

YOUrALPS

Educating Youth for the Alps



2017-05-03

Collection of Good Practice Examples

YOUrALPS Educating Youth for the Alps

COLLECTION OF GOOD PRACTICE EXAMPLES

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INTRODUCTION

The range of good practice examples of mountain oriented education collected in this paper reaches from France, Italy, Slovenia and Germany to Austria.

It shows the wide variety of different approaches to the subject: from the organizational framework, the involvement of partners from different sectors to practical implementation, various forms of mountain oriented education are represented.

The selection of examples is based on the proposals of the project partners of the YOUrALPS-project. Content and descriptions were developed in two different ways:

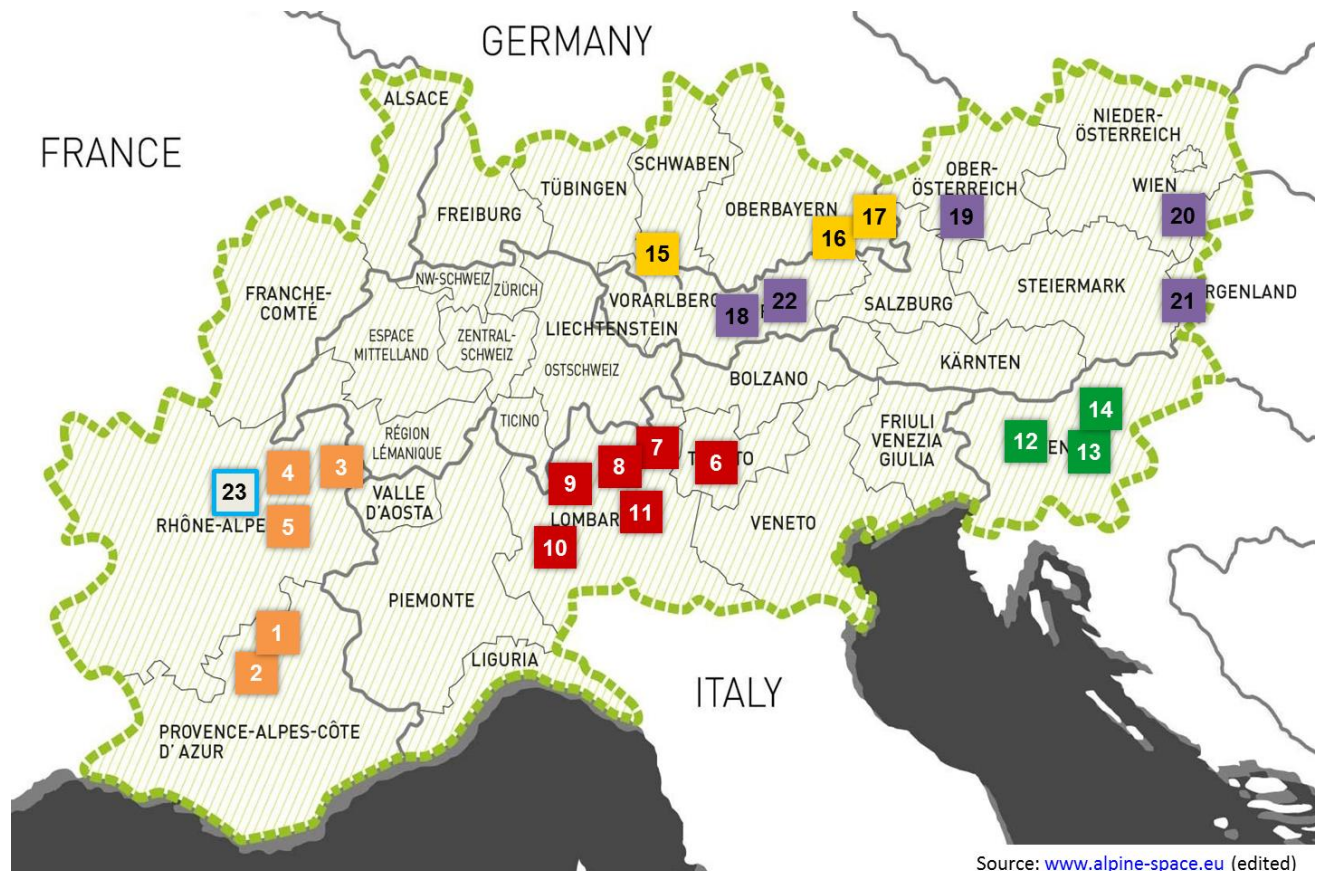
- Web search of the processing team, reviewed by the project partners who proposed the examples.
- The project partners provided the information via phone or in written form.

Sources: texts, photos and logos originate from the websites of the good practices, or were provided by the project partners. Additional sources are listed in the descriptions.

We would like to thank all project partners for their support in the collection and presentation of the good practices and the University of Innsbruck for their input during the elaboration of the questionnaire!

Marelli Asamer-Handler, Gerhard Schlögl
Editing team

MAP OF THE GOOD PRACTICES



Source: www.alpine-space.eu (edited)

- | | | | |
|----|--|----|---|
| 1 | Destination refuges | 14 | Network of Forest Kindergartens and Schools of Slovenia |
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| 8 | ARCTOS | 21 | Nature Park Primary and Secondary School in Rechnitz |
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THE SPECIFICS OF THE GOOD PRACTICES

FRANCE

No. 1: “Destination refuges”

Every year USEP 05 (Sportive Union of Primary Schools) organises the program “**Destination refuges**”, allowing 1,000 pupils a first experience of the mountains, spending 2 days (1 night) in a mountain hut.

No. 2: “Comprendre le changement climatique: pédagogie en altitude! / Understanding climate change: pedagogy in high mountain areas!”

The National Park Ecrins and Lycée Aristide Briand à Gap together put up a scientific project to document climate change in high altitudes.

No. 3: “En passant par la montagne”

The project is targeted at young people and adults in difficult situations, like social exclusion, school failure, illness or disability and aims to encourage them to overcome their situation through stays in the mountains

No. 4: “Un berger dans mon école / A shepherd in my school”

School children are to be acquainted with the world of alpine pastures through visits of shepherds in (primary) schools and – in return – visits of the pupils on alpine pastures.

No. 5: “Réseau Empreintes” / Access to the mountains for people with handicaps

Réseau Empreintes is an environmental education network focusing on the establishment of access to the mountains for people with handicaps. The network offers logistic and pedagogical support to people with disabilities who would like to stay in the mountains.

ITALY

No. 6: “Monitoring water quality parameters of the Lake Garda”

Students of E. Fermi High School in the province of Brescia analyse water quality of Garda Lake every year.

No. 7: “Rifugio Val Salarno / Refurbishment of an alpine refuge in Val Salarno”

The project provides high school students with the relevant competencies to plan the rebuilding of an alpine refuge considering environmental characteristics of the territory and technical specifications of the structure in Adamello Regional Park.

No. 8: “ARCTOS”

ARCTOS is a LIFE project in the alpine area of the provinces Sondrio, Lecco and Bergamo. Its aim is to preserve the Brown Bear from extinction and to demonstrate its importance by means of specific activities tailored to local people, students and children as well as the staff of mountain parks.

No. 9: “ALPS MEMORY”

The project of Secondary School Damiani in Morbegno, Sondrio aims to develop territorial sensitivity towards the enhancement and protection of the cultural and environmental heritage and promotes knowledge and respect of environmental values in the Alpine region.

No. 10: “UNIMONT - Mountain University of Edolo”

The Mountain University of Edolo is an innovative training and research centre specialised in the academic study and analysis of issues regarding mountain areas.

No.11: BIOBLITZ LOMBARDIA

In a two-day activity citizens and students collect and report data about the presence of animal and plant species in the network of Lombardy Region’s Protected Areas. People are accompanied by experts who help detecting and recognizing the most interesting species. Animals and plants are photographed and data entered in a web platform.

SLOVENIA

No. 12: Biotechnical Centre Naklo

The educational programs combine nature preservation, organic agriculture and food processing with technical aspects. The students learn to recognise the business opportunities offered by the local environment.

No. 13: Centre for School and Outdoor Education

The 23 facilities of the Centre for School and Outdoor Education offer curricula-compatible educational programs. They include accommodation, meals, equipment and are carried out by qualified teachers.

No. 14: Network of Forest Kindergartens and Schools of Slovenia

The main purpose of this network is to encourage schools and kindergartens to maximise the use of the local natural environment for educational purposes. The project contributes significantly to the exchange of knowledge, good practice examples and the development of pedagogical approaches.

GERMANY

No. 15: Nature Experience Centre Allgäu

The Nature Experience Centre Allgäu is building up networks between environmental-educational actors and people responsible for tourism in order to strengthen nature tourism. It offers environmental education in the entire area of Allgäu. With only 1.5 permanent jobs and the support of voluntary workers about 700 environmental-education offers can be generated every year.

No. 16: Education Centre „House of the Mountains“, Berchtesgaden

The triad of exhibition, education centre and outdoor area is unique. The four main living spaces water, forest, alps/meadows as well as rock in all seasons are the focus of the exhibition “Vertical Wilderness”.

Motto: “Inspire not instruct”

No. 17: Berchtesgaden National Park children and youth groups

The USP here is: Long-term thinking! Some children spend more than 10 years in these groups – over these years, a solid relationship to the National Park can be established and a sustainable education can take place.

AUSTRIA

No. 18: k.i.d.Z.21-Austria: competent into the future

Topic: Discovering and experiencing climate change from different perspectives.

Educational potential: learning-on-site, learning to understand climate change in the alpine mountains.

Cooperation between science and society is strengthened. The integration into everyday school life is a central part of the concept.

No. 19: Agricultural Education Centre ABZ Salzkammergut

Close cooperation within the frame of the Austrian “Nature Park Schools” offered at a vocational school focusing on agriculture together with a Nature Park (at the moment Austria’s only secondary level Nature Park School).

No. 20: Qualification – Networking – Advancement of Nature Park Schools in Burgenland

On this platform school authorities, the college for education (school for teachers), Nature Parks, Nature Park Schools and the communities, work together in qualification, networking and advancements of the Burgenland Nature Parks. This constellation is unique in Austria.

No. 21: Nature-Park Primary and Secondary School in Rechnitz

- _) The concept of the school and the educational objectives are especially matched with the characteristics of the Nature Park.
- _) The principals are members of the Nature Park executive committee.
- _) The students can also participate in voluntary care-services outside of school hours in the Nature Park as “junior rangers”.

No. 22: „risk´n´fun“

Trainings for free riders and climbers intended to transfer alpine-technical knowhow and –equally important – the basics for individual strategies of risk optimisation. “risk´n´fun” is organised by the Austrian Alpine Club Youth.

ALPS AS A SOLE REGION

No. 23: "Youth at the Top"


"Youth at the Top" is an international project, a form of collective action simultaneously organised in six alpine countries (Austria, France, Germany, Italy, Slovenia and Switzerland). "Youth at the Top" aims to create links between the different countries and symbolically go beyond administrative and language barriers by considering the Alps as an entity.

DESCRIPTION OF THE EXAMPLES

France

No. 1: Destination refuges

Good Practice: "Destination refuges" Name: USEP 05 Website: http://www.educalpes.fr/wakka.php?wiki=ArticleDestinationRefuges http://randorefuges.usep05.free.fr/?page_id=301 Contact person: Name: Lineke Le Bras Mail: <lineke.lebras@laligue-alpesdusud.org>	
Nominated by: Isabelle Roux, Educ'alpes	
Criteria	Description
Description of the site/institution/practice. What is your site's/practice's most prominent educational potential ? What are the main contents of your education measures/practices?	<p>USEP 05 (Sportive Union of Primary Schools) is a para-public organisation, linked to the Ministry of Education. It is lead partner of a consortium with associations of mountain guides, hosts of mountain huts, policy makers, Nature and National Parks etc.</p> <p>In an alpine territory ("Hautes-Alpes - 05"), they have developed a program called "Destination refuges" that intends to get pupils to spend a night in a refuge/mountain hut in order to discover the mountain.</p>
What goals do you want to achieve with your educational programme? What are your site's/practice's most important educational tasks ?	<p>Every year, 1,000 pupils spend 2 days (1 night) in a mountain hut. For these pupils coming from cities and the countryside, this trip often represents their first experience in the mountains. This mountain experience is the main educational task. Further topics addressed by this project are group dynamics and resource management (as resources are tight in alpine huts). Until now, environmental aspects have not been in the foreground. However, the cultural aspects of mountain life are an issue.</p> <p>Note : There is a practical guide "Jeunes en refuge" (Youth in huts) : http://www.educalpes.fr/files/guide-jeunes-refuges-vf.pdf, written by Educ'alpes (under its former name</p>

	<p>of"REEMA") together with 40 educational and mountain experts</p> <p>This guide comprises essential information about huts, pedagogical references for mountain education, and many practical aspects of building the project.</p>
Who is the main target group of your site/offers?	8-12 years (Primary school)
Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?	<input type="checkbox"/> Environmental Education <input type="checkbox"/> Education for Sustainable Development <input checked="" type="checkbox"/> Others
How is your educational programme mainly organised/ marketed ?	Every year, over a period of two weeks in June, 1,000 pupils spend 2 days (1 night) in a mountain hut. They come together with their classmates or parents (especially for the younger ones, security is an important aspect). The program has existed for more than 10 years and is very popular in France.
Is there a monitoring & evaluation programme for constant development?	Yes (by the teachers and also by the consortium of partners)
<p>What makes the good practice different/ better than other initiatives /programmes/approaches?</p> <p>Is it possible to identify an USP?</p>	<input checked="" type="checkbox"/> Integrating the natural and cultural heritage <input type="checkbox"/> Several / divers target groups <input checked="" type="checkbox"/> Action-orientation <input checked="" type="checkbox"/> Mountain orientation <input type="checkbox"/> Self-determination of the participants <input checked="" type="checkbox"/> Integration of formal and non-formal education <input checked="" type="checkbox"/> Integration of external stakeholders, e.g. tourist organizations, protected areas, other organizations <p>USP: First experience of the mountains for 1,000 pupils every year; spending 2 days (1 night) in a mountain hut.</p>
PHOTO	

No. 2: “Comprendre le changement climatique: pédagogie en altitude!”
“Understanding climate change: pedagogy in high mountain areas!”

Good practice: “Comprendre le changement climatique: pédagogie en altitude! / Understanding climate change: pedagogy in high mountain areas!”

Name: Lycée Aristide Briand / Parc national des Ecrins

Website: <http://www.ecrins-parcnational.fr/actualite/comprendre-changement-climatique-pedagogie-altitude>

Contact person:



Name: Sebastien Pardonneau

Function: Teacher

Mail: sebastien.pardonneau@ac-aix-marseille.fr



Nominated by: Isabelle Roux, Educ'alpes

Criteria	Description
Description of the site/institution/practice. What is your site's /practice's most prominent educational potential ? What are the main contents of your education measures/practices?	The National Park Ecrins, together with a high school in the town Gap, has undertaken a scientific project to document climate change in high altitudes.
What goals do you want to achieve with your educational programme? What are your site's/practice's most important educational tasks ?	The high school students collected and documented scientific indicators of climate change and carried out a survey with the operators of the alpine pastures. A documentary about this original experience was produced.
Who is the main target group of your site/offers?	High school students (16-18 years)
Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?	<input type="checkbox"/> Environmental Education <input type="checkbox"/> Education for Sustainable Development <input type="checkbox"/> Others: Processing and analysis of scientific data
How is your educational programme mainly organised/ marketed ?	Single project over a period of 2 years between a high school and a National Park.
Is there a monitoring & evaluation programme for constant development?	No information

<p>What makes the good practice different / better than other initiatives /programmes / approaches?</p> <p>Is it possible to identify an USP?</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating the natural and cultural heritage <input type="checkbox"/> Several/diverse target groups <input checked="" type="checkbox"/> Action-orientation <input checked="" type="checkbox"/> Mountain orientation <input type="checkbox"/> Self-determination of the participants <input checked="" type="checkbox"/> Integration of formal and non-formal education <input checked="" type="checkbox"/> Integration of external stakeholders, e.g. tourist organizations, protected areas, other organizations <p>The USP: The National Park Ecrins has cooperated with a high school to launch a scientific project aiming to document climate change in high altitudes.</p>
<p>LOGO</p>	
<p>PHOTO</p>	
<p>Additional sources</p>	<p>http://www.cafepedagogique.net/lexpresso/Pages/2017/02/28022017Article636238636629602611.aspx</p> <p><i>Extract: "I do not know if the project aroused vocations but I think that the experience of seeing the Alpine environment and the people working there was very enriching for the participants – so there is already a reason to be content. Many students were very enthusiastic about discovering the high mountain."</i></p>



No. 3: En passant par la montagne

Good Practice: En passant par la montagne Website: http://www.montagne.org/ Contact person: Name: Valérie Tauvron, director Mail: valerie@montagne.org	
Nominated by: Isabelle Roux, Educ'alpes	
Criteria	Description
Description of the site/institution/practice. What is your site's/practice's most prominent educational potential ? What are the main contents of your education measures/practices?	The non-profit association "En passant par la montagne" was founded in 1995 by an alpinist. Today the organisation is publicly financed (by the departments and others). The association has professional staff (including mountaineers) who provide logistic and pedagogical support to facilitate stays in the mountains for people in difficult situations.
What goals do you want to achieve with your educational programme? What are your site's/practice's most important educational tasks ?	Created in 1995, the association offer stays in the mountains for young people and adults in difficult situations like social exclusion, school failure, illness or disability, to help them find a motivation to overcome this situation.
Who is the main target group of your site/offers?	Young people in difficult situations
Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?	<input type="checkbox"/> Environmental Education <input type="checkbox"/> Education for Sustainable Development <input type="checkbox"/> Others:
How is your educational programme mainly organised/marketed?	"En passant par la montagne" cooperates with the social services of the Departments.
Is there a monitoring & evaluation programme for constant development?	No information
What makes the good practice different/better than other initiatives /programmes/approaches? Is it possible to identify an USP ?	<input type="checkbox"/> Integrating the natural and cultural heritage <input checked="" type="checkbox"/> Several/diverse target groups <input checked="" type="checkbox"/> Action-orientation <input checked="" type="checkbox"/> Mountain orientation <input checked="" type="checkbox"/> Self-determination of the participants <input type="checkbox"/> Integration of formal and non-formal education

	<p><input type="checkbox"/> Integration of external stakeholders, e.g. tourist organizations, protected areas, other organizations</p> <p>The USP: "En passant par la montagne " offer stays in the mountains for young people and adults in difficult situations, like social exclusion, school failure, illness or disability intended to help them find a motivation to overcome their situation. -</p>
LOGO	 <p>EN PASSANT PAR LA MONTAGNE</p>
PHOTO	



No. 4: Un berger dans mon école / A shepherd in my school

Good Practice: Un berger dans mon école / A shepherd in my school Name: Société d'économie alpestre Mail: sea74@echoalp.com Website: http://www.echoalp.com/presentation-operation-bdme.html	
Nominated by: Isabelle Roux, Educ'alpes	
Criteria	Description
Description of the site/institution/practice. What is your site's/practice's most prominent educational potential ? What are the main contents of your education measures/practices?	The project is organised by a (farmer's) syndicate for alpine economy in partnership with the national education authorities in Savoie. Shepherds visit the pupils in schools and give them an insight into their work (using special tools). At the end of the school year, the children visit the shepherds on the mountain pastures. The project has existed for more than ten years now and is very popular.
What goals do you want to achieve with your educational programme? What are your site's/practice's most important educational tasks ?	The goals of this programme are to educate children by sensitising them to the world of alpine pastures and mountain farming with their (cultural) heritage, landscapes, flavours and images. Note : An important issue in France is safety in the mountain pastures (e.g. how to deal with dogs called Patous, trained to defend sheep against wolves, sometimes aggressive)
Who is the main target group of your site/offers and are they specifically addressed by the practised educational measures? ? Do you know your main target group's main interests ?	School children, 4-12 years
Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?	<input type="checkbox"/> Environmental Education <input type="checkbox"/> Education for Sustainable Development <input type="checkbox"/> Others:
How is your educational programme mainly organised/marketed?	This project consists of 4 key pillars: The visit of the shepherd in class (between November and March), the work in class with the teacher and with the help of pedagogical tools (educational suitcase and a special newspaper called 'Pasto'), the participation at the day of mutualisation (in May, with all schools), a visit in a high

	<p>mountain pasture to meet the shepherd (in June). Many stakeholders (shepherds, mountain farmers) are involved in the project.</p>
<p>Is there a monitoring & evaluation programme for constant development?</p>	<p>No information</p>
<p>What makes the good practice different/better than other initiatives /programmes/approaches?</p> <p>Is it possible to identify an USP?</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating the natural and cultural heritage <input type="checkbox"/> Several / divers target groups <input checked="" type="checkbox"/> Action-orientation <input checked="" type="checkbox"/> Mountain orientation <input type="checkbox"/> Self-determination of the participants <input checked="" type="checkbox"/> Integration of formal and non-formal education <input checked="" type="checkbox"/> Integration of external stakeholders, e.g. tourist organizations, protected areas, other organizations <p>The USP: School children will be acquainted with the world of alpine pastures through visits of shepherds in (primary) schools and – in return – by visiting the alpine pastures themselves.</p>
<p>LOGO</p>	 <p>Société d'économie alpestre de Savoie</p> <p>Un Berger dans mon école</p> 

No. 5: Réseau Empreintes: “Access to the mountains for handicapped people”

<p>Good Practice: Réseau Empreintes: “Access to the mountains for handicapped people”</p> <p>Address: 23, avenue des Harmonies 74960 Cran Gevrier</p> <p>Website: www.reseau-empreintes.com</p> <p>Contact person:</p> <p>Name: Dominique Carliez</p> <p>Function: Coordinator</p> <p>Tel: bureau : 04 50 69 92 52</p> <p>portable : 06 43 65 82 43</p> <p>Mail: dominique.carliez@reseau-empreintes.com</p>	
<p>Nominated by: Dominique Carliez, Réseau Empreintes (Observer) and Isabelle Roux, Educ’alpes</p>	
Criteria	Description
<p>Description of the site/institution/practice.</p> <p>What is your site’s/practice’s most prominent educational potential?</p> <p>What are the main contents of your education measures/practices?</p>	<p>“Réseau Empreintes” is an environmental education network working at the level of the department Haute-Savoie. One focus of this network is to establish access to the mountains for people with handicaps. The network provides logistic and pedagogical support to facilitate stays in the mountains for young people with handicaps.</p>
<p>What goals do you want to achieve with your educational programme?</p> <p>What are your site’s/practice’s most important educational tasks?</p>	<p>One focus of the network is to establish access to the mountains for people with handicaps. Réseau Empreintes and its partners in the medical and social sector are convinced that the access to nature can be a great asset and an important factor in psychological and physiological health treatments for people with disabilities (especially for those who are forced to stay confined in their in care facilities most of the time. An additional educational goal is the social integration of people with disabilities.</p>
<p>Who is the main target group of your site/offers ?</p>	<p>people with handicaps</p>
<p>Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?</p>	<p><input type="checkbox"/> Environmental Education</p> <p><input type="checkbox"/> Education for Sustainable Development</p> <p><input type="checkbox"/> Others:</p>
<p>How is your educational programme mainly organised/marketed?</p>	<p>“Réseau Empreintes” cooperates with socio-medical centres. It spreads information by sharing the experiences made with handicapped people in the mountains.</p> <p>The network has published a technical and practical guide about how to create access to the mountains for people with disabilities:</p>

	<p>Part 1 : http://www.reseau-empreintes.com/sites/default/files/wysiwyg/u25/ressources/accessibilite/ENVIES%20DE%20MONTAGNE%20LIGHT_Partie1.pdf</p> <p>Part 2 : http://www.reseau-empreintes.com/sites/default/files/wysiwyg/u25/ressources/accessibilite/ENVIES%20DE%20MONTAGNE%20LIGHT_Partie2.pdf</p>
Is there a monitoring & evaluation programme for constant development?	No information
<p>What makes the good practice different/ better than other initiatives /programmes/approaches?</p> <p>Is it possible to identify an USP?</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating the natural and cultural heritage <input checked="" type="checkbox"/> Several/diverse target groups <input checked="" type="checkbox"/> Action-orientation <input checked="" type="checkbox"/> Mountain-orientation <input checked="" type="checkbox"/> Self-determination of the participants <input type="checkbox"/> Integration of formal and non-formal education <input checked="" type="checkbox"/> Integration of external stakeholders, e.g. tourist organizations, protected areas, other organizations <p>The USP: "Réseau Empreintes" is an environmental education network with a focus on the establishment of access to the mountains for people with handicaps. The network provides logistic and pedagogical support to facilitate stays in the mountains for people with handicaps.</p>
LOGO	
PHOTO	

Italy


No. 6: Monitoring water quality parameters of the Lake Garda

Good Practice: Monitoring water quality parameters of the Lake Garda Name: Liceo /High School E.Fermi Salò (Brescia) Website: www.liceofermisalo.gov.it Contact person: Name: Professor Luisa Superti Mail: bsps05000x@istruzione.it	
Nominated by: FLA – Lombardy Region	
Criteria	Description
Description of the site/institution/practice. What is your site's/practice's most prominent educational potential ? What are the main contents of your education measures/practices?	In this activity students learn how to conduct fieldwork to analyse and evaluate the water quality level by considering significant parameters. This activity is repeated twice every year (in autumn and in spring) to show how these parameters change over the year. The activity is carried out at two collection points. Students evaluate the concentration of nitrogen, phosphates, PH and temperature at two different water levels (namely the water surface and at a water depth of 8 metres). Two samples are collected at different points and then analysed at the school's laboratory with appropriate instruments. For each parameter, a form is completed to report on the concentration and measurement method.
What goals do you want to achieve with your educational programme? What are your site's/practice's most important educational tasks ?	Teach students how to analyse water quality through the evaluation of significant indicators. On-field implementation of the concepts acquired in biology class.
Who is the main target group of your site/offers?	High school students with scientific curricula in their 2 nd and 3 rd year.
Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or	<input type="checkbox"/> Environmental Education <input type="checkbox"/> Education for Sustainable Development <input checked="" type="checkbox"/> Others: Practical application to reinforce the concepts acquired during biology class.

other)?	
How is your educational programme mainly organised/marketed ?	An individual school conducting this activity thanks to the support of professor Superti. She has conducted this activity with different classes since she started teaching in 1984; this means that hundreds of students have already taken part in this activity.
Is there a monitoring & evaluation programme for constant development?	No
What makes the good practice different/better than other initiatives /programmes/approaches? Is it possible to identify an USP ?	<input checked="" type="checkbox"/> Integrating the natural and cultural heritage <input type="checkbox"/> Several/diverse target groups <input checked="" type="checkbox"/> Action-orientation <input type="checkbox"/> Mountain-orientation <input type="checkbox"/> Self-determination of the participants <input type="checkbox"/> Integration of formal and non-formal education <input type="checkbox"/> Integration of external stakeholders, e.g. tourist organizations, protected areas, other organizations USP: Every year, students of E. Fermi High School, in the province of Brescia conduct an on-field activity to analyze the water quality of Garda Lake.



No. 7: Rifugio Val Salarno -Refurbishment of an alpine refuge in Val Salarno

Good Practice: Rifugio Val Salarno -Refurbishment of an alpine refuge in Val Salarno Name: Adamello Regional Park Website: http://www.parcoadamello.it/ http://www.isolivelli.gov.it/sites/default/files/progetti/2016/Progetto_51.pdf Contact person: Name: Anna Bonettini - Parco dell'Adamello Email: anna.bonettini@parcoadamello.it	
Nominated by: FLA – Lombardy Region Parco Regionale dell'Adamello	
Criteria	Description
Description of the site/institution/practice. What is your site's/practice's most prominent educational potential ? What are the main contents of your education measures/practices?	The project provides high school students with the relevant competencies to plan the rebuilding of a refuge in a mountain territory, namely using software for architectural design as well as photo editing and improving their presentation skills. The project is based on specific knowledge of the territory, the technical conditions of the building and the environmental context of the area. The project entails bilateral meetings with the director of Adamello Park to explain problems related to interventions on buildings in protected areas.
What goals do you want to achieve with your educational programme? What are your site's/practice's most important educational tasks ?	Teach students how to develop a project of refurbishment of building/refuge in cooperation with the public institutions considering environmental characteristics of the territory and technical specifications of the structure.
Who is the main target group of your site/offers?	Students from high schools with curricula focusing on architectural, environmental and civil subjects.
Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?	<input type="checkbox"/> Environmental Education <input type="checkbox"/> Education for Sustainable Development <input checked="" type="checkbox"/> Others: On-site and laboratory activities aiming to improve both students' professional skills and their awareness of the historical and environmental characteristics of the territory.

<p>How is your educational programme mainly organised / marketed?</p>	<p>This project involved students in the following activities:</p> <ul style="list-style-type: none"> - 2 surveys in Val Salarno (8 hours each) - Meetings with the director of Adamello Park (2 hours) - Laboratory activities (20 hours) - Final presentation of the project (4 hours) <p>The project was carried out during the school year 2016–2017.</p>
<p>Is there a monitoring & evaluation programme for constant development?</p>	<p>No</p>
<p>What makes the good practice different/ better than other initiatives /programmes/approaches?</p> <p>Is it possible to identify an USP?</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating the natural and cultural heritage <input type="checkbox"/> Several / divers target groups <input checked="" type="checkbox"/> Action-orientation <input checked="" type="checkbox"/> Mountain orientation <input type="checkbox"/> Self-determination of the participants <input type="checkbox"/> Integration of formal and non-formal education <input checked="" type="checkbox"/> Integration of external stakeholders, e.g. tourist organizations, protected areas, other organizations <p>USP: The project provides high school students with the relevant competencies to plan the rebuilding of an alpine refuge considering environmental characteristics of the territory and technical specifications of the structure.</p>
<p>PHOTO</p>	 <p>The alpine refuge to be refurbished</p>

No. 8: ARCTOS

Good Practice: LIFE Project ARCTOS (LIFE09 NAT/IT/000160) Preserve the presence of Brown Bear from extinction and explain its importance with specific activities tailored to local people, personnel of mountain parks, students and children. Name: Adamello Regional Park Website: http://www.parcoadamello.it/ http://www.parcoadamello.it/public/depliant_definitivo_RL.pdf Contact person: Name:	
Nominated by: FLA – Lombardy Region Parco Regionale dell'Adamello	
Criteria	Description
Description of the site/institution/practice. What is your site's/practice's most prominent educational potential ? What are the main contents of your education measures/practices?	The project offers several educational activities to promote the overall knowledge of the brown bear: from the biological characteristics to the importance of the bear's natural habitat and the correct behaviour to preserve the animal's and our own safety. The educational activities are articulated in the following ways: 1) Competition between schools regarding the preparation of an artistic or multimedia product on the preservation of the brown bear. 2) Distribution of information on this project at local schools to promote the its goals and activities; 3) Training activities for teachers and field visits with students. 4) Final dissemination events with the participation of students and their families.
What goals do you want to achieve with your educational programme? What are your site's/practice's most important educational tasks ?	Action D4 of the project is targeted at schools of the alpine area with communication and dissemination activities. The goal of these activities, which will be carried out in the area of Adamello Park, Stelvio National Park and Orobic Valtellinesi Park, is to increase students' awareness of the importance of the brown bear and its role in the alpine ecosystem.
Who is the main target group of your site/offers?	Primary and secondary schools students from the provinces of Sondrio, Lecco and Bergamo located in the alpine area.
Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?	<input checked="" type="checkbox"/> Environmental Education <input type="checkbox"/> Education for Sustainable Development <input type="checkbox"/> Others

<p>How is your educational programme mainly organised/marketed?</p>	<p>Educational activities for schools in the area of the provinces of Bergamo, Sondrio and Lecco over the duration of the project (2010-2014). This project was part of the LIFE+ program (LIFE09 NAT/IT/000160) and all the activities carried out and their expenses were co-financed with the contribution of the European Regional Development Fund (ERDF).</p>
<p>Is there a monitoring & evaluation programme for constant development?</p>	<p>The project is part of the LIFE program and is therefore subjected to evaluation criteria reported in the application form.</p>
<p>What makes the good practice different/better than other initiatives /programmes/approaches?</p> <p>Is it possible to identify an USP?</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating the natural and cultural heritage <input checked="" type="checkbox"/> Several/diverse target groups <input checked="" type="checkbox"/> Action-orientation <input checked="" type="checkbox"/> Mountain-orientation <input type="checkbox"/> Self-determination of the participants <input checked="" type="checkbox"/> Integration of formal and non-formal education <input checked="" type="checkbox"/> Integration of external stakeholders, e.g. tourist organizations, protected areas, other organizations <p>USP: ARCTOS is a LIFE project with the aim to preserve the brown bear from extinction and explain its importance by means of specific activities tailored to local people, personnel of mountain parks, students and children.</p>
<p>LOGO</p>	
<p>PHOTO</p>	

No. 9: ALPS MEMORY




Good Practice: ALPS MEMORY Name: IC Damiani – Morbegno / Secondary school Damiani in Morbegno, Sondrio, Italy Website: http://www.ic2damianimorbegno.it/ Contact person: Name: Maria Cristina Bertarelli Function: Teacher Email: mcbertarelli@alice.it mariacristina.bertarelli@ic2damianimorbegno.it	
Nominated by: FLA – Lombardy Region	
Criteria	Description
Description of the site/institution/practice. What is your site's/practice's most prominent educational potential ? What are the main contents of your education measures/practices?	Interdisciplinary project (Geography, History, Italian, Science, Technology and Physical Education) of a secondary school emerging from the necessity of increasing young people's knowledge of the territory, and aiming to avoid the progressive loss of historical identity and technical and manual competences...
What goals do you want to achieve with your educational programme? What are your site's/practice's most important educational tasks ?	The main educational goal is to develop territorial awareness among young people of the enhancement and protection of the cultural and environmental heritage of our country, for the promotion of knowledge of and respect for environmental values in the Alpine region, which is fundamental for its defense from the environmental challenges of the present. The aims of this educational and teaching training are to: <ol style="list-style-type: none"> 1. Design educational activities on geographic and historical topics that cover the first two years of secondary school, on the basis of environmental factors and demo-ethno-anthropological materials. 2. Discover the historical value and characteristics of the territory to promote environmental protection in these challenging times. 3. Propose environmental education as a means to reconnect young people to the territory The final goal of this project is to create a laboratory for Alpine Culture and introduce it into the educational curriculum of schools in the Alpine Area.

Who is the main target group of your site/offers?	<p>Secondary school students aged between 11 and 14 years.</p> <p>The goals to be achieved are</p> <ul style="list-style-type: none"> ○ Knowledge and protection of the Alpine environment. ○ Personal development of the young regarding their specific alpine identity. ○ Increase the awareness of historical and social identity and promote civic education. ○ Character building and development of communication and social skills.
Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?	<p><input type="checkbox"/> Environmental Education</p> <p><input type="checkbox"/> Education for Sustainable Development</p> <p><input checked="" type="checkbox"/> Others: For the planning of teaching activities, Damiani secondary school follows a syllabus based on the National Guidelines 2012. One of the most important aims that are indicated in PTPF (a three year's plan of training offers) is to focus on the landscape and the territory. Our school has actively contributed to the project promoted by the province of Sondrio called "A school curriculum for cultural heritage of Valtellina: the landscape and its transformations", adopting and experimenting with its guidelines. Damiani Secondary school has adopted the final objective of the European Landscape Convention, believing that the landscape plays a significant educational role and encourages citizens, especially the younger ones, to take care of the territory.</p> <p>In this context, a partnership with museums has been established to jointly plan activities, courses, and initiatives aimed at focusing classroom lessons on the cultural and natural heritage of Valtellina.</p>
How is your educational programme mainly organised/ marketed ?	<p>The project is based on an educational approach involving both lessons with experts (geologists, glaciologists, architects, engineers, artisans, farmers, mountain guides, hiking guides, Alpine rescue) and fieldwork (4 field trips per year).</p> <p>Activities are different depending on the year of study:</p> <p>FIRST YEAR: "Time and territory": observing the nature and the morphology of our territory to understand the transformations that have occurred over the years.</p> <p>SECOND YEAR: "Man and territory": to deepen the relation between our territory and human activities, analyzing changes humans have left on the territory.</p> <p>THIRD YEAR: "History and territory": our territory preserves the remains of some of the most tragic events of the First World War. In the third year we explore the role of military architecture and the strategic position of our territory.</p>
Is there a monitoring & evaluation programme for constant development?	<p>Monitoring of students.</p> <p>Production of written texts of various kinds.</p> <p>Feedback survey.</p>

<p>What makes the good practice different/ better than other initiatives /programmes/approaches?</p> <p>Is it possible to identify an USP?</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating the natural and cultural heritage <input type="checkbox"/> Several/diverse target groups <input type="checkbox"/> Action-orientation <input checked="" type="checkbox"/> Mountain-orientation <input type="checkbox"/> Self-determination of the participants <input checked="" type="checkbox"/> Integration of formal and non-formal education <input checked="" type="checkbox"/> Integration of external stakeholders, e.g. tourist organizations, protected areas, other organizations <p>The USP: Development of territorial awareness among young generations of the enhancement and protection of the cultural and environmental heritage, for the promotion of knowledge of and respect for environmental values in the Alpine region.</p>
<p>Video about the project</p>	<p>https://drive.google.com/file/d/0B5fN5DdKlqQbZEpQNHFkS0JYZFk/view?usp=sharing</p>

No. 10: Mountain University of Edolo / UNIMONT

Good Practice: Mountain University of Edolo / UNIMONT Website: http://www.unimontagna.it	
Nominated by: Antonella Songia & Maria Grazia Pedrana Regione Lombardia	
Criteria	Description
Description of the site/institution/practice. What is your site's/practice's most prominent educational potential ? What are the main contents of your education measures/practices?	The University Centre of Excellence " Mountain University " is situated in Edolo, Brescia Province, Italy. It was founded on the basis of a framework agreement between the Italian Ministry of Education, University and Research (MIUR) and Milan University. It is an innovative training and research centre, specialized in the study and analysis of issues regarding mountain areas. Main contents: (examples) Conservation and sustainable development of mountain areas Land and landscape restoration and enhancement Environmental and land planning engineering Agricultural and agro-environmental sciences Mountain forestry Protection and management of food farming chain Project management for mountain areas – advanced level
What goals do you want to achieve with your educational programme? What are your site's/practice's most important educational tasks ?	Given the specific characteristics of mountain areas and considering that the development and enhancement of these areas for the benefit of the whole of society requires a specific cultural and technical approach, the Mountain University aims to train experts in mountain issues , so that they become capable of expressing the potential of mountain areas in a context of environmental, social and economic sustainability.
Who is the main target group of your site/offers?	Young adults
Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?	<input type="checkbox"/> Environmental Education <input type="checkbox"/> Education for Sustainable Development <input checked="" type="checkbox"/> Others: The courses offered at the Mountain University aim to ensure a multidisciplinary approach to specific subjects regarding mountain areas, as well as opportunities for practical training and vocational skills sessions .
How is your educational programme mainly organised/ marketed ?	Three year undergraduate programme (BS) : Series of advanced courses (also distance learning) Intensive programme of seminars (also distance learning).

Is there a monitoring & evaluation programme for constant development?	No information
What makes the good practice different/ better than other initiatives /programmes/approaches? Is it possible to identify an USP ?	<div data-bbox="654 321 1373 590"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating the natural and cultural heritage <input type="checkbox"/> Action-orientation <input checked="" type="checkbox"/> Mountain-orientation <input type="checkbox"/> Self-determination of the participants <input type="checkbox"/> Several / diverse target groups <input type="checkbox"/> Integration of formal and non-formal education <input type="checkbox"/> Integration of external stakeholders, e.g. tourist organisations, protected areas, other organisations </div> <p data-bbox="654 625 1373 716">The USP: Innovative training and research centre specialised in the study and analysis of issues regarding mountain areas at university level.</p>
LOGO	<div data-bbox="654 747 898 961">   <div data-bbox="764 888 898 951"> UNIVERSITÀ DEGLI STUDI DI MILANO </div> </div>
PHOTO	

No. 11: BIOBLITZ LOMBARDIA


Good Practice: BIOBLITZ LOMBARDIA: esploratori della Biodiversità per un giorno! (=BIOBLITZ LOMBARDIA! Biodiversity Explorers for one day)	
Nominated by: Antonella Songia – Regione Lombardia - antonella_songia@regione.lombardia.it	
Criteria	Description
Which is your site's/practice's most prominent educational potential ? Which are the main contents of your education measures/practices?	Encourage people to collect and report data on the presence of animal species in the network of Lombardy Region's Protected Areas. People are followed by experts to help them detect and recognize the most interesting species, photograph animals and plants and return data on a web platform. The innovative points of this activity are the involvement of citizens and students in a participating process for evaluating and monitoring the value of Protected Areas in terms of biodiversity.
Which are your site's/practice's most important educational tasks ? Which goals do you want to achieve with your educational programme?	The aims of this educational and teaching activity are: <ol style="list-style-type: none"> 1. Increase people's awareness on the value of Lombardy's Protected Areas in protecting the environment and increase biodiversity 2. Let people discover the importance of monitoring activities for protecting the environment 3. Promote citizen science and its goals 4. Promote environmental education with scientific experts in the field of biodiversity for the broad public <p>Final goal of this project is to broaden the number of people able to carry out monitoring activities and then contribute to environment protection with useful data on the quality of protected areas and the presence of animal species.</p>
Who's the main target group of your site/offers?	Secondary school students with age comprised between 11 and 19 years and all other citizens. The goals to be achieved are <ul style="list-style-type: none"> • Knowledge and protection of the alpine environment and its habitat. • Personal development in relation to the specific identity of its home area. • Increase the awareness on natural mountain identity and promote monitoring actions. • Responsible use of digital platforms.

<p>Is there a didactical concept behind the practices and to what does it refer (Environmental Education, Education for Sustainable Development, or other)</p>	<p>Since many years the Network of Protected Areas of Lombardy has been carrying out activities of environmental education, both formal and non-formal. From this point of view, environmental education is a milestone to increase people awareness on personal responsibility to safeguard and protect the environment.</p> <p>Moreover, environmental education strengthen the relation between people and their territory, since they are seen as a fundamental source of knowledge for strategical planning. People are thus involved in management of protected areas, increasing their sense of belonging.</p>
<p>How is your educational programme mainly organized/marketed?</p>	<p>BioBlitz is one of the educational activities that every year the Network of Protected Areas of Lombardy Region implements with the participation of more than 700 classes and 14.000 students .</p> <p>BioBlitz is organized on two days simultaneously in all Parks of Lombardy Region on specified tracks with the support of environmental guides that help people in this activity. Data collected are registered on the open source web platform www.inaturalist.org, where a BioBlitz account is created for this purpose. Data Collected are free of use and can be used also for research purposes.</p> <p>Soon the app Biodiversità Lombardia (=Biodiversity in Lombardy Region) will be developed to collect data on species of interest for EU directives on Birds and Habitats.</p>
<p>Is there a monitoring & evaluation programme for constant development?</p>	<ul style="list-style-type: none"> • Number of protected Areas involved • Number of Schools/People Involved • Number of Environmental Guide • Number of volunteers • Amount of data uploaded on the web platform • Number of species of plants and animals registered
<p>What makes the good practice different/ better than other initiatives /programmes/approaches?</p> <p>Is it possible to identify an USP?</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating the natural and cultural heritage <input checked="" type="checkbox"/> Action-orientation <input checked="" type="checkbox"/> Mountain-orientation <input type="checkbox"/> Self-determination of the participants <input checked="" type="checkbox"/> Several / diverse target groups <input checked="" type="checkbox"/> Integration of formal and non-formal education <input checked="" type="checkbox"/> Integration of external stakeholders, e.g. tourist organisations, protected areas, other organisations <p>The USP: In a two-day activity citizens and students collect and report data about the presence of animal and plant species in the network of Lombardy Region's Protected Areas. People are accompanied by experts who help detecting and recognizing the most interesting species. Animals and plants are photographed and data entered in a web platform.</p>

PHOTO

Observations ▾ Species ▾ Projects ▾ Places Guides People

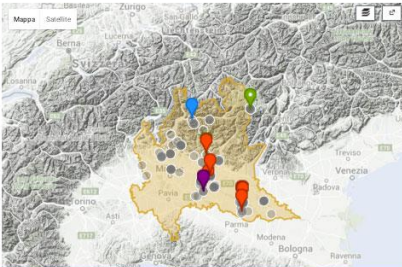
← Projects Terms & Rules | Leave this project



Bioblitz Lombardia 2016
May 21, 2016 to May 31, 2016

Event Stats

Totals	Most Observations	Most Species	Most Observed Species
1525 Observations »	amc 176 observations	amc 124 species	Eurasian Blackcap 29 observations
634 Species »	parcomontebarro 129 observations	parcomontebarro 126 species	Eurasian Blackbird 25 observations
51 People »	parco_pi 119 observations	fiordaliso 103 species	Chaffinch 22 observations
	fiordaliso 104 observations	parco_pi 90 species	Common Nightingale 20 observations
	alexandra_meazza 85 observations	mvv56 64 species	Hooded Crow 17 observations



Members 68 members

[View all members »](#)

Your membership 4 observations

Add from your observations
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About
AREA Parchi e Regione Lombardia, in collaborazione con Parco Oglio Sud, presentano il Bioblitz, Esploratori della Biodiversità per un giorno!
il 21 e 22 maggio 2016 presso diverse aree protette lombarde tutti i cittadini




Slovenia

No. 12: Biotechnical centre Naklo

Good Practice Name: Biotechnical centre Naklo Adress: Slovenia Website: http://www.bc-naklo.si Contact person: Name: Urška Kleč Function: project coordinator, VET teacher (ecological analysis and monitoring, sustainable development) Tel: 00 386 31 587 240 Mail: urska.klec@bc-naklo.si skype: urskaklec	
Nominated by: Urška Kleč Biotechnical centre Naklo, Slovenia T: 00 386 31 587 240 e-mail: urska.klec@bc-naklo.si	
Criteria	Description
Description of the site/institution/practice. What is your site's/practice's most prominent educational potential ? What are the main contents of your education measures/practices?	BC Naklo is a public entity which conducts secondary and tertiary educational programmes in the fields of nature preservation, organic agriculture and food processing. Many of BC Naklo students live in Alpine regions, which means that they begin to obtain MOE knowledge and skills at an early age. At BC Naklo, they deepen and expand their knowledge. BC Naklo places great emphasis on active learning, by which students obtain practical experience (outdoor learning, laboratory work, project work, international projects).
What goals do you want to achieve with your educational programme? What are your site's/practice's most important educational tasks ?	The curricula of our educational programmes "nature preservation" and "agricultural-entrepreneurial technician" are maximally intertwined with our students' local environment. Students combine the knowledge and skills needed for survival in Alpine region with tradition and sustainable development. They acquire knowledge in the fields of protection of natural values, ecosystems, eco-remediation and activities in the environment, ecological analysis and monitoring, guidance in nature and organic agriculture. We would also like our students to recognise the business opportunities, offered by local environment – Alpine region.



<p>Who is the main target group of your site/offers?</p>	<p>Our main target group is youth between 15 and 20 (secondary educational programmes) and between 20 and 23 (tertiary educational programs). The aim is to provide students with important knowledge and skills in their profession. As the employment opportunities of these young people are limited, they try to develop their interests and skills in a way that will help them with their chosen profession. This requires a very practical approach to their education. What is deemed relevant knowledge and skills partially depends on their potential employers. The transfer of such knowledge and skills to curricula requires teachers to master professional as well as innovative and modern pedagogic-didactical methods. This is why teachers are one of our target groups. BC Naklo educates teachers and students by sending them to international mobility actions.</p>
<p>Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?</p>	<p> <input checked="" type="checkbox"/> Environmental Education <input checked="" type="checkbox"/> Education for Sustainable Development <input type="checkbox"/> Others: </p> <p>The nature preservation technician is quite a new educational program, which was formally adopted by the Ministry of Education, Science and Sport in the Official Journal of Slovenia in 2008. It is based on the Global biodiversity strategy (1992), the Convention on Biological Diversity (United Nations, 1992), the Pan-European Biological and Landscape Diversity Strategy (1995), the UNECE Convention on Access to Information, and Public Participation in Decision-making and Access to Justice in Environmental Matters (1998). These documents require the introduction of environmental educational and sustainable contents into curricula at the primary and secondary educational level and the development of new interdisciplinary VET programs in the field of environmental education and education for sustainable development.</p>
<p>How is your educational programme mainly organised/ marketed?</p>	<p>MOE contents are taught as part of the general subjects of these educational programs such as Slovenian language, sociology, biology and geography and as part of VET modules, where the emphasis is placed on the protection of natural values, ecosystems, eco-remediations and activities in the environment, ecological analysis and monitoring, guidance in nature, organic agriculture and sustainable development. A portion of VET module takes place outdoors (local environment) or in a laboratory; teachers can also cooperate with various local clubs (fishermen, hunters). Students also obtain MOE knowledge and skills through field trips, camps, project days (focusing on a particular issue each) and</p>

	international mobility actions. A part of athletic activities is implemented as mountain hikes, sport weekends, workshops, etc. At the end of their education students (in groups of three) have to compile a project report dealing with a specific problem. In the course of their education, students also participate in various national and international projects dealing with native plants for honeybees, biotic pest control, organic agriculture, aquaponics and Slovenian traditional cuisine.
Is there a monitoring & evaluation programme for constant development?	The evaluation of educational program of nature preservation technician is conducted by measuring the success rate of graduates and their employability. We use the ECVET tool to evaluate the students' practical training, where we identify their competences and levels, objectives, learning outcomes, knowledge, skills and competences and learning activities. We monitor a student's progress before and after their practical training.
What makes the good practice different/better than other initiatives /programmes/approaches? Is it possible to identify an USP ?	<input checked="" type="checkbox"/> Integrating the natural and cultural heritage <input checked="" type="checkbox"/> Action-orientation <input checked="" type="checkbox"/> Mountain orientation <input checked="" type="checkbox"/> Self-determination of the participants <input type="checkbox"/> Several/diverse target groups <input checked="" type="checkbox"/> Integration of formal and non-formal education <input checked="" type="checkbox"/> Integration of external stakeholders, e.g. tourist organisations, protected areas, other organisations The USP (if possible):
LOGO	
PHOTO	

No. 13: Centre for School and Outdoor Education

Good Practice Name: Centre for School and Outdoor Education Nation, Address: Slovenia Website: http://www.csod.si/?language=en Contact person: Name: Centre for School and Outdoor Education (CSOE) Function: responsible for pedagogic activities of CSOE Tel: 00 386 1 23 48 600 Mail: ida.kavcic@csod.si	
Nominated by: Dr. Darja PICIGA Ministry of the Environment and Spatial Planning Dunajska cesta 48 SI – 1000 Ljubljana, Slovenija Nina Kaličanin , BC Naklo	
Criteria	Description
Description of the site/institution/practice. What is your site's/practice's most prominent educational potential ? What are the main contents of your education measures/practices?	<p>The Ministry of Education, Science and Sport founded the Centre for School and Outdoor Education (CSOE) in 1992, i.e. it is a public institution. The main activities of CSOE are defined by the ZOFVI law (Law about Organization and Financing of Education), which is binding for all public schools. The Centre for School and Outdoor Education is based in Ljubljana, but it has 23 facilities across Slovenia. Ten of them are located in mountain areas, where they put special emphasis on MOE.</p> <p>CSOE perform the following activities for children in kindergartens, primary and secondary schools:</p> <ul style="list-style-type: none"> - single day activities: science and technical days, field trips - one-week activities: <ul style="list-style-type: none"> • Outdoor schools with plenty of athletic activities (skiing, rafting, cycling, hiking, mountain climbing) • Project activities, dealing with healthy lifestyles, biodiversity, ecosystems, natural and cultural heritage, water cycle, orientation ... • Pupils' and students' holiday activities <p>Their biggest advantage is that they offer educational programmes that are compatible with curricula. They include accommodation, meals, equipment and qualified teachers who implement their programmes.</p> <p>The center is one of the funding members of "The Real World Learning Network", a consortium of outdoor learning providers across Europe.</p>



<p>What goals do you want to achieve with your educational programme? What are your site's/practice's most important educational tasks?</p>	<p>CSOE programmes include contents based on the curricula of kindergartens, primary and secondary schools. Educational organisations would normally implement these contents in their classrooms, but they prefer CSOE programs because of their “outdoor” pedagogic-didactical methods and approaches. Participants of CSOE outdoor activities gain knowledge and skills in the fields of environment, natural and cultural heritage and sustainable development. The long-term impact of this kind of activities is building a positive and responsible attitude towards the environment. Through a healthy diet and athletic activities, participants work on a positive self image, friendship, cooperation and tolerance.</p> <p>MOE contents are included in programs of those CSOE facilities, which are located in alpine areas (10 of 23). They offer athletic activities such as hiking, mountain climbing, rafting, canoeing, cycling, skiing, cross country skiing and swimming. The safety of all participants is a vital component of all activities. Mountain-oriented educational activities are connected with knowledge and skills in the fields of alpine biodiversity, adaptations of organisms to the alpine environment, alpine ecosystems analysis and monitoring, pollution of alpine ecosystems (especially water, soil and air), limitations in protected areas.</p>
<p>Who is the main target group of your site/offers?</p>	<p>The contents of CSOE educational programs are based on the curricula of formal educational programmes of kindergartens, primary and secondary schools. Young people are at the centre of the educational process, which is why the process is designed to combine learning with fun, outdoor learning, athletic activities and team work.</p> <p>Youth with special needs can also participate in CSOE programs.</p>
<p>Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?</p>	<p><input checked="" type="checkbox"/> Environmental Education <input checked="" type="checkbox"/> Education for Sustainable Development <input type="checkbox"/> Others:</p>
<p>How is your educational programme mainly organised/marketed?</p>	<p>All CSOE activities are commercial. Kindergartens, primary and secondary schools have complete autonomy in deciding if they want to use CSOE programs. They base their decision on the activities offered, the duration of the program, and the age structure and size of groups.</p> <p>CSOE programs for the next school year are offered to educational organisations in spring.</p> <p>At weekends and during school holidays accommodation and activities are offered to families and individuals.</p>

<p>Is there a monitoring & evaluation programme for constant development?</p>	<p>The CSOE statistical database shows that more than 65,000 pupils and 10,000 students are participants of outdoor school activities. Indirect monitoring of quality assurance of CSOE programmes is conducted through monitoring the number of participants and the longevity of participation of individual schools in CSOE programmes. Quality assurance of CSOE programmes is directly monitored by means of questionnaires which are completed by participants of CSOE programs.</p>
<p>What makes the good practice different/better than other initiatives /programmes/approaches?</p> <p>Is it possible to identify an USP?</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating the natural and cultural heritage <input checked="" type="checkbox"/> Action-orientation <input checked="" type="checkbox"/> Mountain-orientation (10 of 23 facilities) <input type="checkbox"/> Self-determination of the participants <input checked="" type="checkbox"/> Several/diverse target groups <input checked="" type="checkbox"/> Integration of formal and non-formal education <input checked="" type="checkbox"/> Integration of external stakeholders, e.g. tourist organizations, protected areas, other organizations <p>The USP (if possible):</p>
<p>LOGO</p>	
<p>PHOTO</p>	<p>http://www.csod.si/galerija</p> 

No. 14: Network of Forest Kindergartens and Schools of Slovenia

Good Practice Name: Network of Forest Kindergartens and Schools of Slovenia Nation, Address: Slovenia Website: http://www.gozdnivrtec.si/en Contact person: Name: Function: Tel: Mail:	
Nominated by: Dr. Darja PICIGA Ministry of the Environment and Spatial Planning Dunajska cesta 48 SI – 1000 Ljubljana, Slovenija	
Criteria	Description
Description of the site/institution/practice. What is your site's/practice's most prominent educational potential ? What are the main contents of your education measures/practices?	In 2011, under the auspices of the National Education Institute of the Republic of Slovenia and Innovation Projects, an initiative group of the Network of Forest Kindergartens and Schools was formed. The project is conducted by the Forest Pedagogy Institute, co-funded by the European Agricultural Fund for Rural Development (EAFRD) and via LAG "The Heart of Slovenia". The project continues the results of previous projects such as "Invitation to the Forest", "The Nature's Heart Connect Us" etc. This projects systematically implements forest pedagogy in the curricula. The main responsibility for this project lies with the Forest Pedagogy Institute , a non-profit, non-governmental organisation that has developed a vision of forest pedagogy in Slovenia. It has established a foundation of innovative forest pedagogy and it is based on bringing together and encouraging collaboration among children, youth, kindergartens, schools, families and the wider community. The goals of this initiative are achieved through various projects and beneficial activities. The forests are the main site of the education measures: sixty percent of Slovenia is covered with forests. Most schools and kindergartens in Slovenia have access to the forest without having to use a means of transport.
What goals do you want to achieve with your educational programme? What are your site's/practice's most important educational tasks ?	The main purpose of this network is to encourage schools and kindergartens to maximize the use of the local natural environment for educational purposes. By integrating kindergartens and schools into the network in the area of the LAG "The Heart of Slovenia" and the wider Slovenian area, the project significantly contributes to the exchange of knowledge, good practises and the development of pedagogical

	approaches. This way, the network ensures the quality of learning in a natural environment, encourages the utilisation of forests in education, provides opportunities for open discussion, workshops, and sets an example of good practise.
Who is the main target group of your site/offers?	The target group of this project is primarily educators and teachers, who are encouraged to introduce new approaches to learning in kindergartens and schools; it is also aimed at the children who will be workshop participants, at the expert public, who will be indirectly involved in the project, and at the rest of the public.
Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?	<input checked="" type="checkbox"/> Environmental Education <input type="checkbox"/> Education for Sustainable Development <input checked="" type="checkbox"/> Others: The Network of Forest Kindergartens and Schools is conceptually based on the four pillars of lifelong learning (UNESCO): <i>learning to know, learning to do, learning to live together, and learning to be</i> . Learning should not only represent an academic concept, but should significantly contribute to the overall development of each individual. The transfer of knowledge and skills to reality and the possibility of using them outside of school are becoming more and more important. For the teaching staff, teaching in the natural environment means the opportunity to develop new ideas and teaching methods and thus foster personal growth. Forest pedagogy tries to become implemented in curricula, especially for kindergarten and elementary schools, so that they can take advantage of their forest environment.
How is your educational programme mainly organised/ marketed ?	In the year 2014 the Development Consortium of Network of Forest Kindergartens and Schools was established. The organisations taking part in this consortium are 2 kindergartens, 2 schools, the Forest Pedagogy Institute, the Slovenian Forestry Institute, Slovenia Forest Service and faculty of Education. The Consortium has organised 2 meetings at which over 100 pedagogical workers participated. The Network brings together the ideas of pedagogical workers all over the Slovenia by organising of seminars, workshops and projects for teachers and children. In the forest, the children not only deepen their knowledge of nature, mathematics, the Slovenian language, but also develop their individual abilities in the best possible way. Furthermore, the entire class develops as a group and the social network is strengthened.
Is there a monitoring & evaluation programme for constant development?	In the course of the project over 500 pedagogical workers and 3000 children participate in different types of pedagogical work. 50 pedagogical workers have also gained experience with good practice abroad. The schools and kindergartens who are regularly carrying out



	the education/learning process in the forest are already noticing significant progress in some areas of child development.
<p>What makes the good practice different/better than other initiatives /programmes/approaches?</p> <p>Is it possible to identify an USP?</p>	<p> <input type="checkbox"/> Integrating the natural and cultural heritage <input checked="" type="checkbox"/> Action-orientation <input type="checkbox"/> Mountain-orientation <input type="checkbox"/> Self-determination of the participants <input type="checkbox"/> Several / diverse target groups <input checked="" type="checkbox"/> Integration of formal and non-formal education <input type="checkbox"/> Integration of external stakeholders, e.g. tourist organisations, protected areas, other organisations </p> <p>The USP (if possible):</p>
LOGO	 <p>THE SLOVENIAN NETWORK OF FOREST KINDERGARTENS AND SCHOOLS</p>
PHOTO	<p>http://www.gozdnivrtec.si/sl/fotogalerija</p> 

Germany

No. 15: Nature Experience Center Allgäu



Good Practice Name: Nature Experience Center Allgäu Natuerlebniszentrum Allgäu Address: Germany Website: http://www.nez-allgaeu.de Contact person: Name: Andreas Güthler Function: Geschäftsführer Tel: +49 (0)8323/9988-761 Mail: Andreas.guethler@NEZ-Allgaeu.de	
Nominated by: Marion Loewenfeld Arbeitsgemeinschaft Natur- und Umweltbildung, Landesverband Bayern ANU Bayern e.V. Nikolaistr. 4, 80802 München, Germany marion.loewenfeld@anu.de	
Criteria	Description
Description of the site/institution/practice. What is your site's/practice's most prominent educational potential ? What are the main contents of your education measures/practices?	Sponsoring organization: BUND Naturschutz, an environment protection organization throughout Germany. The nature experience centre is a centre for environmental education with residence in the AlpSeeHaus in Immenstadt-Bühl, which coordinates activities for environmental education and environmentally compatible nature- experience-tourism all over Allgäu.
What goals do you want to achieve with your educational programme? What are your site's/practice's most important educational tasks ?	We want to share our joy about nature with others – and thereby promote the responsible handling of our environment and our fellow human beings. In the sense of the BNE, we want to increase our competence to find our own solutions for complex challenges (e.g. with programs about energy/climate, ecological footprint, globalization by the example of mobile phones etc.)

<p>Who is the main target group of your site/offers?</p>	<p>Kindergarten, schools, companies, associations, youth-groups, adult-groups, teenagers (e.g. simply-living-tour/„Einfach-Leben-Tour“)</p>
<p>Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?</p>	<p> <input checked="" type="checkbox"/> Environmental Education <input checked="" type="checkbox"/> Education for Sustainable Development <input type="checkbox"/> Others: </p>
<p>How is your educational programme mainly organised/marketed?</p>	<ul style="list-style-type: none"> • Tours for Kindergartens (1,5 h - 3,5 h) • Programmes for schools: 2 hours or nature-experience-programmes taking several days • A mobile team of experienced environmental educators visits your Kindergarten/school Group-offers: Excursion with a company, an association, youth-groups or adult-groups • Indoor activity room • Natural adventure kids birthday parties • Open offers (e.g. excursions, creative workshop) • Vacation programmes (day-care programmes taking several days (e.g. camping, tours) • For teenagers between 12 and 16 years we provide an exciting youth-wilderness-camp (5 days) • Training and workshops for nature lovers, forest owners, environmental educators, educators and teachers <p>There is a close collaboration with other environment-education-establishments and with community and tourism experts that support a sustainable, gentle tourism in Allgäu, which sees a well-preserved environment as its most important resource.</p>
<p>Is there a monitoring & evaluation programme for constant development?</p>	<p>Evaluation of feedback-questionnaires after every event, annual reflexion meeting with voluntary workers, strategy and evaluation workshops with external moderation and with the participation of executive committee, staff and honorary co-workers.</p>

<p>What makes the good practice different/ better than other initiatives /programmes/approaches?</p> <p>Is it possible to identify an USP?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Integrating the natural and cultural heritage <input type="checkbox"/> Action-orientation <input type="checkbox"/> Mountain-orientation <input checked="" type="checkbox"/> Self-determination of the participants <input checked="" type="checkbox"/> Several / diverse target groups <input type="checkbox"/> Integration of formal and non-formal education <input checked="" type="checkbox"/> Integration of external stakeholders, e.g. tourist organisations, protected areas, other organisations <p>The USP (if possible): building up networks between environmental-educational actors and creating a connection with people responsible for tourism in order to strengthen a close-to-nature tourism; work in the plane (environmental education all over Allgäu); high efficiency: with only 1.5 permanent jobs and the help of voluntary workers, ca. 700 environmental-education offers can be generated every year owing to effective organisation.</p>
<p>LOGO</p>	
<p>PHOTO</p>	



No. 16: Education Centre “House of the Mountains”

Good Practice Name: Education Centre “House of the Mountains” Bildungszentrum „Haus der Berge“, Nationalparkverwaltung Berchtesgaden Address: Germany Website: http://www.haus-der-berge.bayern.de/ Contact person: Name: Andrea Heiß Function: Leiterin Sachgebiet Umweltbildung Tel: 0049 (0)8652 9868 118 Mail: andrea.heiss@npv-bgd.bayern.de	
Nominated by: Julia Herzog, Dipl. Sozialpädagogin (FH) Haus der Berge, Bildungszentrum Gmundberg 6 83471 Berchtesgaden, Germany julia.herzog@npv-bgd.bayern.de	
Criteria	Description
Description of the site/institution/practice. What is your site's/practice's most prominent educational potential ? What are the main contents of your education measures/practices?	The “House of the Mountains“ lies on the outskirts of Berchtesgaden with a direct view of the National Park. The National Park Center is divided into an information center, an education center and an experience area and is run by the National Park Administration.
What goals do you want to achieve with your educational programme? What are your site's/practice's most important educational tasks ?	The aim of the house is to inspire people to visit real nature in the National Park. The programmes of the education centre serve the purpose of preparing or post-processing an exhibition or the visit of the National Park.
Who is the main target group of your site/offers?	Kindergartens, schools, children and youth groups, multipliers (teachers, educators)
Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?	<input checked="" type="checkbox"/> Environmental Education <input checked="" type="checkbox"/> Education for Sustainable Development <input type="checkbox"/> Others: The education centre offers an ideal environment for a modern education for sustainable development. The main idea of the programme concept is self-discovering learning. In contrast to everyday school life, the participants are given the opportunity to deepen their individual interests. Motto: “Inspire not instruct“
How is your educational programme	Various offers. Examples:

<p>mainly organised/marketed?</p>	<p>A biannually changing winter and summer programme with countless offers of interactive programmes (duration: 2-8 hours).</p> <p>The National Park children and youth groups meet for group lessons in the education center.</p> <p>Offers for multipliers about individual topics (students who want to become teachers, Kindergarten teachers, colleagues of other UB organizations).</p> <p>“Explorer week“ for different schools as 2-3 day programmes. (in combination with excursions to the National Park).</p> <p>“Media camp“: 4 day event for teenagers between 13 and 15 years of age in the summer holidays (incl. 2 day excursion to the National Park)</p>
<p>Is there a monitoring & evaluation programme for constant development?</p>	<p>There is a standardized qualitative evaluation based on an Oracle Databank Basis. Besides, different programmes and fields of education are qualitatively evaluated. An annual report offers detailed information.</p>
<p>What makes the good practice different/better than other initiatives /programmes/approaches?</p> <p>Is it possible to identify an USP?</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating the natural and cultural heritage <input checked="" type="checkbox"/> Action-orientation <input checked="" type="checkbox"/> Mountain-orientation <input checked="" type="checkbox"/> Self-determination of the participants <input checked="" type="checkbox"/> Several/diverse target groups <input checked="" type="checkbox"/> Integration of formal and non-formal education <input type="checkbox"/> Integration of external stakeholders, e.g. tourist organizations, protected areas, other organizations <p>The USP (if possible): The triad of exhibition, education centre and outdoor area is unique. The four main living spaces water, forest, alps/meadows as well as rock in all seasons are the focus of the exhibition “Vertical Wilderness” and knowledge thereof is deepened in all three areas.</p>
<p>LOGO</p>	 <p>HAUS DER BERGE NATIONALPARKZENTRUM BERCHTESGADEN</p>
<p>PHOTO</p>	

No. 17: National park Children and Youth Groups



Good Practice Name: National park Children and Youth Groups , National park administration Berchtesgaden Address: Germany Website: http://www.nationalpark-berchtesgaden.de/bildungsangebote/kinder_jugendgruppen/index.htm Contact person: Name: Julia Herzog Function: pedagogic employee for environmental education Tel: 0049 (0)8652 979060-14 Mail: julia.herzog@npv-bgd.bayern.de	
Nominated by: Julia Herzog, Dipl. Sozialpädagogin (FH) Haus der Berge, Bildungszentrum Gmundberg 6 83471 Berchtesgaden, Germany julia.herzog@npv-bgd.bayern.de	
Criteria	Description
Description of the site/institution/practice. What is your site's/practice's most prominent educational potential ? What are the main contents of your education measures/practices?	5 groups, each with 10-15 children, meet for 2 hours on a weekly basis. They explore and discover nature in their local environment, experience the different seasons, play, do handicrafts, build camps and much more. The kids are usually part of the group for several years, which enables a continuous and sustainable education and, by including the whole family, contributes to a higher acceptance of the National Park.
What goals do you want to achieve with your educational programme? What are your site's/practice's most important educational tasks ?	The kids should establish a positive relationship towards nature as early as possible. They are the decision makers of tomorrow. Further goals are communicating the NP idea, enhancing the understanding for protection measures, and promoting a sustainable lifestyle.
Who is the main target group of your site/offers?	Children between 6 and 16 years of age from the region.
Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?	<input checked="" type="checkbox"/> Environmental Education <input checked="" type="checkbox"/> Education for Sustainable Development <input type="checkbox"/> Others: As compensation for their school routine, children and teenagers should have the opportunity to deepen their individual interests. Motto: "Inspire not instruct".

How is your educational programme mainly organised/ marketed ?	Since the foundation of this programme it has been in stable demand. Normally sisters and brothers or friends and relatives follow. This works great in primary school, but once the children change for different schools, further marketing measures are necessary (e.g. via newspapers).
Is there a monitoring & evaluation programme for constant development?	The statistical data about the events (quantitative evaluation) has been stored in an Oracle databank for 10 years. The individual groups are further interviewed by means of questionnaires every few years.
What makes the good practice different/ better than other initiatives /programmes/approaches? Is it possible to identify an USP ?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating the natural and cultural heritage <input checked="" type="checkbox"/> Action-orientation <input checked="" type="checkbox"/> Mountain-orientation <input checked="" type="checkbox"/> Self-determination of the participants <input type="checkbox"/> Several/diverse target groups <input type="checkbox"/> Integration of formal and non-formal education <input type="checkbox"/> Integration of external stakeholders, e.g. tourist organizations, protected areas, other organizations <p>The USP: Long term thinking! Some children spend more than 10 years in these groups – over the years a solid relationship to the National Park can be established and a sustainable education can be implemented.</p>
LOGO	 <p>Nationalpark Berchtesgaden Kinder- und Jugendgruppen</p>
PHOTO	

Austria

No. 18: k.i.d.Z.21-Austria: competent into the future

Good Practice Name: k.i.d.Z.21-Austria: kompetent in die Zukunft (competent into the future) Adress: Austria Website: http://kidz.ccca.ac.at Contact person: Name: Prof. Dr. Hans Stötter Function: Project manager Tel: +43 / 512 / 507-54003 Mail: hans.stoetter@uibk.ac.at	
Nominated by: Mag. Maximilian Riede Institute for Geography , University of Innsbruck 6020 Innsbruck / AUSTRIA maximilian.riede@uibk.ac.at	
Criteria	Description
Description of the site/institution/practice. What is your site's /practice's most prominent educational potential ? What are the main contents of your education measures/practices?	The project concept was developed in close cooperation between the work group "Communication and Education in Geography" at the Institute for Geography of the University Innsbruck and the school administration of the Karl-von-Gosen-Gymnasium (G-Eggenfeld). In 2012 the pilot project k.i.d.Z.21 was carried out at the school for the first time. The follow-up project k.i.d.Z.21-Austria is organised every year; in the school year 2015/2015 it involved 6 grammar schools in Austria. Topic: Discovering and experiencing climate change from different perspectives. Educational potential: learning-on-site to better understand climate change in the alpine mountains.
What goals do you want to achieve with your educational programme? What are your site's/practice's most important educational tasks ?	In the context of global change, education in geography, economics, and other subjects has the responsibility to foster competencies that enable young people to cope with the challenges of the 21 st century. As a research-education cooperation, "k.i.d.Z.21 – kompetent in die Zukunft" focuses on all aspects of climate change. Cooperation between science and society is strengthened.
Who is the main target group of your site/offers?	Students in grammar and secondary schools. Further education for teachers. The main interests are identified by accompanying analyses and interviews and are included in the further development of the project.

<p>Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?</p>	<div data-bbox="716 163 1193 262"> <input type="checkbox"/> Environmental Education <input checked="" type="checkbox"/> Education for Sustainable Development <input type="checkbox"/> Others: </div> <p>By combining inter- and transdisciplinary approaches with the theory of moderate constructivism, a theoretical basis is formed that facilitates the practical configuration of the setting.</p> <p>The integration into everyday school life is a central part of the concept. It starts with a kick-off workshop and involves individual contributions by students in different subjects, doing an "alpine research week" in the mountains.</p>
<p>How is your educational programme mainly organised/ marketed?</p>	<p>...making the k.i.d.Z.21-concept well-known, reflecting and developing, ...supporting teachers in becoming multipliers through further education, ...contributing to making education for sustainable development an important part of the Austrian school system.</p>
<p>Is there a monitoring & evaluation programme for constant development?</p>	<p>The project is constantly evaluated via pre- and posttests. Additional surveys (e.g. interviews, analyses of projects/works conducted by students) to develop climate change communication strategies.</p>
<p>What makes the good practice different/ better than other initiatives /programmes/approaches?</p> <p>Is it possible to identify an USP?</p>	<div data-bbox="716 953 1274 1228"> <input type="checkbox"/> Integrating the natural and cultural heritage <input type="checkbox"/> Action-orientation <input checked="" type="checkbox"/> Mountain-orientation <input checked="" type="checkbox"/> Self-determination of the participants <input checked="" type="checkbox"/> Several/diverse target groups <input checked="" type="checkbox"/> Integration of formal and non-formal education <input type="checkbox"/> Integration of external stakeholders, e.g. tourist organizations, protected areas, other organizations </div>
<p>LOGO</p>	
<p>PHOTO</p>	

No. 19: Agricultural Education Center ABZ Salzkammergut


<p>Good Practice</p> <p>Name: Agricultural Education Center ABZ Salzkammergut Naturpark Attersee-Traunsee and Naturpark-Schule Agrar Bildungszentrum ABZ-Salzkammergut</p> <p>Naturpark Attersee-Traunsee Steinbach 5, 4853 Steinbach am Attersee Tel.: 07663 / 20 135 E-Mail: naturpark@attersee-traunsee.at Web: www.naturpark-attersee-traunsee.at</p> <p>Agricultural Education Center ABZ Salzkammergut Pichlhofstraße 62, 4813 Altmünster</p> <p>Contact person: Name: DI Franz Spalt, Dipl. Päd. Theresia Ruhdorfer Function: Projektverantwortliche Naturparkschule Tel.: 07612 / 87 263 E-Mail: lwbfs-altmuenster.post@ooe.gv.at Webseite: http://abz.lfs-networld.com/</p>	
<p>Nominated by: Marelli Asamer-Handler & Gerhard Schlögl VNÖ, Association of Austrian Nature Parks</p>	
Criteria	Description
<p>Description of the site/institution/practice.</p> <p>What is your site's/practice's most prominent educational potential?</p> <p>What are the main contents of your education measures/practices?</p>	<p>The Nature Park Attersee-Traunsee is located in the alpine part of the Austrian state of Upper Austria. It has a size of 7,680 ha and contains substantially one ridge which separates two lakes from each other, namely the Attersee and the Traunsee. Significant habitats in the nature park are traditionally cultivated landscapes like orchard meadows, mountain pastures and larch meadows, but also forest. Therefore, the nature park particularly focuses on the preservation and use of old varieties of fruit, especially old varieties of plums.</p> <p>The ABZ is an agricultural college which offers the possibility of combining different training opportunities and of earning several training qualifications. The aim here is to qualify the graduates for acquisitional combinations (besides the agricultural and silvicultural craftsperson) depending on the substantive focus (part) acquisition as cook, clerk or pre-stage for social professions. These contents combine nature park and school, particularly when dealing with topics such as protection of cultivated landscapes, fruits and fruit products.</p>

<p>What goals do you want to achieve with your educational programme? What are your site's/practice's most important educational tasks?</p>	<p>The designation as nature park school was in 2013. During the designation process the concept of the school was adjusted and different projects were carried out in corporation with the nature park (e.g. development of diverse products made from plums or herbage, including a video clip and a concept for commercialization) During this two year process the direction of the future strategy of the nature park school ABZ developed. According to this strategy, besides the transfer of knowledge about the natural and cultivated landscape (excursions, workshops), the innovation potential of the students should be identified and supported in school. An additional annual project with other schools that are part of the developing network of nature park schools in the Nature Park Attersee-Traunsee about specific topics should be carried out. In this project, the older students of the ABZ Salzkammergut work together with the younger children of the primary schools and middle schools of the nature-park-region and transfer topic-specific knowledge and technical skills.</p>
<p>Who is the main target group of your site/offers?</p>	<p>students between 14 and 17 years</p>
<p>Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?</p>	<p><input checked="" type="checkbox"/> Environmental Education <input checked="" type="checkbox"/> Education for Sustainable Development <input type="checkbox"/> Others:</p>
<p>How is your educational programme mainly organised/ marketed?</p>	<p>Schools and the nature park are realising projects together. There is also collaboration with other nature park schools (primary schools and middle schools) in the network "Nature Park Schools in the Nature Park Attersee-Traunsee".</p>
<p>Is there a monitoring & evaluation programme for constant development?</p>	<p>The evaluating program for nature park school is currently being developed in Upper Austria.</p>
<p>What makes the good practice different/ better than other initiatives /programmes/approaches? Is it possible to identify an USP?</p>	<p><input checked="" type="checkbox"/> Integrating the natural and cultural heritage <input type="checkbox"/> Action-orientation <input checked="" type="checkbox"/> Mountain-orientation <input type="checkbox"/> Self-determination of the participants <input checked="" type="checkbox"/> Several/diverse target groups <input checked="" type="checkbox"/> Integration of formal and non-formal education <input checked="" type="checkbox"/> Integration of external stakeholders, e.g. tourist organisations, protected areas, other organisations</p> <p>The USP (if possible):</p>

<p>LOGO</p>	 
<p>PHOTO</p>	 <p><i>PRODUCTS FROM THE PLUM (FOTO: © NATURPARK ATTERSEE- TRAUNSEE ARCHIV)</i></p>
<p>Additional sources</p>	<p>HTTP://WWW.NATURPARK-ATTERSEE-TRAUNSEE.AT/NATURPARKPROJEKTE/NATURPARKSCHULEN/ABZ-SALZKAMMERGUT.HTML http://abz.lfs-networld.com/ Schnaitl, C.: Förderung des Innovationspotentials im Naturpark Attersee-Traunsee, Naturpark-Schule ABZ Salzkammergut. In: „Naturpark-Schulen vermitteln Biodiversität“. Hrsg. Verband der Naturparke Österreichs, 2015; . www.naturparke.at/vnoe/veroeffentlichungen/studien/#c2388</p>



No. 20: Qualification – Networking – Advancement of Nature Park Schools in Burgenland

<p>Good Practice</p> <p>Name: Qualification – Networking – Advancement of Nature Park Schools in Burgenland Weiterbildung – Vernetzung – Entwicklungsbegleitung der Naturpark-Schulen im Burgenland</p> <p>Address: Burgenland / Österreich</p> <p>Website:</p> <p>Contact person:</p> <p>Name: Mag. Heinz Josef Zitz</p> <p>Function: Amtsführender Präsident Landesschulrat Burgenland (Schulbehörde)</p> <p>Tel: +43-2682-710</p> <p>Mail: office@lsr-bgld.gv.at</p>	
<p>Nominated by: Andrea Sedlatschek, Thomas Böhm Regionalmanagement Burgenland A-7423 Pinkafeld, Technologiezentrum Tel.: +43 3357/9010 24-77 Fax: +43 3357/9010 24-71 andrea.sedlatschek@rmb-sued.at thomas.boehm@rmb-sued.at http://www.rmb.co.at</p>	
Criteria	
<p>Description of the site/institution/practice.</p> <p>What is your site's/practice's most prominent educational potential?</p> <p>What are the main contents of your education measures/practices?</p>	<p>The nature park schools are linked and developed through an informal cooperation between the following partners: school inspectors of Burgenland (school authority), college of education (school for teachers), college for agrarian and environmental education, association of the nature parks, nature park societies, nature park communities, 22 nature park schools.</p> <p>Main contents:</p> <ul style="list-style-type: none"> – Attending school development – Linking between schools – Advanced training for teaching staff and nature park guides – Integration and linking on the official e-platform for schools „LMS – Lernen Mit System“ – Evaluation
<p>What goals do you want to achieve with your educational programme?</p> <p>What are your site's/practice's most important educational tasks?</p>	<ul style="list-style-type: none"> – Professional enhancement of the topic – Broad networking

<p>– Who is the main target group of your site/offers?</p>	<ul style="list-style-type: none"> – Kindergarten teachers – Teachers – Extracurricular intermediary/nature park guides – Management of the protected areas – Mayor of nature park communities
<p>Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Environmental Education <input checked="" type="checkbox"/> Education for Sustainable Development <input checked="" type="checkbox"/> Others: Nature-park-schools based on criteria that apply throughout Austria
<p>How is your educational programme mainly organised/ marketed?</p>	<ul style="list-style-type: none"> – Offers for teachers on the e-platform „LMS - Lernen Mit System“ – Printed folder with offers – Distribution of the information through the school-system and the nature-park-system
<p>Is there a monitoring & evaluation programme for constant development?</p>	<p>A continuous monitoring takes place that is coordinated by the college of education.</p>
<p>What makes the good practice different/ better than other initiatives /programmes/approaches?</p> <p>Is it possible to identify an USP?</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrating the natural and cultural heritage <input checked="" type="checkbox"/> Action-orientation <input type="checkbox"/> Mountain orientation <input checked="" type="checkbox"/> Self-determination of the participants <input checked="" type="checkbox"/> Several/diverse target groups <input checked="" type="checkbox"/> Integration of formal and non-formal education <input checked="" type="checkbox"/> Integration of external stakeholders, e.g. tourist organisations, protected areas, other organisations <p>The USP: On this platform school authority, college for education (school for teachers), nature parks, nature park schools and the communities work together in qualification, networking and advancements of Burgenland's nature parks. This constellation is unique in Austria.</p>
<p>PHOTO</p>	 <p>In the photo: school authority, college of education, mayor, principal, students, nature park, association of the nature parks</p>


No. 21: Nature-Park Primary and Secondary School in Rechnitz

Good Practice Name: Nature-Park Primary and Secondary School in Rechnitz Naturpark-Volksschule und Naturpark-Mittelschule Rechnitz Address: Schulgasse 10, 7471 Rechnitz, Austria Website: http://www.vs-rechnitz.at/ http://www.nms-rechnitz.at/nmsneu/ Contact person: Name: Frau Vera Tangl Function: Direktorin Neue Mittelschule Tel: +43 3363 79319-10 Mail: nms.rechnitz@bildungsserver.com	
Nominated by: Andrea Sedlatschek, Thomas Böhm Regionalmanagement Burgenland A-7423 Pinkafeld, Technologiezentrum Tel.: +43 3357/9010 24-77 andrea.sedlatschek@rmb-sued.at thomas.boehm@rmb-sued.at http://www.rmb.co.at	
Criteria	
Description of the site/institution/practice. What is your site's /practice's most prominent educational potential ? What are the main contents of your education measures/practices?	Rechnitz primary school and middle school are public schools which carry out several activities allowed to bear the title "Naturpark-Schule" (nature park school). Together, the two schools comprise 16 classes with overall 240 students. Main contents: Nature Park Geschriebenstein – Irrotkö (transnational Austria – Hungary) / highest mountain of the province Burgenland / big, close-to-nature woodland / barrier-free nature-touristic offers / old handicraft
What goals do you want to achieve with your educational programme? What are your site's/practice's most important educational tasks ?	<ul style="list-style-type: none"> – to keep the title "nature park school" ("Naturpark-Schule") at long-term – to raise awareness of the value of the protectorate „Naturpark“ among pupils and thereby among the population – regional rootedness of pupils
Who is the main target group of your site/offers?	Target group: pupils from 6 to 14 years Interests of target groups: Pupils are included in the selection of the topics. The older ones are more interested in, e.g., old crafting techniques like cob-buildings, roofing with straw, etc.
Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Environmental Education <input checked="" type="checkbox"/> Education for Sustainable Development <input checked="" type="checkbox"/> Others: Nature-park-schools based on criteria that apply throughout Austria

<p>How is your educational programme mainly organised/ marketed?</p>	<p>A long-term cooperation exists between the school and the nature park. The subject "nature" is integrated in the curriculum of regular classes (e.g. mathematics class in the woods, all classes visit the nature park-office, old handicraft is practically implemented in the nature park). The school positions itself as a nature park school („Naturpark-Schule“) to stand out from regular schools. The title "nature park school" („Naturpark-Schule“) was awarded in 2012 and was confirmed in 2016 as part of an evaluation.</p>
<p>Is there a monitoring & evaluation programme for constant development?</p>	<p>There is an evaluation guide for nature park schools .The evaluation is done by a commission representing the college of education, the school authority, the association of nature parks in Burgenland and the conductor of a nature-park-school in another protectorate. The evaluation is carried out every 4 years.</p>
<p>What makes the good practice different/ better than other initiatives /programmes/approaches?</p> <p>Is it possible to identify an USP?</p>	<p> <input checked="" type="checkbox"/> Integrating the natural and cultural heritage <input checked="" type="checkbox"/> Action-orientation <input type="checkbox"/> Mountain-orientation <input type="checkbox"/> Self-determination of the participants <input type="checkbox"/> Several/diverse target groups <input checked="" type="checkbox"/> Integration of formal and non-formal education <input checked="" type="checkbox"/> Integration of external stakeholders, e.g. tourist organizations, protected areas, other organizations </p> <p>The USP:</p> <p> <input type="checkbox"/> The concept of the school and the educational objectives are specifically tailored to the characteristics of the nature park. <input type="checkbox"/> The principals are members of the nature park executive committee. <input type="checkbox"/> The students can make voluntary care-services outside of school hours in the nature park as „junior ranger“. </p>
<p>LOGO</p>	
<p>PHOTO</p>	

No. 22: "risk'n'fun"

Good Practice: risk'n'fun Name: Österreichische Alpenvereinsjugend Website: http://www.alpenverein.at/risk-fun/index.php Contact person: Name: Hanna Moser Mail: hanna.moser@alpenverein.at	
Nominated by: Kick off Meeting	
Criteria	Description
Description of the site/institution/practice. What is your site's/practice's most prominent educational potential ? What are the main contents of your education measures/practices?	"risk'n'fun" is the training programme for FREERIDE and CLIMBING of the "Youth of the Austrian Alpine Club". Key activities are training camps (5 days each) on different levels where free riders and climbers get alpine-technical knowhow and get to work on their individual strategy for risk optimisation. There is a team of more than 25 trainers who themselves are in continuous training. "risk'n'fun" is financed by the Austrian Alpine Club and by private and public means.
What goals do you want to achieve with your educational programme? What are your site's/practice's most important educational tasks ?	Educational tasks: young people need the experience of risks to develop individual responsibility and self reliance. "risk'n'fun" supports young people in finding their strategy to face risky situations by creating opportunities for experience and reflection and by the transfer of knowledge.
Who is the main target group of your site/offers?	16 years and older
Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?	<input type="checkbox"/> Environmental Education <input type="checkbox"/> Education for Sustainable Development <input checked="" type="checkbox"/> Others: "risk'n'fun" is working according to the principles of peer group education and the theoretical approach of risflectingR.
How is your educational programme mainly organised/ marketed ?	"risk'n'fun" offers 4 sequential levels/ training camps for freeride and 2 sequential levels for climbing, each lasting for 5 days. .


Is there a monitoring & evaluation programme for constant development?	Yes
<p>What makes the good practice different/better than other initiatives /programmes/approaches?</p> <p>Is it possible to identify an USP?</p>	<p> <input type="checkbox"/> Integrating the natural and cultural heritage <input type="checkbox"/> Several/diverse target groups <input checked="" type="checkbox"/> Action-orientation <input checked="" type="checkbox"/> Mountain-orientation <input type="checkbox"/> Self-determination of the participants <input type="checkbox"/> Integration of formal and non-formal education <input type="checkbox"/> Integration of external stakeholders, e.g. tourist organisations, protected areas, other organizations </p> <p>The USP: Trainings for freeriders and climbers, transferring alpine-technical knowhow and, equally important, the basics for individual strategies of risk optimisation.</p>
LOGO of the good practice	

ALPS AS A SOLE REGION

No. 23: "Youth at the top"

Good Practice: "Youth at the top" Name: Educ'alpes / Alparc Website: http://www.youth-at-the-top.org/en/ Contact person: Name: Isabelle Roux, Letizia Arneodo	
Nominated by: Isabelle Roux, Educ'alpes	
Criteria	Description
Description of the site/institution/practice. What is your site's/practice's most prominent educational potential ? What are the main contents of your education measures/practices?	<p>Organized for the third time in 2017, "Youth at the top" is a collective project coordinated by ALPARC and Educ'Alpes and with the financial support by the German Ministry for the Environment and the Principality of Monaco.</p> <p>In several protected alpine areas and natural sites, Austrian, French, German, Italian, Slovenian or Swiss young people walk and share a physical, human, cultural and artistic experience in the mountains at a common annual date. The events in the different countries are organized by national and nature parks and mountain-oriented organisations.</p> <p>The activities on the different tops of the alps are well-documented.</p> <p>For the first test edition in 2015, 27 events took place simultaneously, organised by 24 Alpine Protected Areas and 14 local organizations (associations, refuge keepers...), near a summit or a refuge, including various activities such as rock painting, land art, writing, wood carving, light painting, tales, treasure hunting, stargazing, climbing peaks, solidarity actions, meetings with mountain players.</p> <p>In the 2016 edition more than 50 simultaneous events took place. Also, 2 Carpathian countries participated.</p>

<p>What goals do you want to achieve with your educational programme?</p> <p>What are your site's/practice's most important educational tasks?</p>	<p>"Youth at the Top" is primarily an international project: a form of collective action organized simultaneously in six alpine countries (Austria, France, Germany, Italy, Slovenia and Switzerland), which aims to create links between the different countries and symbolically go beyond administrative and language barriers by considering the Alps as a sole region.</p> <p>More precisely, the goals are :</p> <ul style="list-style-type: none"> • Setting up a collective operation with great symbolic impact • Reinforcing mountain culture in young people as well as their feeling of belonging to the area • Strengthening their relationship with nature and the protected areas • Enabling the young people of the area to "experience" mountain nature & giving youngsters who are not necessarily familiar with it the opportunity to try out and experience the mountain environment (experiencing a night in a refuge, etc.) • Mobilizing alpine players by means of an original, unifying operation • Enabling the greatest number of young people possible (access for all) to take part in the long run. • Setting up a convivial project which has a pleasurable side and creates a social link in the valley
<p>Who is the main target group of your site/offers?</p>	<p>Young people in non-formal education</p> <p>Age: 6-25 years old</p>
<p>Is there a didactic concept behind the practices and what type of education does it belong to (Environmental Education, Education for Sustainable Development, or other)?</p>	<p><input type="checkbox"/> Environmental Education</p> <p><input type="checkbox"/> Education for Sustainable Development</p> <p><input type="checkbox"/> Others:</p>
<p>How is your educational programme mainly organised/marketed?</p>	<p>Annual 1-day-event. Coordination by ALPARC and Educ'alpes; the national and nature parks and mountain-orientated organisations are responsible for the implementation in different countries.</p>
<p>Is there a monitoring & evaluation programme for constant development?</p>	<p>Yes, inquiry and working group</p>
<p>What makes the good practice different / better than other initiatives / programmes / approaches.</p> <p>Is it possible to identify an USP?</p>	<p><input type="checkbox"/> Integrating the natural and cultural heritage</p> <p><input type="checkbox"/> Several/diverse target groups</p> <p><input checked="" type="checkbox"/> Action-orientation</p> <p><input checked="" type="checkbox"/> Mountain-orientation</p> <p><input checked="" type="checkbox"/> Self-determination of the participants</p> <p><input type="checkbox"/> Integration of formal and non-formal education</p> <p><input checked="" type="checkbox"/> Integration of external stakeholders, e.g. tourist organizations, protected areas, other organizations</p>

	<p>The USP: "Youth at the Top" is an international project: a collective action organised simultaneously in six alpine countries (Austria, France, Germany, Italy, Slovenia and Switzerland) which aims to create links between the different countries and symbolically go beyond administrative and language barriers by considering the Alps as a sole region.</p>
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PHOTO	