

Application Form

PART 1: BASIC DATA

Contact details: *(this information will not be shared or published).*

CATEGORIES IN WHICH YOU WANT TO APPLY THE EXPERIENCE

1: TYPE OF EXPERIENCE: *choose the most important element (choose only one element which you consider the most outstanding of your practice).*

A) Deliberation Citizen assembly / deliberation workshop / lottery / legislative theater / participatory planning	
B) Decision Participatory budget / referendum / consultation / participatory process with vote	
C) Citizenship Citizenship / community action / permanent council / civic education / associationism / other initiatives to reinforce local democracy	X

2: TYPE OF GOVERNMENT: *choose one only.*

A) Up to 50,000 inhabitants (towns, small cities, rural areas).	
B) Cities between 50,000 and 250,000 inhabitants.	
C) Cities between 250,000 and 1,000,000 inhabitants.	
D) Large cities or urban areas of more than 1,500,000 inhabitants.	X
E) Supralocal, regional, provincial governments	

Experience data: *complete the information below in a clear and concise manner.*

Title of the experience: CEMAR (Centro Municipal de Referência em Agroecologia e Educação Ambiental para Resíduos Orgânicos)
Name of the city or region: Belo Horizonte
Inhabitants of the city or territory: 2.521.564

Application Form

Country: Brazil		
Institution presenting the candidacy: (name of the municipality, department, government, institution leading the candidate experience) Government of Belo Horizonte - Urban Cleaning Superintendence (SLU)		
Website of the experience or institution: https://prefeitura.pbh.gov.br/slu		
Profiles in social networks of the experience or the institution:		
Start date of the experience:		
End date of the experience: (if operational, indicate "ongoing")		
Budget of the experience: (indicate the budget of the experience or the resources mobilized for its development and implementation)		
Type of candidacy (mark with an X in the right column)	New experience	X
	Innovation on an existing experience	
	Continuity of an experience	
Type of experience (mark with an X in the right column, you may choose more than one)	Participatory budgeting	
	Participatory planning	
	Standing council	
	Workshop / meeting for diagnosis, monitoring, etc.	
	Public hearing / forum	
	Poll / referendum	
	Assemblies / Citizen juries / Deliberation spaces	
	E-government / Open government / Digital platforms	

Application Form

	Citizen initiative		X
	Other (specify):		
Objective of the experience <i>(mark with an X in the right column, you may choose more than one)</i>	To achieve higher levels of equality in terms of participation		
	Including diversity as a criterion for inclusion		X
	Community empowerment		
	To empower non-organised citizens		
	To increase citizen's rights in terms of political participation		
	To connect different tools of participation within a participatory democracy "ecosystem"		
	To improve the effectiveness and efficiency of the mechanisms of participatory democracy		
	To improve the quality of public decision-making through the mechanisms of participatory democracy		
	To improve the evaluation and accountability of the mechanisms of participatory democracy		
To improve any public policy through the active participation of the public			
Territorial area <i>(mark with an X in the right column, you may choose more than one)</i>	All the territory	Local	X
		Regional	
	District		
	Neighbourhood		
	Governance		
	Education		X



Application Form

<p>Thematic area</p> <p><i>(mark with an X in the right column, you may choose more than one)</i></p>	Transport	
	Urban management	
	Health	
	Security	
	Environment / Climate change and/or urban agriculture	X
	Civic associations, grassroots and new social movements	
	Culture	X
	Housing	
	Job creation	
	Decentralization	
	Local development	
	Training / learning	
	Economy and/or finances	
	Legal regulations	
	Social inclusion	
All		
Other (write the topic)		
<p>Sustainable Development Goals (SDG) associated with the practice</p> <p><i>(mark with an X in the right column,</i></p>	SDG 1 - No poverty	
	SDG 2 - Zero hunger	x
	SDG 3 - Good health and well-being	x

Application Form

<i>more than one option can be chosen, you can also add the specific target)</i>	SDG 4 - Quality education	x
	SDG 5 - Gender equality	
	SDG 6 - Clean water and sanitation	
	SDG 7 - Affordable and clean energy	
	SDG 8 - Decent work and economic growth	
	SDG 9 - Industry, innovation and infrastructure	
	SDG 10 - Reduced inequality	
	SDG 11 - Sustainable cities and communities	x
	SDG 12 - Responsible consumption and production	x
	SDG 13 - Climate action	x
	SDG 14 - Life below water	
	SDG 15 - Life on land	
	SDG 16 - Peace, justice and strong institutions	
SDG 17 - Partnership for the goals		

PART 2: DESCRIPTION OF THE EXPERIENCE

Fill in the following fields clearly and concisely. You can add links, images or graphics if you consider it appropriate.

Application Form

Context:

*In a **maximum of 300 words**, present the cultural, geographical, historical, institutional and socioeconomic context of the city, region or territory in which the experience takes place.*

In 1995, the Superintendence of Urban Cleaning (SLU) inaugurated its first recycling station (ERE), in the Estoril neighborhood, as an integral part of the civil construction waste management program of Belo Horizonte. Despite the innovative character of the ERE-Estoril at the time, its installation provoked strong resistance from the surrounding population. In 2013, the residents' movement was successful and achieved the deactivation of the ERE-Estoril and the signing of a Conduct Adjustment Agreement with the State Public Prosecutor's Office, in which the city of Belo Horizonte committed to adopt a series of measures under a Degraded Area Recovery Plan (PRAD).

Some years after the deactivation of the ERE-Estoril, some actions of the PRAD were not implemented. In view of this liability, SLU, through the Department of Social Policies and Mobilization (DPSM) and the Management of Education for Urban Cleaning (GEELU) proposed an innovative environmental education project: the implementation of the Municipal Center for Agroecology and Environmental Education for Organic Waste (CEMAR). The project meets the objectives related to the conception of environmental education for solid waste management and seeks to promote practices of urban agriculture and environmentally sound solid waste management, to recover the area from a socio-environmental point of view and, finally, to rebuild the relations with the surrounding population from a participative conception centered on the use of the space.

Precedents:

*Explain the precedents and origins of the experience: if it is the innovation of an existing experience, what are its origins; if it is a new experience, what are the antecedents in participation in your city, region or territory. You can also indicate if you have been inspired by experiences in other cities/countries. (In a **maximum of 300 words**).*

The CEMAR project is an innovation resulting from several previous experiences of SLU and PBH. Among these experiences, the following stand out

(a) Program of selective collection of organic waste in private and permissionaires' sacks of the abastecer program. In this project, leftover food that cannot be sold or donated to food banks is sent to SLU's composting yard where it is mixed with tree trimmings from public places to produce organic compost. SLU developed environmental education actions to teach how to segregate organic waste from other types of waste and to properly dispose of it for organic collection, mobilizing them to participate in the program.

Application Form

b) Composting pilot project at the Hélio Pelegrino Municipal School. In 2017, SLU donated a home compost bin with a 60-liter capacity. Concomitantly, environmental education actions were developed to train school employees to manage the home compost bin. Finally, the students participated in a series of practical activities about planting in alternative spaces, vegetable garden care, and composting.

c) Environmental education project in the Izidora Occupation. In 2019, an environmental education course was held in an occupied region with the aim of developing collective perception about household solid waste and building alternatives to mitigate the impacts of the absence of household collection service in the region, through the adoption of home composting and urban agriculture practices. The project was developed in partnership with the Undersecretariat of Food Security and Nutrition.

Objectives of the experience:

*What is the objective listed in Part 1 that you think is the most important, and indicate other outstanding objectives of the experience. (In a **maximum of 100 words**).*

CEMAR is a public equipment for intersectorial management of organic waste, food safety, and environment in the city of Belo Horizonte, with specific action in social and environmental intervention programs, through actions in the areas of environmental education, food and nutritional safety, agroecology, promotion of urban agriculture, training, and home management of organic waste.

Methodology:

*Describe the methodology of the experience: phases of the process, participation channels. (In a **maximum of 300 words**).*

The project consists of three axes of action. The first consists in the recovery of the degraded area previously occupied by ERE-Estoril. The second axis focuses on the production of seedlings to support the city's community urban agriculture actions. The third is aimed at developing environmental education actions on organic household waste management, agroecology, urban agriculture, and environmental conservation.

In a first step, the surrounding residents were invited to a meeting to present the proposal for the space, including an architectural design, and collect their input and opinions.

Next, vegetation management was carried out, rainwater runoff gutters were cleaned, slopes were recovered, an internal retaining wall was rebuilt, a contemplative walking path was built, and an inventory of the local species was made.

Application Form

Subsequently, an agroforestry system and a community garden were implemented to recover degraded areas. Garden spaces and the cultivation of aromatic and medicinal herbs to compose the sensorial garden were also delivered.

Currently, the renovation of the environmental education unit is in the bidding process, and the collective of residents performs activities several days a week to take care of the productive spaces.

It is important to point out that CEMAR focuses its environmental education actions on organic waste, approaching the cycle of organic waste, starting with food (consumption), going through recycling (composting) and restarting the cycle in the use of compost in food production (urban agriculture). This methodological strategy brings waste management closer to the realities of each resident and facilitates the process of reflexivity and the adoption of specific solutions.

Innovation:

*Explain what you consider as the most innovative aspect(s) in the practice. (In a **maximum of 150 words**).*

- CEMAR's project allied environmental recovery of an area degraded by solid waste management equipment with the destination of the space for an Environmental Education Center for solid waste, innovating in relation to the common practice which consists in only allocating this type of area to parks with little use by the population.
- CEMAR adopts in its methodology an innovative approach to the cycle of organic waste, promoting reflection on various processes related to the non-generation of waste, the reduction of food waste, the integral reuse of food, the different possibilities of recycling organic waste, and the environmentally appropriate disposal of other types of solid waste.
- The project aims to form environmentally educated citizens, based on the guidelines of the National Policy for Environmental Education and the National Policy for Solid Waste, founded on the concepts of shared responsibility and circular economy.

Inclusion:

*Point out the importance of including as many groups and diverse populations as possible, and how you have achieved it. (In a **maximum of 150 words**).*

The program contributes to the formation of environmentally educated citizens, by providing practical guidance on the process and addressing the entire cycle of generation and consumption of organic waste, in addition to the destination of compost and the encouragement of urban agriculture.

Application Form

CEMAR is located at the confluence of several neighborhoods in the western region with distinct socioeconomic characteristics: Estoril, Buritis, Conjunto Estrela Dalva, and Novo Havaí. In the weekly activities developed there is the presence of residents from all these neighborhoods.

This provides the meeting and coexistence of people from different social strata acting together in the project and contributes to highlighting social aspects related to environmental discussions. Additionally, the agro-ecological approach favors discussions about the need to reconcile the reduction of social inequalities, environmental conservation, and coexistence with diversity.

To this end, the program has started conversations with CRAS Havaí to integrate vulnerable people to CEMAR's community garden. Moreover, in the training courses offered, there is the inclusion of content related to the knowledge of native peoples and traditional populations, as in the racial, environmental and cultural literacy workshop: origin of native peoples, health, and climate.

Communication:

*What has been the strategy and communication channels of the experience for engaging the population. (In a **maximum of 150 words**)*

all SLU has the capacity for communication and research in the region to understand if the collective is being properly benefited by the activities carried out there. This material is published directly on the official documents of the Belo Horizonte City Hall. The program's initial strategy was to rebuild relationships of trust with the surrounding population by means of social mobilization campaigns. Next, meetings were held to present the CEMAR project to the residents.

This process resulted in the creation of a reference group of residents and a collective of residents to contribute to the implementation of CEMAR and to mobilize new participants with weekly meetings with the reference group to plan the actions that are carried out on Saturday mornings. In addition, the residents' collective has created a profile on instagram to publicize the actions taken, publicize the stages of CEMAR implementation, and mobilize participation.

Application Form

Articulation with other actors:

*Explain how the experience was articulated with different actors and simultaneous or pre-existing processes. What roles did these participants assume? Explain the degree of success of this articulation. (In a **maximum of 150 words**)*

In 2013, the residents' movement was successful with the deactivation of the ERE-Estoril and the signing of a new TAC with the MPE, in which the city of Belo Horizonte committed to adopt a series of measures under a degraded area recovery plan (PRAD).

and the creation of CEMAR includes the interlocution with the collective of people (with the same name), who actively participate in the site's activities. Partnerships were also developed with several city government agencies such as the Secretary of Environment, Undersecretary of Food and Nutrition Security, Maintenance Management, Municipal Parks Foundation and Zoobotanica, as well as public and private universities, promoting relevant intersectoral practices in a context of scarce human and financial resources.

In addition, CEMAR and the Residents' Collective managed to articulate the involvement of environmental movements and important community and socio-environmental leaders.

Evaluation:

*What evaluation mechanisms have been implemented? Develop whether the citizenry has participated in the evaluation of the practice. (In a **maximum of 300 words**).*

The positive impacts of the project can be evaluated from the number of people which participate in the classes offered by SLU, who, by participating in the workshops, reveal directly about the positive impacts of environmental education in their lives.

The actions developed by CEMAR are evaluated with the participation of the residents. Every week, at the meeting with the reference group of residents, the perception of the project's results and the need for improvement are monitored. In addition, at the end of each workshop or training session, participants are given the opportunity to express their opinions about the impact of the activities on their daily practices, the potential for replication of the activities, and the improvements to be adopted.

As ações desenvolvidas pelo CEMAR são avaliadas com a participação dos moradores. Semanalmente, na reunião com o grupo de referência de moradores, é acompanhada a percepção sobre os resultados do projeto e as necessidades de aprimoramento. Além disso, ao final de cada oficina ou formação, são abertas oportunidades para a manifestação dos participantes sobre o impacto das atividades em suas práticas cotidianas, o potencial de replicamento das atividades e as melhorias a serem adotadas.

Application Form

Impacts and results

*Describe the impacts and results of the process. How many people have participated, and what are their profiles? What have been the impacts on public policies, the functioning of the administration, and the citizenry? (In a **maximum of 300 words**).*

The quantitative results already obtained by the project are as follows:

- Suspension of the collection of daily fine for non-compliance with the PRAD agreed in 2013, resulting in the decrease of a liability, at the time, of approximately 2 million reais for PBH;
- Establishment of a group of residents to monitor and implement the project;
- Implementation of 1 Agroforestry System;
- Construction of 1 contemplative walking track;
- Beginning of the participative process of implementation of 1 Community Garden;
- Production of 1 Environmental Education course in EaD modality focusing on the incentive to domestic composting practices;
- Participation of 4,826 people in the actions developed at CEMAR in the years 2022 and 2023;
- Implementation of 8 environmental education workshops on solid waste, urban agriculture, and the environment;
- Installation of 1 greenhouse to structure the policy of promoting urban agriculture through the production of seedlings.

The qualitative results already obtained by the project are the following:

- Partial socio-environmental recovery of the area of the Old ERE-Estoril with the actions of management and pruning of the trees in the woods, recovery of slopes and return of the local fauna;
- Increased visibility of the importance of environmental education actions focused on organic waste and urban agriculture, its potential to reduce the mass of waste sent to landfills, to encourage shared responsibility and to adopt practices related to the circular economy;
- the resumption of an active relationship process with the community surrounding CEMAR, in order to develop processes of socio-territorial appropriation and to consolidate CEMAR as a reference space on environmental education for organic waste, urban agriculture and socio-environmental recovery of degraded urban areas
- CEMAR's inclusion as one of the goals of the new Belo Horizonte Greenhouse Gas Emission Reduction Plan (PREGEE).

PART 3: EXPERIENCE SUMMARY

Application Form

*A summary of the experience: origins, objectives, operation, results, monitoring, and evaluation. (Do not hesitate to repeat aspects that have already been written before. This summary will be shared on the digital platform for open evaluation and in the publication of the award). (In a **maximum of 500 words**).*

Between 2018 and 2020, through the Management of Education for Urban Cleaning (Geelu), SLU developed several activities related to home composting, including the training of 15 families from "Ocupação Izidora" (An occupation located in the northern sector of Belo Horizonte that arose in June 2013 and occupies land that until then did not fulfill its social function and that today has more than 1500 families).

Another relevant action was the training of employees and teachers of the Municipal School Hélio Pellegrino and the monitoring of the actions in the pilot project Composting at School. About ten workshops related to home composting and solid waste management were promoted, in which 210 students from the Trilhas Agroecológicas project, in partnership with Susan, were trained. In the home composting workshops at SLU, SMMA and Cemar, more than 150 participants were trained.

We invite you to share annexes that allow you to better illustrate your experience: videos, photographs, documents... These can be sent through a file transfer service, such as WeTransfer, Dropbox or Google Drive.

Thank you for participating!