packaging di prodotti ecosostenibili; i ragazzi di scuola secondaria dovranno sviluppare un Business Plan semplificato, basato sull'emulazione di idee di impresa acquisite durante lo scambio culturale, ma contestualizzate nel loro territorio. La struttura del progetto è di facile conversione verso un percorso curricolare scolastico esportabile. Esso può essere esplicitato anche conservando la struttura di scambio internazionale. Il gruppo dei docenti di coordinamento del progetto elaborerà, al termine del percorso, un documento che sia formalmente una proposta curricolare ben dettagliata. Il percorso così testato sarà pubblicato sulla piattaforma web TES (http://www.tesguide.eu/it/web_article/IT_share-a-tool.htm) che raccoglie tutte le buone prassi attinenti all'insegnamento della competenza dell'imprenditorialità.

The Project – G.R.E.E.N. in EUROPE

Green Entrepreneurial Education Network in Europe

CODICE

PROGETTO

016-1-IT02-KA219-024333

The project G.R.E.E.N. in EUROPE -Green Entrepreneurial Education Network in Europe – is based on two pillars: the professional training of teachers and innovation in the field of education with the introduction of entrepreneurial education from primary school through content that is part of the value and culture of the partner schools: environmental sustainability and active citizenship education. It also includes certifications for the skills acquired during the learning pathway both for teachers and for students.

The project is about exchanging the best practices to implement better Green Life Styles in fact it aims to create a network of good practices to deal with those environmental issues that are threatening our own local areas (air, water and soil pollution, garbage disposal, etc), but also with unhealthy behavior (eating junk food, sedentariness, use of chemical cleaning products, etc.).

As a first step in the development of the project, the students should acquire knowledge and be inspired by green good practices, already successfully implemented in each partner country. In the second year of the project activities, they should plan how “to import”, to replicate, that “green” idea/solution in their own local area (“green” products, technologies, sustainable alternatives etc.). In the end, 6-11year old students should be able to plan a “green” advertising campaign and 12-15 year old students should be able to draw up a simple “green” Business Plan to be submitted to the local organizations and institutions to support and “to sell” the chosen green idea.

The project and the study visits as well will be focused on

experiential, environmental, and entrepreneurial learning expanding the students' sense of global citizenship and environmental responsibility and fostering entrepreneurial, technological education.

The objectives of the project are in step with the common political priorities and transversal priorities established by the E.C. in the field of education and training (ET 2020) whose essential purpose is supporting the improvement of education systems, mutual learning, exchange of good practices and professional development of teachers as well.

All the educational activities expected in our project as:

- providing training for teachers;
- considering and appreciating the best practices of our partners' countries in the field of sustainable lifestyles,
- finding a way to ensure the exchange of information on best practices in this field (using English, modern technologies);
- visiting our partners' countries with surveys and on-site workshops;
- mentoring young students to produce business ideas in order to "export" and / or "to import" the healthy /eco-friendly lifestyle which is efficacious and innovative in our partner's country;
- steering the students, future citizens of Europe, towards thinking and planning a Green Economy that can be on the basis of future production and consumption systems based on the sustainable use of resources and reduction of negative impacts on the environment, are widely in line not only with the Strategic Objectives set by the E.U. for 2020 but also with the strategic priorities redefined in COM (2015) 408 final del 26/08/2015 for European cooperation in education and training:

- **Strengthening the development of transversal skills and key competences, in line with the Reference Framework on Key Competences for lifelong learning, in particular digital, entrepreneurship and linguistic competences;**
- **Promoting awareness and education in the environmental field developing skills reflecting growing sectors, such as the green economy;**
- **Acquiring and mainstreaming innovative and active pedagogies such as inter-disciplinary teaching and collaborative methods, to enhance the development of relevant and high-level skills and competences;**
- **Supporting continuing professional development of teachers especially to deal with work based learning, digital competences and innovative pedagogies, including through EU tools such as eTwinning;**
- **Supporting the mobility of students, teachers and the development of strategic partnerships and joint courses by increasing internationalisation of education.**

Dissemination is a very important phase in the project focused on two main aspects of it:

- **knowledge and dissemination processes, habits or products belonging to the sphere of Green lifestyles;**
- **education of the students from primary school to the culture of entrepreneurship and business.**

The outcomes of this transnational cooperation will be widely disseminated among all the relevant stakeholders through events, fairs, exhibitions and all the path and activities will be published on T.E.S. and Junior Achievement sites that collect all the good practices related to teaching entrepreneurial skills and shared with E-twinning community.