



ERASMUS -  
KA122-SCH-7EB29FB1

EUROPASS TEACHER ACADEMY – FLORENCE  
*Environmental Education: Learning and Acting for a Better Future*

EXPERIENCE REPORT

Last February, two teachers from La Salle Premià attended an Erasmus+ course in Florence focusing on environmental education organized by Europass Teacher Academy. The academy is in two historical buildings, a few steps away from many bars and restaurants, and within easy walking distance of all the city's main attractions. Our building was Palazzo Venerosi Pesciolini, located in Via dei Rustici. It was originally built by one of the richest and most powerful families in Europe between the 13th and 14th centuries.

Many of their courses explored the same subject although from different perspectives. Our training course was included in the scope of school innovation, specifically in environmental sustainability.

One half-day tour to Chianti was included in the course on Saturday 24th. The participants, we all shared an interesting cultural experience. We visited two enchanting wine estates to taste exquisite wines and some delis. We strolled through the vineyards, and took in the picturesque scenery of cypresses, rolling hills, and olive trees. It was lots of fun and an opportunity to strengthen ties.



At the vineyards

Our teacher training course aimed to reintroduce teachers and students to the natural habitat, combining hands-on ecology with several activities, making it easy to form an intimate knowledge of our planet's ecosystem and biodiversity.

Thus, the aim was to develop an understanding of the main concepts and issues related to ecology through reflection on the role of education in promoting environmental awareness.

This was the schedule for the course: Day 1 – Welcome – An Introduction to Sustainability and Climate Change Education / Day 2 – Climate Science – Visit to a urban garden / Day 3 Sustainable Development & Circular Economy / Day 4 – Fast Fashion & Ecological Footprint / Day 5 – Taking Action – Wrap-Up / Day 6 – Cultural activities.



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
14:00-16:30 Welcome Introduction / Course Information Get to know each other! School Presentations	9:00-11:00 Climate Science and the root causes of the climate crises	14:00-16:30 Sustainable Development: Sustainable for who? Sustainable Development Goals: A critical Approach	9:00-11:00 Plastic Problems Plastic Actions	14:00-16:30 Greenwashing Facilitating action-led campaigns	Cultural activities
16:30-17:00 Break	11:00-11:30 Break	16:30-17:00 Break	11:00-11:30 Break	16:30-17:00 Break	
17:00-19:00 School Presentations Burning Questions Is it time to reassess our relationship with nature? Climate Change	11:30-14:00 Visit of Community Garde - ORTI DIPINTI	17:00-19:00 Sustainability: Systems thinking Life Cycle Mapping Circular Economy	11:30-14:00 Fast Fashion Ecological footprint	17:00-19:00 Course Wrap-Up Certificates	

Further information about the cultural activities are available on each location webpage.

Teacher Trainer: Tamara Slovinska

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2<sup>nd</sup> day visit  
Orti Dipinti



This urban garden was created in 2013 by the will of Giacomo Salizzoni, *deus ex machina* of the project as well as an eclectic architect, photographer, and designer.

**Participants:**

**Pablo Amaya: Secondary school teacher & Head of the Robotics Department**

**Marta Mas: Principal & Primary ESL teacher**

The first day we focused on school presentations and got to know each other's jobs & personal expectations.



Our class



Our teacher

### SCHOOL PRESENTATION SUMMARY

La Salle Premià is a privately-run school that is in the process of accreditation as a green school. We are situated in a privileged location, next to the sea and very close to Barcelona. We have around 900 students ranging in age from 3 to 16 years old. So far, we have implemented the following sustainable actions:

- 1) Installation of hot and cold-water dispensers (eliminating plastic bottles).
- 2) Switching to recycled paper for photocopiers and classroom use.
- 3) Installation of solar panels
- 4) Paper and battery recycling points in both buildings
- 5) Composting of leftover food waste and water for the garden
- 6) Environmental education starting from the age of 6
- 7) Project-based work within the curriculum deployment based on sustainable objective
- 8) A core team of teachers driving training sessions for colleagues on such initiatives.
- 9) Erasmus projects linking areas such as robotics and sustainability to enhance the classroom environment.
- 10) Lines of action within a strategic project spanning 3-4 years: ***Towards a sustainable school committed to the educational community.***

As required, we spoke about our course expectations:

- 1) Hands-on Learning Experiences: One expectation for a course based on environmental education is that it provides hands-on learning experiences.
- 2) Interdisciplinary Approach: Another expectation is that the course adopts an interdisciplinary approach, integrating knowledge from various fields such as biology, chemistry, geography, sociology, and economics.
- 3) Critical Thinking and Problem-Solving Skills: A key expectation is that the course cultivates critical thinking and problem-solving skills in students. This



involves analysing environmental issues from multiple perspectives, evaluating evidence, and generating creative solutions.



Attending classes



*Ready, steady, go...* with some presentations

Besides, we made a presentation about the reasons that supported our training choice:

- 1) We are deeply passionate about protecting the environment and preserving natural ecosystems through education.
- 2) We believe that learning about the environment and sustainability can be personally fulfilling and empowering.
- 3) We think that it provides individuals with the knowledge and tools to make informed decisions in their daily lives, reduce their ecological footprint, and advocate for environmental protection in their communities.

It was interesting that our teacher trainer, Tamara Slovinská, asked about the questions we were expecting to be answered in the course.

Ours were the following:

- 1) What are the main drivers of environmental degradation and unsustainable practices globally, and how can they be addressed effectively?
- 2) What are the key principles and frameworks of sustainable development, and how can they be applied to promote environmental conservation, social equity, and economic prosperity?
- 3) What are the latest scientific findings and technological innovations in fields such as renewable energy, waste management, and conservation biology, and how can they inform sustainable decision-making and practices?

In conclusion, we can affirm that the course met our expectations, in terms of knowing new people with similar concerns, acquiring new significant fields of knowledge and obviously, start new Erasmus+ collaborations.

We are very satisfied with our participation in the course in terms of socializing, topic acquisition and future win-win opportunities, so we hope to start collaborations with our course mates soon.



We, Pablo and Marta, have acquired practical tools to engage our learners in understanding the fragility of our ecosystems and the importance of the responsibility of the citizens and will feel prepared to build good practices and policies for more **eco-friendly societies**.