



## **"Building Effective Partnerships among European and Mediterranean Municipalities for Local Economic Development Promotion"**

*MED PACT - Local Authorities Partnership Programme in the Mediterranean*

### **SWOT Analysis and Proposal of Co-operation Municipality of Lucca**

**Project Leader:** Municipality of Prato

**Project Co-Leader:** City of Marrakech

**Partners:** Municipalities of Sin El Fil, Bodrum, Brtonigla, Lucca, Rio Marina and City of Skopje

## Questions used to prepare the SWOT analysis of Sub-Topics

### SWOT Analysis and Proposal of Co-operation Project MED PACT - PAMLED

#### COOPERATION SOUGHT AND OFFERED: SUMMARY

<b>Partner:</b>	Municipality of Lucca
<b>Priorities</b>	1) Sustainable Development
<b>Policy experiences and practices to share in PAMLED</b>	a) Environmental education in water management b) Environmental education in waste recycling

#### OBJECTIVE

The aim of this analysis is twofold:

- On the one hand, to provide the basic information concerning the local context (socio-economic situation, its recent evolution, institutions, the role/organisation of Municipality/City, problems, priorities, potentialities, policies, etc.
- On the other hand, to justify, on the local needs, the choice of specific cooperation proposals within PAMLED Project

#### Section 1. Introduction: Local Context

##### Profile of the Municipality/City of Lucca (society, environment, economy, etc.)

- Lucca is chief town of the same province and archiepiscopal centre, it counts approximately 82.000 inhabitants and is situated in a short lowland on the left of the river Serchio, surrounded by its characteristic "mura" (walls) fortification.
- It enjoys an optimal geographic position: 20 Km separate it from Pisa, 70 from Florence, 25 from Viareggio and approximately 100 from Massa. Lucca confines with the province of Pisa, Florence, Pistoia and Massa, and borders the northern extremity of Tuscany.
- The whole territory of Lucca is mainly countryside, by the mountain of Garfagnana, the hills of Media Valle and by the splendid Versilia, marine locality visited in the summer by many tourists from all over Europe.
- Lucca enjoys a sweet and moderated climate: thanks to the vicinity of the sea to the mountains, in the summer we have a moderated sultriness, while in the winter the great water mass yields the accumulated heat mitigating the typical severity of the season. The landscape around Lucca is of different type: from the sunny and sandy beaches, to the Alpi Apuane where also in the summer it can be cold. This renders Lucca one ideal tourist destination also from a climatic point of view.
- Lucca has a medieval structure, even if its roots go back to the roman age: a proof of this past is the beautiful Amphitheatre. Lucca was an autonomous Municipality since the year 1119, it knew its maximum splendour between the XII and XIII centuries, thanks also to the commerce of silk goods.

- The economic system of the Province of Lucca is one of the strongest of Tuscany, thanks also to one polyvalent productive vocation: the industry with its multiple fields of activity (paper, nautical, footwear, mechanics, chemical, etc.), agriculture and tourism industry with its various offerings: sea, mountain, cultural tourism, the typical farm holidays, flowers, typical food and wine, oil, etc.

## Section 2. Partner Profile

### **The Municipality/City of Lucca: structure, organisation, role, level of Government responsibility (central? Municipal? District/Regional? etc.) on the priorities/issues identified, etc**

The Municipality of Lucca has 11 aldermen and 8 Departments (beyond the General Secretary and Mayor's office which cannot be considered as proper Departments). Mainly, The issues identified within the PAMLED-MED PACT Project are dealt by the Environmental Department and the Education Department.

Its Organisational Chart is as follows:

#### **Settore Dipartimentale 1 – Economico-Finanziario (Economic and financial Department)**

*Main offices or functions:* Municipality budget, local tax revenue, Municipal asset management, Economic Development and one-stop-shop (SME support services).

#### **Settore Dipartimentale 2 – Socio-Culturale e Educativo (Social policies, culture and Education)**

*Main offices or functions:* social policies towards vulnerable groups (disable people, elderly, etc.), housing, education, culture, cultural animation, tourism

#### **Settore Dipartimentale 3 – Assistenza agli Organi Istituzionali, Servizi del Personale e Sistemi Informativi (Human Resources and Information System Management)**

*Main offices or functions:* human resources management (including salaries) and managements of information and statistic data

#### **Settore Dipartimentale 4 – Polizia Municipale (Municipal Police)**

*Main offices or functions:* compliance with local rules (i.e. traffic, urban norms, etc.)

#### **Settore Dipartimentale 5 – Opere Pubbliche (Public infrastructure)**

*Main offices or functions:* Public buildings, roads, etc.

#### **Settore Dipartimentale 6 – Pianificazione, Programmazione e Sviluppo del Territorio (Urban planning)**

*Main offices or functions:* Urban Plan design and management

#### **Settore Dipartimentale 7 – Tutela Ambientale (Environmental protection)**

*Main offices or functions:* Most environmental issues and care

## **Settore Dipartimentale 8 – Servizi Demografici (Demographic services)**

*Main offices or functions:* Certificates, registry office and other related services

### **Section 3. Problems and Potentialities – Overall SWOT Analysis**

**The Swot Analysis shall focus on the main socio-economic and environmental issues:**

#### **Internal Factors**

- **Strengths**

Historical heritage, monuments conservation and valorisation;  
Agenda 21 and other environmental certifications;  
Territory re-qualification;  
Environmental education in water management and waste recycling.

- **Weaknesses**

The need of a stronger overall strategy in environmental education.

#### **External Elements**

- **Opportunities**

European funded projects can be a good opportunity in order to increase the policies on environmental education within the local territory, and to share experiences with other subjects.

- **Threats**

For what concerns the priorities and the issues relating to this Project there are no external obstacles/threats to be underlined.

### **Section 4. Priorities and Cooperation Sought**

**For each priority (i.e. water, waste disposal, urban planning, tourism, small business development, etc. please develop one by one and separately, the following arguments:**

#### **A) Problems' specification**

**Provide a short description of the problem (overall and sub-topic/priority) to be addressed;**

Given also the characteristics of its territory, rich of cultural heritage and vocated to tourism, the Municipality of Lucca had the goal to improving environmental standards of water management and waste recycling. This goal was not stemming from a very strong environmental pressure (if compared to other urban contexts) but rather from the pursuing of sustainable development pattern.

While implementing policies for water management and waste recycling it was very clear from the beginning that the population should be more actively and more intensively involved than it already was. On both water management and waste recycling environmental education population understanding and co-operation of the local community were at the same time a

complexity to overcome and a goal to achieve, in order to make local government policies as effective and successful as possible.

**Specify specific areas of localisation (areas and territories of implementation of the sub-topic/priority identified) and people involved.**

Environmental education can be addressed to the whole population. A strategic target can be found among the students.

*In Detail:*

- *Is the issue/problem analysed relevant and can it be resolved better at Municipal level? At suburb level? Why is it so ?*

At a Municipal level it is easier to deal with the specific problems of the territory and to find the best ways to reach the population. This because water management and waste recycling are problems that can be faced only if a strong sense of community is developed in the population.

- *Who are the relevant actors at local level or at other levels of Government/Territory whom have an active role in the sub-topic/priority identified?*

Municipality, Province, Arpat (Regional Agency for Environmental Protection), companies/institutions that deal with water and waste, schools.

**B) Current situation: Responsibilities/Roles in dealing with the problems identified and with the corresponding delivery of policies/services**

- **Specify the role of the local authority for service planning and implementation as far as the selected sub-topic/priority, and according to the current legislation existing**

The Local Authority can undertake specific and independent environmental education campaigns; it may also intervene in the framework of regional, national and international guidelines. This latter approach offers the advantages (for the Municipality) to access external finance and also perhaps of applying more standardised methods of awareness building. It must be finally recalled that the Municipality channels a lot of its awareness efforts into education, for a number of reasons among which also the role that the Municipality plays in respect to (particularly on primary education).

- **Specify other level of responsibilities for service planning and implementation eventually including central government, other public agencies, etc.**

*In Detail:*

- *What is the general context of the Municipality in respect of the sub-topics/priorities identified: is there a policy or guidelines at the national level or regional in the matter?*

There are guidelines at both national and regional level. Lately, an important environmental education campaign in schools was undertaken within the Local Agenda 21 since 2004.

- *Are there synergies of action with other actors that might be exploited?*

Province, Arpat, companies/institutions that manage/deal with water and waste, schools.

- *What is the legal background in respect to the sub-topics/priorities, particularly in relation to water management, waste, environment, social-economic development territory enhancement, etc.?*

There is no specific legal background on environmental education. At a national level an important document is the "*Carta dei principi per l'educazione ambientale orientata allo sviluppo sostenibile e consapevole*" (White Book on the Principles of Environmental Education towards Sustainable Development and Civic Awareness), undersigned in Fiuggi in 1997.

- *How does the Municipality/City interacts with the actors responsible of the public utility services (water and waste), energy, environment, of the social economic sector, and of city marketing?*

Many environmental education campaigns hereinafter described have been developed with the direct participation of these actors.

- *What is the role of the Municipality/City in dealing with specific policies and its capability to act in this respect?*

According to the current national legislation on environmental education Municipalities are free to choose the best policies and to implement them.

- *Is it possible for the Municipality to insert rules or obligations to reduce the uncontrolled use of water or to improve waste management? Otherwise who, among the government authorities, has the right to do so?*

In respect to the to the priorities identified we can say that an important reduction of uncontrolled use of water and an improvement of waste management can be obtained by changing the habits of the population through environmental education campaigns.

- *What are the competences that may be activated in the Municipality of Lucca and among the stakeholders for the development of the activities concerning the sub-topics/priorities identified?*

We can propose to the MEDA Project partners ways to implement a successful environmental education campaign targeting different actors.

### **C) Proposed approach for changing**

It depends on the target we choose. Generally speaking, an environmental education campaign which is able to reach people has a good chance of success in changing their habits, because it offers an opportunity to sharing objectives and fostering partnership between the public administration and its territory. A good approach is one that allows to monitor a changing in the people's habits in the shortest time possible (short-term). For example, dispensing environmentally friendly shopping bags to replace plastic bags to collect rubbish at

home, by explaining at the same time the importance of changing their habits to the people it is an option adopted by our Municipality that has proven good results.

#### **D) Expected results or expectations on improvements**

An increasing and improved partnership among people on environmental protection policies and the development of new sustainable habits. Particularly, in the field of solid waste recycling there has been an increase of the percentage of recycled waste which can be directly related to the effort of families to different waste as a result of the level of awareness increase within the local community.

### **Section 5. Practices and Experiences**

- **Describe briefly the good practice managed by your local authority in collaboration with other stakeholders. The following questions should provide an outline of the issues to be considered (where applicable):**

- **What is the problem/issue addressed?**

Education to sustainable development in schools.

- **When a specific action begun to take place?**

*Diario 21* was the name of this campaign in schools that took place in September 2004 and lasted during the whole school year. It was the first action of the Local Agenda 21 implemented along another action that targeted the entire population through a contest on sustainable development.

- **What have been the main activities carried out during this period to address the problem?**

- A wide contest in different fields (writing, painting, drawing) on sustainable development was organised;
- distribution of handbooks on sustainable development in schools, and specific lessons on sustainable development were held;
- a final exhibition with the works that won the contest took place.

- **To which target beneficiary groups activities have been referred?**

Students.

- **How has the role of local authority evolved during time? What is the present role of the local authority?**

The Environmental Department of the Municipality of Lucca, together with the schools implemented the whole programme of '*Diario 21*'. The Municipality retains the overall responsibility in terms of decision-making on environmental policies.

- **How has the role of other stakeholders evolved during time? What is their present role?**

Teachers had an important role in fostering the participation of students to the various competitions (which was organised for better stimulating the interest of the youngsters) and to the specific lessons about sustainable development.

- **Main results achieved – Describe shortly, pointing out issues such as innovation, and impact;**

We received several works of students that participated to the competition, and the final exhibition was very successful. The quality of works that won the competition was good, and it proved the good degree of sensitivity developed among young students towards sustainable development. Also, in quantitative terms the level of students participation to these initiatives was high and spread across the local schools in the whole territory.

- **Why would you describe the practice as a good one? Are there external factors/elements to confirm that a specific practice is recognised as a good one? (such as international or national standards applied as reference, etc.?)**

Students could be informed on the main and most important issues relating to "Agenda 21" . Their strong participation at the contest with qualitative works is an evidence that they participated seriously to the project. Additionally, many students suggested ideas for a more sustainable school system.

## **Section 6. Final remarks and information sources**

### **Briefly speaking:**

- **Which are the main issues that you wish to address in the exchange of experience with the other MEDA and European Project Partners?**

Environmental education in water management and waste recycling.

### **Other issues:**

- **With regard to sustainable development, is there the possibility to provide systems for water harvesting (among the actors involved for example)?**

In respect to the to the priorities identified herein we can say that a good model of management and control of water harvesting can be partially obtained by changing people's habits through environmental education campaigns.

- **Which are the potential obstacles to the development of these actions/activities?**

A weak partnership between institutions and population.

- **At Municipal/City level are there feasibility studies available on the sub-topics/priorities identified ? List and describe any document material available about the experience (projects, actions, particular events, etc.), please list any available documentation.**

The Municipality of Lucca implemented several projects and actions targeting environmental education. The campaign named "**Diario 21**" has been implemented in the framework of the Programme "**Local Agenda 21**" aimed at circulating the principles of sustainable development among schools.

Some other projects and events are listed as following:

- Exhibition and theatre show "*il Riciclone*" (The Re-Cycling);
- Awareness campaigns to encourage the use of food and vegetable disposals of animal food";
- Distribution to families of containers for production of 'compost' at household level;
- Distribution to families of re-usable shopping bags in order to reduce the use of plastic bags;
- Collection, storage and treatment of vegetable oil used by households;
- Pilot Project to reduce the use of plastic non-re-usable kitchenware at schools.

In respect to the implementation of the campaign of Local **Agenda 21** more information is available on the following website:

<http://www.luccagiovane.it/flex/cm/pages/ServeBLOB.php/L/IT/IDPagina/345>

Information on other projects implemented is available at the Environmental Department of the Municipality of Lucca.