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Where?



Who?

CEASS Sinis Montiferru, Narbolia
Regione Autonoma della Sardegna (RAS)

Municipalities :

Baratili San Pietro	1.290 inh.
Bauladu	693
Bonarcado	1.709
Milis	1.666
Narbolia	1.724
Nurachi	1.627
Riola Sardo	2.159
Santulussurgiu	2.676
San Vero Milis	2.461
Seneghe	1.978
Tramatza	1.007
Zeddiani	1.177

Schools:

1 section of nursery school (18 pupils)
 32 primary school classes (448 pupils)
 4 secondary school classes (61 pupils)

Youth centers:

Daycare center of San Vero Milis
 Youth center of Zeddiani

Expert:

Rita Contini

Citizens:

Old people and students' families

Association:

LIPU (Italian League for Birds Protection)

NGO:

OSVIC (Sardinian Association of International Christian Volunteers)

Local industry:

Ondulor Srl, S. Giusta (Italy)
 Perdas, Paulilatino (Italy)



Why?

To disseminate the concept of biodiversity through pleasant and useful experiences, while focusing on everyday activities which are influenced and influence the quality of wild and home biodiversity in the local territory.

To retrieve traditional knowledge and expertise and enhance them in a global and technologically innovative perspective.

To build up local didactic strategies where food, life quality and biodiversity are closely connected.

To highlight the competencies existing in the society.

To support friendship among generations in order to rebuild the "social puzzle".

Encourage friendship among ethnic groups to improve on peace education.

To safeguard wild biodiversity to save endemism and protect local landscapes.

To preserve domestic biodiversity in order to save old cultivation techniques.



Pathway

The **Biodiversity farming** project started in the international year of biodiversity and in a territory that has been increasingly focusing on environmental problems. Biodiversity farming draws its inspiration from the Montessori didactic vegetable gardens and looks at didactic vegetable gardens and woods as places where it is possible to combine education with friendship between generations and different social classes: here in biodiversity vegetable gardens and woods different experiences, stories and studies can meet in a holistic pedagogic vision.

The Project was firstly devised for schools and then extended to all social classes and has aimed at "cultivating" biodiversity on three levels:

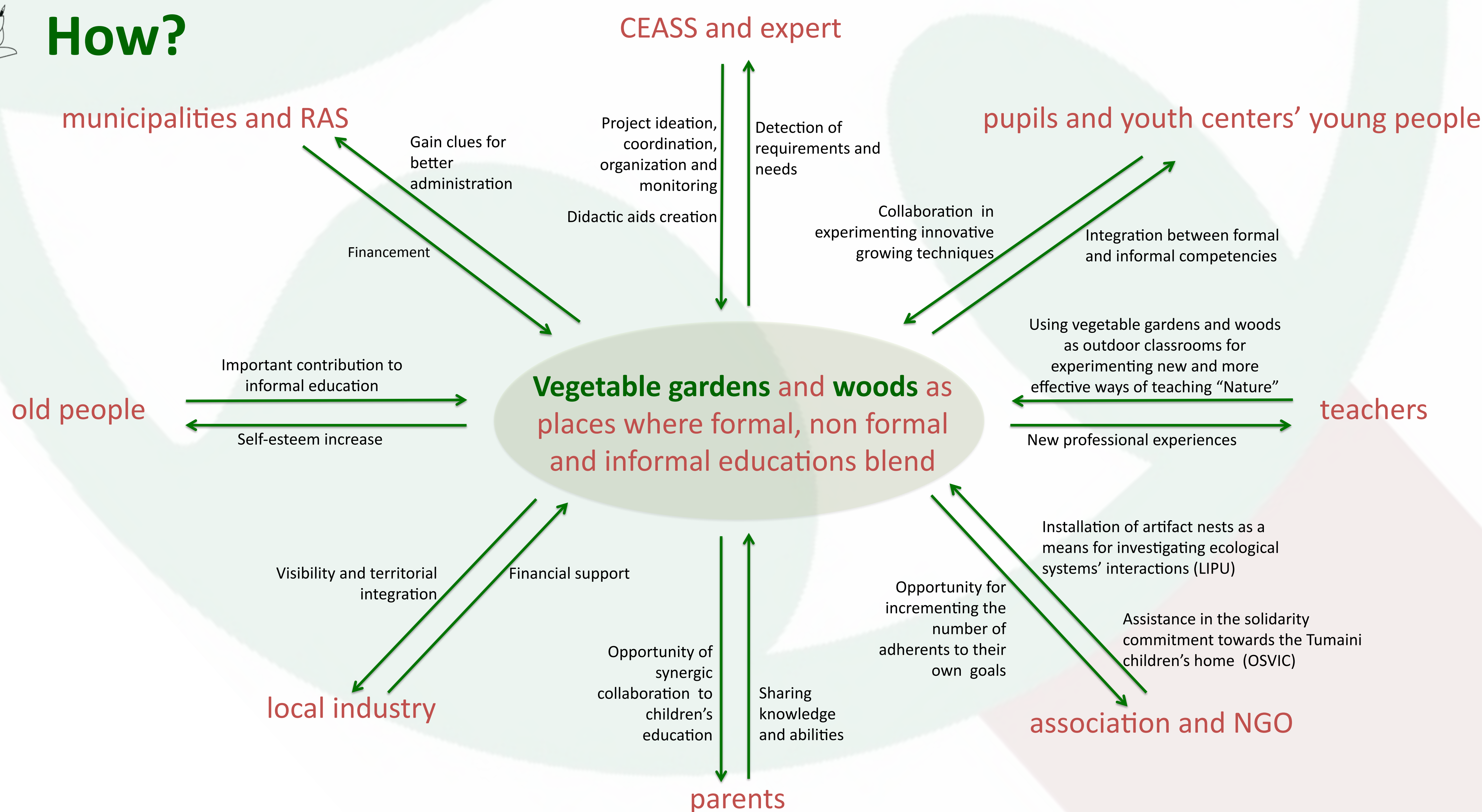
- Home biodiversity: in the schools 14 didactic vegetable gardens have been created** where children and teenagers could directly experience growing techniques, thus getting in touch again with the rural culture and the production of local foods. Teachers of all curricular subjects have used the vegetable gardens in their science and local culture classes. In carrying out these informal education experiences families and local associations' competencies (especially as regards old people's associations) have been employed. This experience has included researches on ancient local "cultivar".
- Wild biodiversity in Narbolia and Milis woods.** The two woods have been furnished with outdoor shelters, tables and benches thus becoming outdoor classrooms where children, teenagers and adults, through direct experience and supported by specifically developed **didactic aids**, have learned how to recognize the indigenous species. Tables and benches were offered the Perdas, a firm that uses stones not deriving from quarry excavations. One of the didactic aids, the "Biodiversity notebook" was sponsored by the Ondulor firm which produces cardboard from wastepaper.
- Biodiversity in the young's and their families culture.** By comparing the experiences made in the vegetable gardens and the woods and the reflections on the possibility of rethinking future everyday habits, the actors of this complex project have finally found the conceptual synthesis which can be the basis of new behaviours favouring a new relationship with home and wild biodiversity. In this area a solidarity commitment towards the Tumaini children's home (Nanyuki, Kenia) can be placed: the vegetables grown by pupils have been sold and the revenue has been used to support the vegetable gardens of Tumaini's parentless and AIDS suffering childrens.

The project has been developed through three phases and has included :

- **Building networks** of experiences and competencies.
- **Creating specific didactic aids.**
- **Adopting techniques** aimed at representing environmental complexity.
- **Using interdisciplinary and multidisciplinary methodologies .**
- **Sharing knowledge and skills** during field works.
- **Experiential direct approaches.**
- **Teachers' and operators' refresher courses.**



How?



Teachers' refresher course

Didactic aids for students

Pupils farming their vegetable gardens

Pupils selling their vegetables

"Biodiversity farming" staff

