TOOLBOX FOR SCHOOL-COMMUNITY COLLABORATION FOR SUSTAINABLE DEVELOPMENT

Lifelong Learning Programme

CoDeS
Schools and Communities - Working together on Sustainable Development

Imprint

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Editors: Alessia Maso

Authors:
Michela Mayer (12,68,90), James Hindson (14), German Llerena (17, 26, 40, 58, 81, 96), Mariona Espinet (17, 26, 40, 58, 81, 86), Alessia Maso (20, 47, 52, 93), Andrea Binder-Zehetner (23), Pere Grau (26, 86), Irene Gebhardt (28,62,78), Costas Gavrilakis (36, 98), Evgenia Flogaiti (36, 98), Georgia Liarakou (36, 98), Jacky Burnell (33), Ludwig Haas (44), Franz Rauch (50, 64, 66), Mira Dulle (50, 64, 66), Margaret Fleming (55, 101, 108), Majken Korsager (71), Eldri Scheie (71), Natalie Eernstmann (75), Miren Rekondo (81), Montserrat González(81), Josep Maria Casado (81), Anna Castellví (81), Mark Lemon (101, 108)

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Proofread: James Hindson
Assistance: Günther Pfaffenwimmer

Layout: Walter Reiterer
Assistance: An Jihyun

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Introduction

"If you want to go fast, go alone. If you want to go far, go together"
Proverb learned in Tanzania

Welcome to Codes Toolbox, a selection of methods and techniques to provide ideas, inspiration and motivation to venture into the field of school-community collaboration for sustainable development.

This publication has been produced within the framework of CoDeS, a Comenius Network funded by the Lifelong Learning Programme of European Union. The CoDeS network was launched in 2011 as a partnership of 30 different institutions from 17 countries including universities, public institutions, non-governmental organisations, private sector entities and research institutes.
During several international conferences and meetings, CoDeS partners provided exemplars of school-community collaboration through posters and case studies. As a result of sharing ideas a range of tools was selected to be made available for experts and others interested in improving collaboration between schools and communities addressing sustainability.

Instead of yet another manual on venturing into new approaches on Education for Sustainable Development (ESD), **the central aim of this publication is to make school-community collaboration accessible and feasible**. The CoDeS partners believe that collaboration is the only way to achieve a shared culture of sustainability. Learning and doing together increases the sense of shared responsibility for the common future of a community and responds to the needs of contemporary society to develop through networks.

An important issue in this networking is the recognition that each stakeholder has the power to act and has a key role in any collaboration, in order to achieve common objective of sustainable development (SD) sharing responsibilities, respecting diversity, and relating horizontally.

Improving collaboration between schools and communities is important not only in terms of education, but also in political terms. Collaboration projects can also guide learners towards actively participating and building knowledge. They can provide a learning arena for members of local communities: students, parents and other inhabitants, as well as leaders of the public and private sector drawing out and highlighting a common concern for sustainable development.

To understand our conceptual approach to the work, we suggest you to read the CoDeS "Key stones on school community collaboration for ESD" The idea behind our key stones is to provide those wanting to develop a more collaborative approach with a structure that aims to support reflection on the quality of the collaboration. Several keystones have been identified participation, visions, learning, resources, communication, mandate, action, and research. These have been paired into four dimensions for collaboration - networking, changing, orienting, supporting - to provide a reflective frame to develop mature school community collaboration for ESD.

How to use this book

ESD is a bridge towards a new society. In travelling this common path towards sustainability, schools and other community stakeholders are encouraged to co-operate and work together. This Tool Box is designed to stimulate and support such cooperation.

The tools we present in this publication are addressed not only to schools but also to public administration and institutions, NGOs, universities and centres for research, stakeholders from the private sector and educators.

You are not expected to read the toolbox in its entirety! Each of the tools is relatively self-contained.

To facilitate the selection of the most appropriate tools for the purpose you have in mind we have divided the process of collaboration into seven phases. Each of the phases is a chapter of the toolbox. Depending where you are in your collaboration the phases do not have to be seen sequentially.

- Initiating and launching collaboration
- Involving different stakeholders
- Funding and organizing collaboration
- Maintaining and sustaining collaboration over time
- Learning through collaboration
- Reflecting upon processes and results, and evaluating
- External communication

It was not easy to allocate each tool to a specific phase of the process. Some can be used through the entire collaboration whilst others can be used in more than one situation and for a different purpose. As a result, we suggest that you explore the toolbox through the short summary provided for each tool.

As the authors come from different countries, a diversity of institutions and organisations and have various backgrounds, the result of this work is a colourful mosaic that hopefully eloquently demonstrates the wide range of languages, methods, points of view, kinds of work existing among the partners of CoDeS project. We believe that this is the added value of our project and the reason why this book can speak to people having all sorts of different role in the process of collaboration.

The Tool Box does not pretend to be a comprehensive set of collaboration tools and processes. Other books that we have referenced can do this far better. It is however an exciting collection of tools that the CoDeS partners have used in their practical work linking schools and communities. It contains activities you can use in formal or informal community situations, involving pupils, students and parents organisations, local committees or groups of neighbours.

Most tools can be used by anyone, even if you have a limited experience of working on collaboration projects. Others however require a certain level of expertise. You will find an indication of the "difficulty level" to help you in choosing the activity that fits your situation.

Some of the chapters describe specific tools that can be used in almost any project. Other chapters focus more on describing a specific project rather than detailed descriptions of tools. These chapters have been included because we think that the kinds of projects featured will inspire and encourage others to get involved in community based sustainability projects that make a real difference.

Improving collaboration between School and Community: a challenge

A recent communication of European Commission (COM/2013/0280) underlined that *"a territorial approach to development should be promoted. Tailored to territorial characteristics and needs, the territorial approach to development is characterised as a dynamic bottom-up and long-term process based on a multi-actor and multi-sector approach, in which different local institutions and actors work together to define priorities, and plan and implement development strategies."*

Using this perspective, public institutions (schools in particular) and local authorities need to reinforce their networking and collaborate with the private and NGO sectors to improve the quality of people lives and wellbeing. Such collaboration needs to ensure a balance between socio-economic growth, equity and environmental quality whilst at the same time increasing the resilience of the most vulnerable.

Most of educators agree that one of the main aims of a school should be to educate young people to achieve wellbeing for themselves and for the society in which they live. Using the words of Paul Freire, "understanding the social and political contradictions of the world and taking action is the first objective of pedagogy".

In order to achieve this goal, the commonly shared notion of learning in formal education needs to be transformed to enable schools to provide genuine experiences that establish social engagement and collaboration. Social learning is a valuable approach to learning and schools are using it more and more in all areas of education. For example, in science education young people explore models and tools using these approaches making them relevant for different school-community settings and contributing to the establishment of a knowledge-based society.

The educational scenarios developed by the Organisation for Economic Cooperation and Development suggest that schools can only strengthen their position in future societies if they become learning networks, reflecting the needs and problems of communities they are part of. Collaboration between schools and communities therefore can be a key factor for schools in regaining respect and re-establishing supportive connections within their region. As a result schools once again can become social entities with a key role in educating the whole community and learning from the community.

Traditionally in the private sector, the success of a business is based upon minimizing costs while maximizing income. The cost of a "green point of view" has often created fears that added costs would reduce the overall profitability of the business. In the last few years however private enterprises have started to realize that green developments are becoming increasingly attractive in the marketplace. As the costs of traditional energy sources continue to raise, one of the main economic attractions of green development is their energy efficiency. However from a social perspective an often-enhanced indoor environment has a demonstrated impact on reducing absenteeism and increasing worker productivity. By "becoming green", private companies can differentiate themselves in the marketplace and provide attractive alternatives to traditional business. By maintaining a higher level of social and ecological responsibility, attractiveness to investors and shareholders increases and can contribute positively to long-term financial stability and in addition enhance natural and social environments. Different performance outcomes related to sustainability have an impact on various elements of a business plan including the financial bottom-line, image within the community, competitive advantage and enhancing working relationships with government bodies.
For these reasons the private sector is becoming more willing to engage in ESD collaboration. Small to medium sized enterprises are especially good as partners as they are usually more involved in the economic realities of specific communities, and as a result are precious potential stakeholders in school community collaboration for ESD. On the other hand, businesses that do collaborate often benefit through learning together with the young consumers.

Collaborating with schools also has strong benefits for other stakeholders:
NGOs and other formal or informal groups working to achieve more awareness of sustainable development obviously have a clear interest in involving young people and schools in their programs. Benefits for NGOs include spreading their action more widely within the whole community and enlarging their target groups. For some NGOs and collaboration there might also be the possibility of raising financial support from the public and private sectors. NGOs should be encouraged to develop projects with the specific aim of involving as many stakeholders as possible in order to foster active participation.
Universities and research institutions working in the field of SD are interested not only in improving knowledge of social processes concerning or technological innovations related to the "green sector" but also in disseminating the outcomes of their research. Universities and research institutions have always had an active role in implementing good practice in social processes, such as participation and community development and promoting the implementation of innovations in the public or private sector. From this perspective, they tend to adopt participatory research model oriented to action and social change.
Public participation in decision-making processes that affect their lives is fundamental in the promotion of effective approaches to sustainable development. In a schools context this is especially true for parents and students. It is also particularly relevant at a local level, where citizens live and work, where basic services are provided and where businesses are established.
A local approach to sustainable development is a good way of responding to social and environmental global issues. Involving as many stakeholders as possible is the key factor in the achievement of significant results in all aspects of ESD: environmental education, a global approach to human development, education for citizenship, human rights, health and economy.

Initiating and launching collaboration: tools

List of the contents of this chapter:

Our family jewels

Michela Mayer

Overview

'Our Family Jewels' is a simple tool that allows different participants in a common project to be more aware of the competences and experiences belonging to the group as a whole, and as a result plan their collaboration more effectively. The method is especially useful when new collaborations are beginning, and when individuals and organizations meet for the first time to plan future actions together.

The 'Family Jewels' exercise asks members of the group to collect possible contributions that every organization (or every participant) might give to a new common collaboration project. This is done by asking each of them to bring and present examples of their good practices in the field of SD and ESD and to explain to the others the reasons why they consider the practice to be a good one. It is also possible to ask the participants to present what they consider to be their main competencies giving concrete examples of results achieved through different projects and activities.

Summary

Main objective: The main objective is to involve all participants in presenting their main experiences, achievements, and competencies in the field of SD and of ESD. Develop a better knowledge of each other and build a feeling of common pride and of confidence in the possibility of the group achieving positive results.

Related results: Better knowledge of, and communication between participants. A greater feeling of belonging to a 'community of practice'.

Duration: From 1 to 2 hours, depending on the number of participants and on how well the participants know each other.

Number of participants: From a minimum of 6-8 to a maximum of 30 participants. Participants belonging to the same organization may present their 'jewels' together.

Stakeholders involved: The group could be composed of different stakeholders or could be homogeneous (such as a group of students, a group of teachers, a group of administrators) who don't know each other but are just starting to work together.

Materials and equipment required: Large sheets of paper, marker pens and display boards for a 'pictorial presentation'. Power point presentations or short verbal presentation are generally found to be less effective. Pictures could be brought and used together with small models or products. In the case of pictorial presentations it is useful to advise the group in advance so that they can come prepared. If the geographic location of the participants is important for the project (in international or national projects, for example) a map of the region could be used to show where the group members live and work.

Difficulty: Easy

Instructions

During the activity the aim - to be proud of ourselves and of what we are able to do for ESD- should be clarified before the presentation of 'each jewel'. If it is possible, a mail should be sent before the meeting asking the participants to bring 'positive examples' of their contribution to SD or ESD, depending on the focus of the project and on the kind of participating organizations.
In the mail, examples should be given in order to clarify the meaning of the request. For example, a good experience of collaboration between an NGO and school on ESD, or an action by the school in their local environment, or constructive business participation in a social initiative.

If participants do not have time to prepare their presentations at home, half an hour should be given to allow groups or individuals to make a poster describing the achievements or qualities they can share in order to build a 'common treasure of family jewels '. During each presentation, short questions are allowed, always remembering that this phase is of 'acquaintance' and building a feeling of belonging to a high-motivated group.

Related links

An example of the use of this technique can be found in the APCEIU publication, 'EU training modules for teachers trainers', pages. 73-74, available on *http://www.unescoapceiu.org/board/bbs/board.php?bo_table=m412&wr_id=59&page=3*

Further information

The method has been effectively used in national and international contexts, both at the start of long term projects and in short term training courses. The background to the approach is that often when a group starts to plan a new project for SD or ESD, most attention is on the present 'unsustainable development practices' we want to do something about, rather than on the small steps already done, on the positive experiences of each participants. We find considering these small-scale previous achievement really useful in order to frame the collaboration project within an 'optimistic' vision.

Tips for users

The optimistic and positive view of the work done is especially important to build the feeling of confidence in future work together. The coordinator of the activity should make every effort to ensure that this happens!

Nature for care – getting all the partners working together!

James Hindson

Overview

The overall goal of "Nature for Care" focuses on intergenerational learning and involves getting young people and older people in a community learning together about environment and sustainability issues. At the start of the project we used a number of tools to give the young people and older people the opportunity to get know each other and build the confidence to work together on the project.

Summary

Main objective: The main objective is to provide a structure that enables the partners to get to know each other as a foundation for the future work in the project.
Related results: Related results include starting to build trust and understanding between participants.

Duration: 90 minutes
Number of participants: 20 but can be varied
Stakeholders involved: The group of activities works well together with a variety of stakeholders, for instance: school pupils, older people from the community, school teachers and the management of the sheltered accommodation.
Materials and equipment required: An appropriate "Bingo" sheet; a locally based quiz related to the topic of the project; coloured cards for the "Hopes and Fears" activity, tea, coffee, cold drinks and plenty of cakes!
Difficulty: Not complex – no special skills are needed for the activity

Instructions

Despite the fact that "Getting to know you" activities are well known and familiar to many there is still always the temptation to miss them out at the start of any project and jump straight into project action. In our experience, giving in to this temptation is a mistake!! The short sequence of activities described here can be used, with appropriate adaptations, in a variety of different situations.

1. After a brief introduction, play a game of Bingo! This involves giving each participant a Bingo sheet (see Table 1) and asking the participants to walk around the room and find the name of someone who matches each of the description in the boxes.
   Each box must contain the name of a different person. The first person to fill in the Bingo card shouts out "Bingo" in a loud voice and wins a prize! The trick of making this activity successful is to have a mix of serious and funny questions on the Bingo Card and for the project leaders to join in as well – after all – everyone should know everyone's names! The Bingo sheet in Table 1 was designed for school children and older people.
2. After this divide the participants into teams of three or four. To do this – get everyone to stand in a line according to their birthday – not their age – but just the day and month of their birth. This is quite fun as it gives everyone a chance to see when people's birthdays are (and for the leaders to make a note so that birthday cards can be sent!). Once in the right order the group can be divided into teams for the next activity – the teams will almost certainly include different participant groups.

Table 1 game of Bingo

I am afraid of the dark	**I cycle quite a lot**	**I like living in Bayston Hill**	**I play a musical instrument or sing**
I do the washing up at home	**I watch too much television**	**I have a pet**	**I use local shops**
I like sport	**I have a cuddly toy at home!**	**I like or liked my school**	**I get or got high marks in school**
I recycle things in my home	**I have been in television or the radio or appeared in a newspaper.**	**My bedroom is very untidy!**	**I don't like green vegetables**

3. A quiz about the local area. Everyone loves a quiz about their local area but do make sure that the quiz is relevant to the aim of the project and contains a mixture of questions that all participants can answer – again some serious, some a bit more silly and about places and people. There should be prizes for the winning team and the person in charge of the quiz should make it as fun as possible!
4. The next activity involves getting the participants to write something about the project on cards that can be posted on one of the walls of the workshop room. They don't have to put their names on these cards. The questions that are asked again will depend on the project but could include ideas such as "How can you make a difference in the project?" "What are you worried about in the project?" and so on.
   The questions the children asked in our meeting with older people ranged from "What happens if the older people don't want to talk to me?" through to "What happens if an older person wants the toilet quickly?" Once the questions are on the wall then the leader can go through them and either make comments or ask the group whether they have any answers. The idea is to reassure the participants about the project and emphasise that everyone can make a contribution.
5. The final activity is having some tea. Coffee, cold drinks and cakes together! There is nothing like eating together to get people talking and getting to know each other better!

Related links
More information about a variety of intergenerational learning tools can be found on the Nature for Care web site – *www.natureforcare.eu* The Project Handbook can also be downloaded from the site. This handbook contains a wealth of useful information about intergenerational learning including practical tips on how to set up a programme between schools and elderly in a community as well as suggestions for specific activities related to sustainability.

Further information
More information about different kinds of activities for work in communities can be found in a variety of publications including the "Training for Transformation" series edited by Anne Hope and Sally Timmel. Published by the Intermediate Technology Group these four books contain a huge number of activities designed to get people to work together effectively.

Tips for users
The activities described above worked for us but the kinds of activities you select will have to depend on the kinds of people you are working with! In our Nature for Care Project we have participants with an age range from 10 to 85! The very worst "get to know you" activities are those that take no account of the participants' backgrounds and needs. The most important thing is that the activities should make everyone feel relaxed and comfortable – so that the getting to know you process happens naturally.

A multi-age and multi-sector working group

German Llerena, Mariona Espinet

Overview
School agro-ecology is a praxis with the aim of empowering students and the educational community to become authentic agents with an increasing control over the school food system. To promote school-community collaboration in the field of agro-ecology it is helpful to create a network of people and organisations that are interested in this theme.
Our network involves people and organisations of all ages, including families, local government officers, university lecturers, environmental educators and farmers. Diversity among participants is important and so that the network can represent all stakeholders in the ESD community.

Summary

Main objective: The main objectives are to support the development of agro-ecology at school and to encourage collaboration between schools and communities.
Related results: The group promotes ESD projects in all schools in a municipality. Different actors share ideas and resources with others: researchers take part in the collaboration and as a result develop research in their own fields.
Duration: This is a long-term project over up to 5 school years. This period of time is needed to consolidate effective networking.
Number of participants: Any appropriate number
Stakeholders involved: Schools (kindergarten, primary and secondary schools), families, agro-environmental educators, local administrations, university staff, local organic farms and other stakeholders.
Difficulty: High

Instructions

1. Arrange a conference inviting all local ESD stakeholders including representatives of schools and the other sectors already mentioned, to share their experiences and consider the idea of organising a working group on agro-ecology.
2. Establish the status of the group and develop a work plan. In some countries (such as in Cataluña) such working groups can be officially recognized by the local authority and are seen as part of teachers lifelong learning. As a result the group can qualify for support and teachers be given time to attend meetings of the network.
3. The network decides what projects to undertake that makes the best use of the group diversity, skills and knowledge. Each member of the network should take a specific role. Some ideas are listed below – for example:

- The Local Government (Department of Environment, Education or other) might coordinate the work of the group, provide links with municipal services and possibly access grant funding for the network.
- A Pedagogical University might coordinate a research group of students (Master or PhD) so that they can support school activities and suggest relevant educational innovation.
- Environmental educators can share their knowledge with teachers during training events and also work with teachers to build confidence and reducing concerns about gardening or other agro-ecological activities.
- NGOs can provide a social vision of sustainability and bring a global perspective to school community actions.
- Families already taking part in the network can encourage other families to get involved in the educational activities.
- Experts in various specific agro-ecology fields (for example in germination) can present their work and demonstrate how it can be linked to issues such as health and nutrition.
- School teachers can plan ESD projects and develop a long-term vision of sustainability for their school.

4. As experiences in the network organisations are developed, sometimes using university research, teachers share their results and difficulties with others so that projects are adapted and extended. Step by step the projects undertaken by the network members are disseminated and learning and resources shared.
5. The results of any research should be shared with the whole group to encourage members of the network to start their own research.
6. As members of the network complete their own individual projects, the group can create a common project proposal involving different institutions.
   An example of a network project could be the preservation of traditional seeds collected by local farmers. This requires a visit to the farms involved in the group to see their work. In a project like this that involves very different actors, it is useful to involve agro environmental educators to facilitate the project.
7. The University and local administration organize an on-going formative evaluation of the project with different stakeholders. This evaluation based on researches designed to make sure that the network is continually improving.

Related links

In *http://agroecologiaescolar.wordpress.com/* and in the translation *http://agroecologiaescolar2.wordpress.com/* you can find information about school agro-ecology activities in Sant Cugat where this tool has been developed.
The research group GRESC@ *(http://grupsderecerca.uab.cat/gresco/)* supports the networking in Sant Cugat.

Further information

This is a comprehensive tool really describing large-scale project which is a setting in which many other tools are used. A multi-age and multi-sector working group is a specific tool that opens many possibilities.
Bibliography: Wenger, E. (2001). *Comunidades de práctica. aprendizaje, significado e identidad.* Barcelona: Paidós.

Tips for users

Work in a local context and give a high value to the diversity of the working group and to effective coordination. Pay careful attention to any challenges and react to them as a group. Don't focus on unalterable and unquestionable objectives.

Thematic campaigns: "100 streets to play"

Alessia Maso

Overview

A thematic campaign is a tool to increase public awareness about specific issues through actions or communications that have a strong media impact and involve a large number of citizens.

The "100 streets to play" initiative was developed to promote and support articles 24 and 31 of the United Nations Convention on the Rights of Child. In particular, the aim of this on-going initiative is to sensitise people and administrators on the importance of reorganizing cities to make them suitable for children, with for example, low emission zones and specific child friendly urban design, etc.

"100 streets to play" is basically an initiative that turns a street into a fair ground for a day! Schools are involved through children participating and leading games and activities. Parents and grandparents demonstrate traditional games and toys and other members of the community – sports associations, music groups, clowns, street artists, jugglers are also involved. They all meet to ensure a non-consumerist, fun filled day of entertainment for everyone.

Through playing in the middle of the streets, families are able to show their interest in the issue of child friendly cities through a very colourful public demonstration. With a high number of participants and large media coverage, such campaigns can achieve important changes in approaches to local urban planning.

Summary

Main objective: Raising an issue and bringing it to the attention of people, involving relevant stakeholders in the organization of activities to promote sustainable development.

Related results: Changing peoples' behaviours related to a specific topic; reinforcing citizens' trust in politics as a result of direct participation and involvement in social and environmental affairs; raising people's awareness of the importance of the environment on both children and adults' physical and mental health.

Duration: It depends on the scale of the activity the number of stakeholders, and the kinds of activities planned. At least two-month preparations are required for a one-day event realisation.

Number of participants: Hundreds or thousands!

Stakeholders involved: Schools, public administration, public enterprises, NGOs, sports clubs, informal groups and families.

Materials and equipment required: Permission to close a street and do the event; play materials that can be used in the middle of a street such as chalks, rope, circles, plastic bottles, balls, and so on; a gazebo tent to register participants and give information.

Difficulty: Medium

Instructions

The first step is to decide on your campaign theme. The second is to identify an appropriate area of your town or city to do the campaign in, such as an area with several schools, or a street near a children's play area, or a well-known square in the town.

Prepare a short presentation of the idea. This could be a power point or brochure with pictures of what might happen during the campaign, a location map, a few relevant explanations such as the main objective, example of activities during the event, target groups and expected results.

Organise a meeting inviting all the possible stakeholders and share the project idea with them, inviting them to participate in the planning, implementation and follow up of the initiative. This meeting could also be the starting point of a dialogue with the city authorities asking them to consider including street and community liveability for children as a component in their urban policy agenda.

Together with the stakeholders decide on a program for the campaign.

Raise funds for the event. A one-day-event can cost around a thousand euros depending on what activities are planned and what has to be paid for. Inviting professional animators, organising a theatre for children, clowns and erecting tents all cost money. On the other hand involving volunteers in activities, organising traditional street children games, using simple or recycled materials for a workshop, involving parents of the nearest school in preparing cakes to offer, and using chairs and tables of the school if necessary can all be for free!

The most important part of the campaign is communication. If few people take part in the event and media don't talk about it, you won't get your expected results. Before the event, social networks and internet will help to spread information and so it's really important to have a short message with a high impact. Also the use of simple but unexpected public performances can be great for attracting attention. For example, a person pushing a big teddy bear gorilla with a gas mask in a children's push chair is more interesting for the media to interview than the committee of organisers! The gorilla could become the campaign-mascot, so that journalists and people can meet him (or her) at different times during the event.

Related links
Legambiente "100 strade per giocare" national campaign (Italian): *http://www.legambientescuolaformazione.it/documenti/2012/Campagne/100Strade2012.php*

Further information
"100 Streets to play" is only one example of a sensitisation campaign. Organisers can invent campaigns about almost anything.
For example you can link local events to UN International Days on specific issues. Integrating world questions with local issues is an important factor in creating a successful awareness campaign.

Tips for users
In our experience, large national and international campaigns have a bigger impact at local level than the small one and although they are more expensive, it's easier to find private and public sponsors. Many sponsors have a very small budget to invest in public events. For them linking with a bigger national or international event can be cost effective as well as giving greater publicity.

Networking to have a larger visibility is strength of all campaigns.

Involving different stakeholders: tools

List of contents of this chapter:

Small enterprises as local ambassadors

Andrea Binder-Zehetner

Overview
Small enterprises as bakers, grocers, and pharmacists, have often both good business and personal contacts with their customers. Moreover their shops are places of informal conversation between neighbours. Therefore these small enterprises can be used as information and communication points in a neighbourhood or district where a school takes part in school-community cooperation. They are called ambassadors because they take a specific role and receive support and appreciation.

Summary

Main objective: The objective is to use existing networks of local shop owners and customers as a mechanism to share information about school-community projects. The already existing and reliable relationships that local businesses have with their customers can be used to spread information about the aims, content, results and events of school-community projects.

Related results: More people in a neighbourhood or district know about the school-community cooperation project and because they receive the information in a face-to-face conversation the information they receive is deeper and more targeted. Through face-to-face conversation it is also possible to get

people more interested and involved. e.g. to visit events or even to take on a role in the cooperation project.
When different small enterprises take part you reach people of all ages and with different interests.

Duration: Throughout the school-community cooperation project, from the beginning until the end.

Number of participants: As many local shop owners who are willing to work as ambassadors and as many as can be supported in fulfilling their task.

Stakeholders involved: Pupils, local small enterprises, people from the community

Materials and equipment required: Information material including: Logo for the ambassadors and a project poster; flyers and booklets which shop owners can give to the customers of the small enterprises; material for individual training or a short workshop for interested small enterprises.

Complexity: Difficult at the beginning (to find the local ambassadors), medium when they're involved.

Instructions

1. Make a list of small enterprises in the neighbourhood of the school.
2. Make a list of people (pupil, parents, district politicians...) that may already have good contacts with the shop owners. This makes it easier to approach them. Check out which small enterprises fit to the content of the school-community project or that might be interested in sustainable development in general. The best is to ask the shop owners that pupils or parents know really well. Shopkeepers are busy people and it is useful to develop some good reasons to win them over as ambassadors.
3. Produce short information material about your project to support your conversation with the shop owners.
4. Talk to the small enterprises and persuade them to not only put information material about the project somewhere in the shop but also to actively inform their customers about the school-community cooperation taking place. That´s the crucial characteristic of an ambassador - they should be willing and motivated to talk about the school-community cooperation project.
5. Provide the shop owners with a little training on how to explain the project to their customers and especially on how to answer any questions that might arise, and what opportunities there are to take part.
6. Check that the shop has a place where the owners can put information material about the project.

7. Produce a small poster (A3) with general project information and a statement that this shop is a project ambassador. Such a poster can hang in the shop for a longer time without any change.
8. Produce information materials like flyers or use the format of visit cards, which can be easily taken. Inform about project events and interim results. Don´t produce extensive brochures. People are interested in short and comprehensible information.
9. Inform all the project stakeholders about the shops that are acting as ambassadors.
10. Visit the ambassadors regularly. Inform them of the current status of the project, and find out to whom they have talked to and what the reactions were. Provide them with new information materials.
11. Consider which events in the school-community project are suitable to invite all the local ambassadors to take part in.

Further information

In the beginning it may be hard to find local small enterprises that want to take on the role of ambassadors. Experience shows that the small enterprises that do take part are motivated by doing something to support sustainability and appreciate the fact that young people are working on the subject. After recruiting the ambassadors the difficulty level is a medium one though it is a time consuming task keep them interested in the project so that they continue to communicate about it.

In the Local Agenda 21 process in Vienna we had between 6 and 10 small enterprises as ambassadors per district e.g. coffee house, paper shop, pharmacy, bio food shop, and a copy shop.

Tips for users

You can organise a consultation hour in front of the shop of an ambassador where representatives of the school- community cooperation and the shop owner tell people about the project and invite them to a project activity.
The picture shows the owner of a fashion shop (on the far left behind the table) during an open-air consultation hour.

Related links

http://la21wien.at/die-la-21-bezirke/22-bezirk/agendabotschafterinnen
http://la21wien.at/die-la-21-bezirke/22-bezirk/termine-donaustadt/agenda-sprechstunden-bei-den-agenda-botschafterinnen/

Photo 1: Local Agenda 21 process in Vienna

Creating a Bank of Stories

Pere Grau, German Llerena, Mariona Espinet

Overview

This tool aims to create a bank of local seed varieties with the aim of recovering local agricultural varieties and at the same time sharing community stories about seeds. The seeds reach the schools thanks to people or groups that share their stories about recovering traditional varieties. Students and farmers make a commitment to share seeds and create an active seed bank.

Summary

Main objective: The main objectives are developing the social dimension of agro-ecology in schools, creating an active seed bank, and establishing links between schools, farmers and the agro-ecology movement.

Related results: The seeds are linked with local stories collected by farmers groups and individuals recovering local crop varieties. School groups become part of those stories when they take part in seed conservation and then share their experience and exchange seeds with other groups.

Time: Two years or more.

Number of participants: Any number from one class in one school to many schools working with local farmers.

Stakeholders involved: Municipalities/local administrations, universities, schools, agro-environmental educators, informal groups involved in the conservation of local traditional seed varieties and local farmers.

Materials and equipment required: School gardens, seeds and local stories.

Complexity: Medium

Instructions

1. The school (or other group) organizes a project focussing on local varieties of traditional seeds, especially those at risk of extinction, for their school garden. These can be obtained from local farmers or other groups that use local traditional seeds. Conserving traditional varieties of seeds is important because they often are better adapted to local conditions than non-local traditional varieties, they are also often more resilient and have other benefits related to health.
2. Whilst obtaining seeds for the garden, students should talk to local farmers and collect experiences and stories about the conservation of traditional seeds.
3. Farmers, families with orchards, agro-ecological associations dedicated to the preservation of these varieties, and others are invited to explain their particular stories of conservation to schools. Students also visit these groups. If visits are not possible, then seeds can be sent to the schools along with letters telling the stories of the seeds.
4. The group gets to know the seed stories, plant the seeds and engage with the person behind them.
5. The groups collect the stories of their seeds in writing blogs, letters or other ways and add their own learning experience. In this way they become part of the story and can share their seeds and stories with others once they reproduced in their gardens.

Related links

http://agroecologiaescolar.wordpress.com/. A translation of this site can be found at *http://agroecologiaescolar2.wordpress.com/*. This describes the school based agro-ecology that takes place in Sant Cugat and which has been the background of this tool.

There is also a video with subtitles in Spanish at *https://www.youtube.com/watch?v=JZSdLsH-DH8* which presents an explanation made by the students of a school that cares for traditional seed varieties.

More information about agro ecological networks can be found on
www.esporus.org, www.lesrefardes.com, http://www.redsemillas.info/.

"MAP" and "PATH" as Future planning Methods

Irene Gebhardt

Overview

MAP (Making an Action Plan) and PATH (Planning Alternative Tomorrows with Hope) are planning tools designed to collect information and develop positive plans for the future. MAP focuses on gathering information for planning based on the history of a person or organization. PATH goes directly to the future, creating a common vision and using backward planning to create a step-by-step path to a desirable future. Both MAP and PATH are creative tools that use graphic facilitation to enable the group to build their picture of what they would love to see happening within their organisation or their community in the future.

Summary

Main objective: The main objective is to understand a current situation, develop a shared vision of the future and create a step-by-step path to realising that vision.

Related results: The act of listening to each other creates relationships and strengthens trust and inclusion within a community. In creating a shared vision people build a sense of commitment together. They develop images of 'the future we want to create together', along with the values that will be important in getting there and the goals they want to achieve along the way.

Duration: From half a day minimum to a full day work, depending on the issue and the number of participants. For educational purposes about 3 hours are enough. It is useful to have a break of a minimum of 30 minutes between MAP and PATH.

Number of participants: There is no limit but to get a holistic view it is best to involve as many stakeholders as possible.

Stakeholders involved: It depends on the reason for starting the future planning process and who the stakeholders are. MAP and PATH can be used in different contexts. It is important to involve everybody who is affected by the issue - or representatives of all affected groups.

Materials and equipment required: Flip chart paper and display boards, colourful crayons or felt tipped pens

Working environment and staff: It needs a room large enough for the whole group working in plenary sessions as well as space for working in groups or having a coffee break. Two facilitators manage the process. The process facilitator guides people through the stages and the graphic facilitator develops a graphic record of the conversations.

Difficulty: Medium (depending on the group's size and the complexity of the issue)

Instructions

The following instructions are adapted for the process of developing a project but they can be used in any situation and combined with other presentation tools. The instructions are intended as a thread through the future planning process.

Steps in using MAP and PATH as future planning tools:

Start with MAP

The key outcomes of MAP are to create:

- A shared vision within the group of a positive future for the project
- A commitment to moving towards this future, and agreement on a range of actions that begin the journey
- A clear appreciation of the key benefits of the project and a deeper understanding of where and why these benefits are needed.

There are eight steps visualized on sheet of paper.

1. Short introduction: What is MAP? – Who is taking part? - What is the relationship between the people and the project?
2. Collecting important facts in the history of the project by describing the milestones, turning points, high and lows - the key moments.
3. Describing the dream for the project.
4. What is seen as a nightmare for the project? Describing the nightmare should not take more than 5 minutes - its purpose is to acknowledge that nightmares

exist, not to dwell on them.
5. Collecting the key benefits of the project.
6. What does the project bring to the lives of the participants that would not be there without the project? What are the project's strengths?
7. A common consideration about the next steps towards realising the dream and vision
8. What are the contributions each participant can make to support the development?

MAP – Making Action Plan

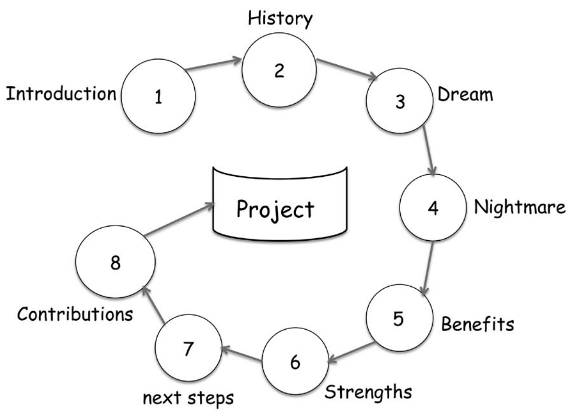

Figure 1: Making Action Plan (vgl. Boban/Hinz, http://bidok.uibk.ac.at/library/beh4-99-konferenz.html)

This step is the transition to PATH.

PATH

The key outcomes of a PATH are:

- A shared group vision of a positive future for the Pathfinder – "We can do it!"
- A commitment to invest in moving towards this future
- A sense of how to do this

There are eight steps visualized in a big arrow, which should be filled with symbols, pictures and key words. Graphic facilitation supports the process.

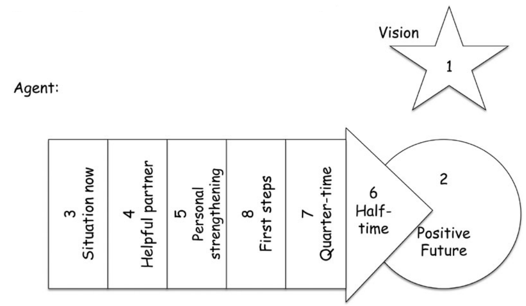

Figure 2: Planning Alternative Tomorrows With Hope (vgl. Boban/Hinz, http://bidok.uibk.ac.at/library/beh4-99-konferenz.html)

1. Creating the vision – the Pole Star. This is the foundation of what can be achieved in the future. This is the most important step as it sets the direction for the rest of the PATH.
2. The group then should imagine a flight in a time machine towards their positive future a year or more from the present. It has been a very successful period. The group should think of the headlines, results and information about the success of the project during the journey.
   All the stories and memories told at this step need to be possible - they actually could happen. They should also be positive - only the good times to be remembered. The aim is to give the group a better sense of what things could look like if they really were on track towards their dream.
3. Pictures and key words characterising the situation NOW are collected. In a sense, this is what will happen if nothing is done to approach the vision. This step does not need much attention but it is necessary to boost the motivation for developing action.
4. Thinking back to the flight in step two, ask the question, who has been involved during the successful year we have imagined? It is an opportunity for the pathfinder to invite those present to enrol in the project and to commit himself or herself to that future vision.
5. It is also important to think: Who else will be needed on the journey towards the positive future and should be invited to join the group? Any names given are recorded for future invitations.
6. Talk about the flight. How did everyone support each other's strengths during the flight both in their personal and professional life? What did they do – or not do – to keep focused on the path ahead? What skills and capacities are already in the group and can put to work? What additional skills will be needed?

7. Getting into action: In steps 6 to 8 the focus moves from things that can be achieved in one to three months time to things that can be done tomorrow. The facilitators should push for specifics – the who, what, where and when - of actions to be taken. Agreements are made on when progress will be reviewed.
8. The visioning ends with appointing someone who can oversee this process of change. His or her task is to remind the members of the group about the responsibilities they have agreed to take to make the change and encourage them to stay strong. Feeling responsible as a community is the key for success!

Related links

http://www.inklusionspaedagogik.de
http://inclusive-solutions.com/pcplanning.asp
http://www.inclusion.com

Further information

Originally Jack Pearpoint, Marsha Forest, John and Conny Lyle O'Brien and others developed these tools in the USA in the 1980's. The goal was to help marginalised people be included in society through enabling a community to develop a shared vision for the future. Other groups or organisations can also use the tool; it is flexible and robust enough to be used in a variety of situations. MAP and PATH bring the whole system into the room and use variety to create a vision for the best possible future. Everyone who is affected by the issue is part of the planning bringing in his/her ideas and sharing responsibility for success.
To support marginalised people these tools are specially used in times of change. For organizations or projects, MAP and PATH can be used at any stage and are especially useful when refocusing a project.

Tips for users

A very special tool of both MAP and PATH is graphic facilitation. To work with pictures and symbols helps to express the emotional and associative level of the process and deepens the dialogue. The point is not to be a brilliant illustrator but to find your own way of recording using pictures and symbols and colours.
Additionally a graphic facilitator can take the part in the communication.
http://www.inklusionspaedagogik.de/content/blogcategory/60/97/lang,de/)
We recommend you involve an external moderator in this tool.

Bike it training

Jacky Burnell

Overview

The purpose of this tool is to enable the sustainability of a project to support the creation of cycling clubs in primary schools. The scheme would be disseminated to school staff, enabling the school to host their own Bike It Clubs. The focus of Bike It is to encourage primary school children to develop independent cycling skills and become more confident on their bikes.
Within England as a result of the withdrawal of funding key stakeholders within cycling community in Shropshire collaborated to design a cycling training scheme that would switch ownership of training from the Project to the schools themselves.

Summary

Main objective: Maintain Bike Clubs for primary children at schools - designing a scheme that would enable trained school staff to disseminate the programme to other school staff.

Continue to raise the profile of cycling amongst reception and primary school children and install confidence in enabling the children to ride their bikes to school. Engage with key stakeholders within cycling to design a training programme with resources.

Related results: Change the behaviour of the community surrounding the school to encourage more people to ride bikes. To reduce the use of cars and traffic congestion around the school, encouraging safe travel to school and zero-carbon journeys. Providing a positive safe alternative to travel to school and develop children's confidence in their basic bikes skills, which could then be transferred to parents.

Duration: The initial designing of the training programme takes a few months to plan. Delivering the training programme to the school staff involves two, two hours session with two members of staff being trained with one trainer. As part of the process to ensure the sustainability of the scheme the trained members of staff then facilitate five workshops with children under supervision of the trainer.

Number of participants: First stage: 2 or more key staff; Second stage: 50 children or more, divided into groups of 16 per session.

Stakeholders involved: The local public office competent for sustainable mobility, we call it 'Bike It Officer', pupils and their families

Materials and equipment required: 1st stage: none; 2nd stage: a space large enough for the children to ride their bikes – a school playground; children with their own bikes and helmets, basic repair tool kit, and a set of cones; training pack for the staff, a first aid kit; a safe place for children to store their bikes.

Complexity: Medium to difficult. At the starting stages, there is a lot of planning and coordination with a school and the training officer. Once the club is up and running the level changes to easy.

Instructions

Schools send a request form to the local 'Bike It Officer' in their area requesting training for some of their staff. The Bike It Officer would arrange a time to visit the school and train the staff in a basic cycling skills programme.

To host the workshops for teachers no special materials and equipment are needed. To host the workshops for school pupils quite a few resources are required including - a space large enough for the children to ride their bikes – a school playground, children with their own bikes and helmets, basic repair tool kit, and a set of cones. Also required is the training pack for the staff that includes risk assessment, lesson plans with activity ideas, accident forms and a first aid kit. Designated safe place for children to store all their bikes, where they are easily accessible.

The initial training with the two key staff members focuses on the staff feeling confident about managing a group of children on bicycles. One way to address this is to look at in detail what measures could be put in place, to control what might go wrong with the children's bikes, their equipment and the actual riding. Each of these four areas is addressed in detail and forms the risk assessment for the start of each session with the children, which helps to define the session structure. At the end of the first session most of what could go wrong factor has been reduced to a minimum.

When the training of the staff has been completed, they move onto the second stage of the training programme. This focuses on supervised workshops that involve 50 children. They are divided into three groups of sixteen children per session. Each workshop runs once a week with the Bike It Officer assisting the staff in facilitating them.

The second session of the staff training focuses on cycling skills and creating a clear defined structure for each session with the children. At the start of each session the

children will have to carry out a bike check, person check and area check. Following this process for each session will help to eliminate a lot of the risks that could go wrong. Each session with the children is broken down into focused progressive cycling skills. They are stopping safely, starting effectively, steering round things, going in a straight line and other stuff (signalling, looking behind, gears etc.), they were developed in this order. A number of activities and games are included; these can be used to extend sessions once the staff feels they have full control of the sessions.

Once the training has been put in place it is important to advertise to the parents and carers of the school that there is an opportunity for their children to participate in a bike scheme. Communication is very important between the school, parents and trainers. The trainers need to demonstrate to parents what the children have learnt and how the children can continue to develop the skills at home.

Permission slips need to be obtained from parents, requesting their active participation with the course. There is a time at the end of the club where parents can speak with the trainers about their child's progress. Information sheets are sent home informing parents what the children have been learning and how they can carry this on at home.

When booking a time slot for the Bike It club, it is important to consider the logistics of whom and how many children will be involved in the training. The main focus is that children have a good positive experience ensuring that their experience is valuable. The school needs to have identified where the extra bikes would be parked in the school. Ensuring that there is system put in place for children to be able to access their bikes with ease and quickly so there was little delay in changeover of groups.

After the initial training of staff there are no extra costs involved.

The focus for this scheme is a progressive programme, with each week having a different focus: Stopping, Starting, Steering, Straight Line and Stuff. Each lesson has a strong focus on independent riding for the future with the training linked to encouraging children to be confident independent riders to school. Thus reducing traffic around the school and encouraging more zero-carbon journeys to school.

Related links

Sustrans website: *http://www.sustrans.org.uk/*

Travel Shropshire website: *http://www.travelshropshire.co.uk/*

Tips for users

It is important that there is a clear safety structure that is present in each session. This allows the children to quickly get used to this and helps to eliminate risk. It also allows for staff to move on to more complex activities as the children understand the ground rules for the sessions and are very much under control.

Communication is very important with the parents, reviewing each session with the children and parents will help with the children's progression of their cycling skills.

Neighborhood and parish maps

Costas Gavrilakis, Eugenia Flogaiti, Georgia Liarakou

Overview

Creating neighbourhood or parish maps is a collaborative technique that involves members of a community working together to explore, recognize and promote valuable aspects of their community, which makes it distinct from others. Through the development of an alternative map, participants discover and learn about interesting and possibly new things about their place whilst forming a positive view of the community at the same time.

Summary

Main objective: To develop an imaginative map of a neighbourhood or community that gives a unique picture of local life and represents value and the distinctiveness of the place.

Related results: Community mapping

- Enables participants to realize what they value in their community and as a whole feel proud of their place.
- Enables a community voice to be heard by local authorities.
- Encourages community action such as planning to protect important natural, social and cultural aspects of a place
- Can encourage the promotion of a community as an attractive tourist destination.

Time: It depends on the format of the map and the richness of the information illustrated. It usually varies from one to six months.

Number of participants: Any appropriate number. A large number of participants can join the project. It depends on how the coordinating group can manage the process.

Stakeholders involved: Anyone who can offer ideas about aspects of their community that distinguishes it from others. Involvement of artistic groups should be encouraged.

Materials and equipment required: It depends on the type and form of the map. Various arts media are commonly used. A place suitable for meetings and a place for permanently displaying the map are also needed.

Difficulty: Medium

Instructions

The development of a community map commonly follows three phases:

1. Phase A - Getting started

Usually the idea of creating a neighbourhood map comes from the community itself although in some cases local authorities or other organizations such as NGOs interested in protecting important aspects of a community also initiate the process. At the start of the process a coordinating group should be formed with the aim of encouraging members of the community to become involved. The best way of doing this is through holding a series of public meetings. Participants at these meetings should be encouraged to express their opinions and ideas about their community and focus on what they consider to be valuable and represents the distinctiveness of their particular place.

Through this brainstorming process participants set the goals of the neighbourhood map and the boundaries of what the map is going to illustrate. Several questions can motivate people to become involved in the discussions and to express their ideas:

- What is important to you about this place, what does it mean to you?
- What makes it different from other places?
- What do you value here?
- What do we know about our community, what do we want to know?
- How can we share our understandings?
- What could we change for the better?

At the start of this process a schedule of meetings should be set. This schedule should be as flexible as possible to allow the most people to attend.

If needed, the whole group can be divided into smaller working groups with each one being responsible for different sub-themes of the map or different tasks according to the interests and skills of its members. However, all sub-groups should converge on the common purpose.

Local artists are very important in order to support and facilitate the creative map, making process and in producing an imaginative result. Artists can propose various ways to visualise information and depict ideas and to develop an attractive map.
Sometimes a community may not be defined geographically but be community of interests or consist of people distributed throughout an area. Moreover the elements that are to be illustrated may be both material and non-material (e.g. cultural activities, traditions, myths, dialects, habits of the everyday life etc.). Within this context various arts media, such as photos, paintings, collage, music, poetry, and video are especially valuable. All these media can be used to create an alternative and innovative map, which is almost a piece of artwork. That is why the role of artists and art workers can be critical to inspire participants and suggest ways and tools they can use to put their ideas on an imaginative map.

2. Phase B - Gathering information
All the information and data needed to create the map should be systematically collected. The information needed will depend on the characteristics of the community as well as on the participants taking part in the project (Figure 3).

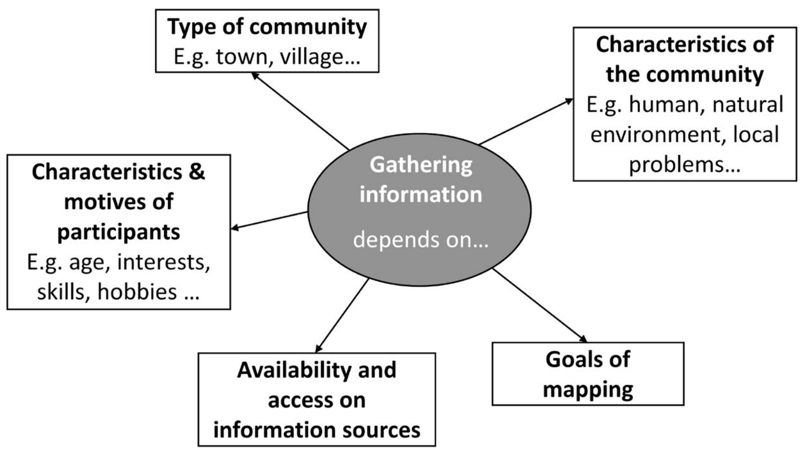

Figure 3: Gathering information (Pedagogical Department of Primary Education, University of the Aegean, 2014)

Information can be obtained from a variety of sources including local documents, photos, archives as well as personal histories and experiences. Emphasis should be given to the distinctiveness of the community in terms of the natural and human environment, social and cultural life. Local buildings, monuments, landscapes, unique components of the natural environment such as protected species, local festivals, and interesting characteristics of the everyday life are only some common elements illustrated on typical neighbourhood maps. Unique community events (such as a cow festival in one community) often make the map more attractive! Information can also include concerns about proposed developments.

In some cases gathering information begins with a clear focus on particular aspects of the community where detailed information is available, whilst in others, that have a general focus, more effort is needed to clarify the content of the map and to gather enough relevant data. Gathering information can sometimes continue until the map is nearly completed.

3. Phase C - Producing and displaying the map
The final product isn't necessarily a geographically representative and scientifically correct map! The map illustrates what the community values and wants to be highlighted, in a way that inspires the participants –the creators of the map.

After completion the map should be displayed in a public area such as a local square, the main street, the local library or shopping centre or the specific place that is the focus of the map.

The presentation of the map can serve to stimulate and start a public discussion about different aspects of a community and can encourage residents and local authorities to initiate projects related to improving the community in different ways.

Related links
http://commonground.org.uk/

Further information
Neighbourhood and parish maps can be made by anyone, in any way, of any place.

Tips for users
At the start of the project all the participants must feel free through brainstorming

sessions and other group work approaches to express what they consider of value, regardless of how strange it seems to others. Everything should be recorded.

Attractive maps include a combination of text, images, drawings and arts media, while they illustrate clearly their message(s).

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Welcoming unemployed people in schools agro-ecological gardening

German Llerena, Mariona Espinet

Overview

Unemployed people are involved in practical workshops with the aim of training them to become agro-environmental educators and to support the development of school agro-ecology, a praxis with the aim of empowering students and the educational community to become authentic agents with an increasing control over the school food system.

Summary

Main objective: To create an awareness of Agenda 21 in the community; to work with a group of unemployed people, involving schools, support and network building.

Related results:

1. Unemployed participants develop skills in the field of education, working as a team and in the agro-ecological practices.
2. Social integration of people with learning difficulties or social challenges.
3. Temporary support given to schools in developing their organic gardens. In exchange schools provide social support to unemployed people who often have high levels of competence but few employment opportunities.

Duration: 6 months.

Number of participants: From 10 to 15 unemployed people, students and teachers

Stakeholders involved: Schools and agro-ecological educators, unemployed people in the community or volunteers, university, municipality.

Materials and equipment required: Tools for gardening for as many unemployed that are involved.

Difficulty: Medium, coordination can be complex and it depends on the network.

Instructions

The tool is divided into four phases: preparation - maintenance of the gardens - participation as environmental educators - evaluation of the process.

1. Identify a public program that supports volunteering activities for unemployed people (depending on your context you can also involve simple volunteers).
2. Select a team. It's important to take into account the potential diversity of participants and the diversity of schools. The selection is best done in a participatory way together with representatives of schools and the community who feel a commitment to this sort of work.
3. Provide training for the group of unemployed volunteers. The first phase of training should involve the group themselves in defining needs and expectations and time should be spent building confidence and getting people working as a group. To do this you can use a variety of techniques including games, activities and social theatre to create a positive working environment. Such techniques create a positive and warm working environment and build on the diversity of the group. As well as games and activities, meetings should also include working sessions, discussions about the project and evaluation.
   Bear in mind that working with a large group of people that don't know each other well, will bring a range of challenges. The leaders should manage the working processes and ensure that the project moves with a positive speed. Regular reviews will allow mistakes to be corrected along the way.
4. This involves the content of the project through the provision of training for the volunteers on agro-ecology through lectures, conferences, workshops and practical activities.
5. Organize the group as a team of gardeners able to work on their own. This is best done over the summer time when the group can work in the school garden independently. After their training they should organise this themselves, teaching each other different skills as needed. The group should be motivated to work on their own and this often happens when they realise they have the support and trust of a wider network.

Working in this way will build confidence within the group as they work in a relaxed environment outdoors with no pressure. This can help them to prepare the gardens ready for the students and teachers when they come back from their holidays.

6. This involves the integration of the group with the schools. This is not an easy process. A good amount of time should be given to allow the groups to get to know each other and work out issues of coordination and management of any issues and challenges. This process requires a coordinator with strong commitment.
7. Monitoring and evaluation is important throughout the process and coordination meetings in which partners can speak honestly. However, the end of the process is very important. Research has shown that unemployed people have a very intense emotional boost at the beginning and a probable depression and discouragement at the end as the fear about unemployment returns. At this stage some think about abandoning the project. It's important to have time to do an individual and collective process of reflecting on what has been learned, the impact on people's lives and abilities of each person involved, so that people become aware that they're developing something for the future.

Related links

To read more about school agro-ecology: *http://es.scribd.com/doc/17017159/Curso-VII-Lectura-2-New-Rural-Social-Movements*

In *http://www.theatre.uqam.ca/corps-enseignant/47-georges-laferriere.htmlillustrates* some of the methods that can be used to get groups working together.

In *http://agroecologiaescolar.wordpress.com/* and in the translation *http://agroecologiaescolar2.wordpress.com/* you can see the Sant Cugat School Agro-ecology Project where this tool has been realized.

International Civil Service is an organisation that provides volunteering opportunities *(http://www.sciint.org)* and there is a branch in almost all European Countries that organises short and long term volunteering opportunities in collaboration with other institutions. It's possible that local groups might prefer to do the project using long-term volunteers as opposed to unemployed people.

Further information

The purpose of working with unemployed people is to provide retraining opportunities people. However, there is a danger that this kind of volunteer work might become a substitute for long-term contracts because it's cheaper. Do be aware of this risk!

It is also important to be aware that schools have a very organised and managed schedule and it's sometimes not easy to provide the space for an occupational programme. Schools are often driven by other priorities and so it is very important to motivate them to take part in such a process - developing the community as a whole, not just taking care of the future generations.

Tips for users

Make sure that you give enough time to ensure that working with the unemployed is an educational process. Also do pay attention to the reactions and reviews of those involved in the project especially the school students and unemployed. Be aware of the significance of temporary work both for schools and workers.

Note

For further information see the poster in the Fòrum de la Societat Catalana d'Educació Ambiental 2000+10: *http://wp.me/a4hHCa-3*

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Funding and organizing collaboration: tools

List of contents of this chapter:

Energy savings fund "Fifty-Fifty"

Ludwig Haas

Overview

In municipal organisations such as schools you often come up against a key challenge common to many environmental projects - the users of the building and the facility manager don't have an interest – monetary or otherwise - in acting sustainably. They are not interested in saving energy or water, because they perhaps aren't aware of the costs and if they are, then they aren't obliged to pay them!

Municipal projects such as "fifty-fifty" give stakeholders this interest by paying back fifty per cent of the money that has been saved by the users of a public building to the users themselves. For example, members of a school community will get a refund if they act carefully and in an energy-saving way. Thus the municipalities give people an incentive to respect the environment.

Summary

Main objective: To combine Education for Sustainable Development (ESD) with Sustainable Development (SD): to reduce energy consumption and increase knowledge and awareness about energy.

Related results:

1. Reduces greenhouse gas emissions and increases energy efficiency (SD).
2. Motivates pupils, teachers etc. to act in a sustainable way (ESD).
3. Increases the awareness of Sustainable Development and cooperation with administrators, public workers and students (ESD).
4. Releases money for investment in modern heating systems, efficient lightning and cooling systems and so on (SD).

Duration: To get sustainable results, energy saving projects need to take place over an extended period of time. Hamburg started the programme in 1994 and Frankfurt has been working on the topic over 15 years.

Number of participants: At the start, the project may involve only a few schools – ten or so. Later on, the number of participants may increase to as many as you can involve.

Stakeholders involved: Many Stakeholders should be included in this kind of programme: the Council of the city, the Environmental and the Schools Departments, schools themselves and other public buildings, different members of the school communities, public and private companies and others as appropriate.

Materials and equipment required: The facility manager should collect information about the amount of energy consumed, all data should be summarised in an energy consumption certificate (Energieausweis) for the building. This certificate is a fact sheet and is a useful way of communicating information. Special teaching materials concerning energy, climate change, lifestyle impact on the climate etc. should also be available (ESD).

Complexity: Difficult – at the beginning the complexity is very high because the project has to be organised and implemented. Later on there are only medium difficulties.

Instructions

1. The Energy Saving Fund project should be based on a legislative programme of the city council that allows this funding mechanism to operate. If your city or community does not allow such financial flexibility in the management of energy in schools then this project will not be possible.
2. The community and the school sign a contract to become member of the programme.
3. Initial data on energy, heating and water consumption have to be measured. The actual data have to be noted at least every year by the facility manager. Usually most facilities receive energy bills each month – and with different levels of detail.
4. The school community establishes a management team for energy saving (an E-Team) consisting of pupils, parents, teachers, the facility manager and other people as appropriate.

5. In the beginning an external energy coach trains and instructs the members of the E-Team.
6. The E-Team checks the situation in the building room by room related to "energy leaks" such as over high levels of temperature, open windows, dripping water taps and so on.
7. The E-Team makes up a to-do-list concerning educational and practical measures to reduce energy consumption.
8. „Energy saving" is becoming an integrated learning field, an action field and a field of experience within the educational activities of the school. The fifty-fifty project is one important element of education for sustainable development.
9. Additional workshops are offered to the school on themes like sustainable use of energy, water, waste and so on. Lasting one day or more they should be run by external experts.
10. The reduction results are assessed every year. This includes public recognition and appreciation and a refunding of half of the money saved to the facility manager and to the school community.
11. An external organisation is part of the structure of support to the schools and keeps the project going on year by year.

Related links

http://www.umweltlernen-frankfurt.de/Energie/index.htm (German)
http://www.euronet50-50.eu (11 different European languages)

Further information

50/50 projects in Germany have realised substantial reductions of up to 25% in emissions of carbon dioxide. For example, in Frankfurt 110 schools saved 17% of their costs. This totalled energy savings of 12 million kWh, which is equivalent to the consumption of 675 families. The schools saved 3700 tons of carbon dioxide and 1.1 million Euros (data 2011). The money being refunded to the school-communities was freely used for all sorts of different educational purposes and for improvement of the energy situation on site.
Most major cities in Germany are running energy saving refund programs and encourage the majority of the public institutions like schools to take part in the program.

Tips for users

All Energy Teams in the city should meet at least once a year to share their different energy saving experiences and to discuss the problems in their schools and communities.

An additional appreciation of the work can be organised as a public event inviting a well-recognised representative of the city council to present a big symbolic cheque to the school E team.

Note

The tool is part of the long-term work of the NGO Umweltlernen in Frankfurt. *http://www.umweltlernen-frankfurt.de*

Integrative negotiation

Alessia Maso

Overview

Negotiation is a process, often in the form of a dialogue between two or more parties or people with the aim of reaching an agreement. Negotiating means to understanding other peoples' points of view, resolving points of difference and gaining individual or collective advantages in order to satisfy the various interests of two people/parties involved in the process.

Integrative negotiation is an alternative to traditional distributive negotiation techniques. While distributive negotiation assumes there is a fixed value (there is a "fixed pie") to be divided between the parties, integrative negotiation tries to create additional value during the negotiation (attempting to "expand the pie"). It focuses on the underlying interests of the parties rather than their arbitrary starting positions, and approaches negotiation as a shared problem rather than a personalized battle, and insists upon adherence to objective, principled criteria as the basis for agreement.

Summary

Main objective: to improve the quality and likelihood of a negotiated agreement
Related results: to prevent conflict
Duration: a maximum of three hours consisting of three activities:
Two sisters –two lemons: a conflict (15 to 30 minutes)
Prisoner's dilemma (1 hour)
Couple fight (10 min. + debriefing)
Number of participants: at least 8
Stakeholders involved: all

Materials and equipment required: something to draw a line on the floor
Complexity: easy

Instructions
Integrative negotiation often involves a higher degree of trust than usual negotiations. It can also involve creative problem solving that aims to achieve mutual gains in what is sometimes called win-win negotiation.

We present here a set of techniques that attempts to promote this kind of approach to reach an agreement. If the group involved in a project starts from this perspective, it's likely that a lot of misunderstandings will be avoided and people will work in a more effective way.

Two sisters – two lemons: a conflict

1) Start by telling the participants the story of two sisters:

Bill came home with two lemons. The two little sisters had asked for them, so he put the two yellow fruits on the table. Lise wanted the two lemons. Looking at them, she said "Thank you, you're always so nice", and went out. Simone came in the kitchen and saw the two lemons. She was clearly very happy and said "Perfect, I'll prepare something special!"
Bill understood that each of his sisters wanted the two lemons, but it was too late to go to buy more. How should he manage the problem?

2) Ask the participants to discuss the situation in groups and find the best solution

3) Conclusions: Tell participants that Lise wanted to make a cake with the external part of the two lemons and Simone wanted to prepare a cocktail for the whole family with lemon juice.

Prisoner's dilemma

This is a very simple but meaningful game to show how ignorance of other players' actions means that the best decision for all differs from that for any one player. See the web reference below for a description of the game.
See: *http://en.wikipedia.org/wiki/Prisoner%27s_Dilemma*

Couples Fight

1) Ask the participants to divide into couples and decide who is A and who is B
2) Draw a line on the floor
3) Ask all A people to stand in a line parallel to the line on the floor, (more or less 50 cm away) and all B people to stand in another line parallel to the line on the floor, taking place in front of their partner, more or less at 1m from him or her.

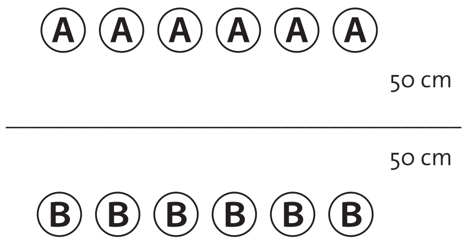


Figure 4: Couples fight

4) The purpose of each participant is to make the partner pass over the line. Each participant can use any method to achieve the goal.
To make the idea of competition stronger you can ask to A and B people to decide on a name of their teams. You can also make some comments about the situation such as "I can see that the team A is stronger and probably has more force, but team B has some people that look fairly difficult to move"...

You can also decide to divide the group in men against women if the number is equal, or say that A represents a member of the couple and B the other half of the couple.

In each situation you have to find out the suitable character of the conflict.

5) Debriefing about win-win situations and how both parties can gain their objectives.
In the game it is possible for both people to win. It's very easy. The couple have to exchange their positions and they reach their goal, simultaneously.
Usually only a few people think about this as a strategy.
There are plenty of opportunities for win-win situations that we even do not recognize!

Tips for users

We can use this technique at the beginning of a process of collaboration or after, when we find difficulties in communication or in cooperation. However it's better to introduce this method before a conflict happens so that the experience of this technique can help with a solution.

Related link

http://www.beyondintractability.org/essay/interest-based-bargaining

Bibliography:

Maso A.,(2010) *"Ecologia in città: giochi per educare alla sostenibilità"*,
La Meridiana ed., Bari

Contract based on workshop with external moderator

Franz Rauch and Mira Dulle

Overview

Collaborations are sometimes complex activities fraught with dangers and pitfalls, especially if a wide range of stakeholders is involved who have never worked together before.

In order to negotiate the aims and expectations of any collaboration, it is a good idea to set up a steering group, consisting of representatives of all stakeholders. One of the key tasks of this group is to develop a concept of the collaboration with the end result being the creation of a collaboration contract signed by all partners. The contract acts as a mutual agreement clarifying the overall aims of the collaboration and responsibilities of the stakeholders. The whole process is most successful if supported by an external moderator.

Summary

Main objective: The clarification of aims and responsibilities of stakeholders in a project to improve the effectiveness of the collaboration

Related results: the satisfaction of all concerned (establish a win-win situation)

Duration: it depends on the number of meetings/workshops that are needed to get to an agreement

Number of participants: at least one representative of each stakeholder

Stakeholders involved: representatives of all stakeholders as well as other involved interested people.

Materials and equipment required: an external moderator who is not linked to the project; conference room or an external place to meet

Complexity: Easy

Instructions

1. Set up a steering group. It should consist of representatives of all stakeholders (in our case: the school principal, teachers and national park staff) all of whom should be volunteers!
2. Appoint an external moderator to ensure the objectivity and impartiality of the discussion and negotiation process.
3. With the help of the moderator the steering group develops their concept of the collaboration. This usually happens within the framework of meetings and workshops where ideas and concrete objectives, together with their feasibility, are discussed. Different conceptions and understandings of the collaboration should be clarified during these meetings. Through constructing the concept, partners have the opportunity to set the foundations of collaboration together and include their ideas and wishes.
4. Establish a contract that includes the mutual aims and responsibilities.
5. Each stakeholder should sign the contract.

Related links

National Park and School Collaboration: A long term partnership in an Austrian Alpine Region: *https://codeswinklern.wordpress.com/*

Further information

The involvement of a neutral moderator or mediator in the discussion and negotiation process is a good way to establish the basis for a transparent, objective and equal debate and ensure its professionalism. In our case the moderator was an internationally renowned biologist and expert in the field of environment and nature protection.

Tips for users

Experience showed that it is an advantage to choose a location for the meetings and workshops that is not the place of work for any of the partners. This avoids constraints from the beginning. In our case this place was a cabin in the national park, away from both the school and from the National Park administration office. The contract should also be for a specified length of time such as five years. This guarantees the quality and development of the collaboration. After the first phase the collaboration should be externally evaluated; it can be renewed with changes being made if necessary.

Crowdfunding

Alessia Maso

Overview

Crowdfunding is a collective way to get financial support for an initiative.

Individuals pool their resources via the Internet, to support efforts initiated by other people or organizations. Crowdfunding is used in supporting of a wide range of activities, including disaster relief, citizen journalism, educational projects, artists, public campaigns, movie or free software development, and scientific research. ESD can be supported through crowdfunding.

Summary

Main objective: fundraising
Related results: improved external communication before a project or initiative starts; involving external people in the project;
Duration: one to six months.
Number of participants: as many as possible (to reach a lot of people)
Stakeholders involved: all partners but an individual can do it also alone
Materials and equipment required: computer and internet, PayPal account, video camera and programme for editing is a plus;
Difficulty level: medium

Instructions

Crowdfunding is about persuading individuals to give a small donation of between 10 or 50 euros, or maybe more, to support a specific initiative or project. Once you attract a large number of donors, you have some serious cash in hand.

This is a social media version of fundraising and it is possible thanks to the proliferation of websites that allow non-profits, artists, musicians and also individuals to raise money.
There are hundreds of crowdfunding platforms around the world, available in many languages. They use two financial ways of working:

1) "All or nothing": Most platforms require that the funding target be reached before the funds can be used. If the target is not reached, collected funds are refunded in full, sometimes minus a credit card commission if this mode of payment was used.
2) "Keep it all": other platforms allow funds to be used even if the targets are not reached.

How do you use Crowdfunding?

1. Define your project
   The more focused and specific your goals are, the easier it is to develop trust with potential supporters. Before you begin, consult all the stakeholders, to capture their ideas and avoid major changes down the track.
   Search for the platform you want to use. The most well-known are:
   http://www.kickstarter.com, http://www.indiegogo.com
   http://www.crowdrise.com, https://www.rally.org
2. Set your funding goals
   Determine how much money you'll need to do the project. A thoroughly researched and thought-out budget not only helps you set your funding goals, but also inspires confidence in your supporters.
3. Choose your rewards
   Rewards offer a way to show gratitude to your supporters and allow them to form a stronger connection with your cause. They're a tangible reminder to your supporters of the part they played in getting your project off the ground. The more directly relevant they are to the impact you'll make, the more connected supporters will feel towards your cause. The best rewards are unique, relevant and desirable.
4. Create a video
   A campaign video is the single best way for you to make a human connection with your supporters. Campaigns with videos raise double the funds of those without.
5. Build the campaign page and promoting your campaign
   Having a well-thought out plan of promotion gives you the opportunity to capture the ideas and contributions of everyone in your organization and networks,

and takes away the stress once a campaign goes live. Decide how frequently you'll promote your campaign to each group through each medium, and set a timetable with reminders to make sure you follow through.

6. Promote online
   Create email lists, links from your website, banner ads on friendly sites and newsletters and of course, a social media campaign. Consider creating a Facebook Event.
7. Harness the press
   Would your local newspaper be interested in writing about you? Are you operating within an industry niche served by trade publications or websites who'd love to feature your campaign? Crowdfunding is a fascinating topic for many audiences, so write up a press release and get in touch with relevant media outlets to share your story.

Related links

http://www.greenfunder.com is a web site that supports projects on sustainable development.

Maintaining and sustaining collaboration over time: tools

List of contents of this chapter:

Using a WIKI to create opportunities for school and stakeholder collaboration

Margaret Fleming

Overview

Wikis can be used to support collaboration amongst a diverse range of groups. This means that the learning can be shared between students in one class, between students in different classes in different schools, and across different stakeholders within the community regionally, nationally and across the globe. A wiki is a collection of web pages designed to enable anyone who accesses it to contribute or modify content, using a simplified ‚mark up language' *(http://en.wikipedia.org/wiki/Markup_language)*. Wikis are often used to create collaborative *(http://en.wikipedia.org/wiki/Collaboration)* websites and to power community websites. The collaborative encyclopaedia, Wikipedia, is one of the best-known wikis. Wikis are used in business to provide intranets *(http://en.wikipedia.org/wiki/Intranet*) and knowledge management systems *(http://en.wikipedia.org/wiki/Knowledge_Management%20 systems)* Ward Cunningham, developer of the first wiki software, WikiWikiWeb, originally described it as ‚the simplest online database that could possibly work' (Wikipedia).

A wikispace for a school community project is a great place for students to post their work so that teachers, classmates and other stakeholders can correct, improve and discuss ideas. It gives an audience for the work and also a chance to create content. The use of wikis can help us move the school community dynamic from one-to-many to many-to-many.

Summary

Main objective: To share learning amongst the participants of a project and thereby increase participation and ownership.
Related results: This will vary according to the objectives of the project. However the aim is to increase participation
Duration: Wikis work best for longer-term projects. However one could be set up for a day long course to enable participants to share learning over a longer period.
Number of participants: Anything number from 2 upward!
Stakeholders involved: The advantage of using this tool is that all stakeholders (albeit those with access to the internet!) can collaborate and use this tool.
Materials and equipment required: the Internet, services that offer to setup wikis. Many schools have a wiki option in their virtual learning environment. Individuals and members of the wider community can also sign up for a free wiki account with *http://www.wikispaces.com/*. There are adverts on the right-hand side of the wikispaces. For about £25 per year, you can get rid of these adverts and make your site safe for students to use.
Complexity: Low

Instructions

This very much depends on whether the tool is to be set up by participants or for them; for example by a member of the community with greater access to on-line tools.

However we recommend that:
All participants watch a short video that explains more about wikis in plain English. (*http://www.youtube.com/watch?v=-dnL00TdmLY)*

All get the opportunity to read more about wikis for example via this on-line tutorial. *(http://web2tutorial.wikispaces.com/wikis)*

To quote from this tutorial, it is a great tool for collaboration.

- Teachers are using wikis to communicate and collaborate with students. Classes are creating detailed information resources on many academic topics. Class wikis include text, pictures, links to other resources and multimedia. Students are collaborating their knowledge and learning from each other. Once again, the walls of the classroom are expanding to give students access to a global web of information and a worldwide audience.
- Students have ownership of the knowledge. They actively seek it and they create it.
- Students are given the responsibility to look after a publication with a global audience. It's not just their teacher reading their work.
- High-level critical thinking is developed as students critique others' contributions for accuracy.
- Increased information literacy skills are required as students check their facts for accuracy and correct errors discovered by their peers.
- Create an online text for your curriculum that you and your students can contribute to.
- Engage in collaborative projects with other classrooms and other schools.
- Create collaborative stories and books.

Related links

More Wikispaces tutorials
http://www.wikispaces.com/content/wiki-tour
http://web2tutorial.wikispaces.com/wikis
Wikispaces FAQ *(http://help.wikispaces.com/)*
For any questions you may have on using wikispaces, visit this extensive help site. *(http://help.wikispaces.com/)*

Useful websites

For ideas and inspiration, visit some of the following wikis, the first couple have some great ideas for ESD collaboration:
ESD at Bristol, *https://wikis.bris.ac.uk/display/BristolESD/ESD+at+Bristol*
ESD in the Philippines:
http://lt513.wikispaces.com/Education+for+Sustainable+Development
‚Academic biology' a widely respected science WIKI.
http://mrsmaineswiki.wikispaces.com/AcademicBiology
Sydney Institute wikispaces *(http://csofchange.sydneyinstitute.wikispaces.net/)*
Using wikis in schools: a case study (April 2006). ‚Wikis have been heralded as one of a number of new and powerful forms of software capable of supporting a range of collaborative ventures and learning activities. This paper addresses the potential uses of wikis - online editable websites - as learning tools in schools.'
(http://archive.futurelab.org.uk/resources/publications-reports-articles/discussion-papers/Discussion-Paper258)

Tips for users

There are some concerns to be aware of in terms of wiki use. To quote from the Wiki tutorial mentioned above (*http://web2tutorial.wikispaces.com/wikis)*

- A malicious author can sabotage a wiki's content. This is usually people's first concern about a website that can be edited by anyone. Fortunately, a wiki can easily be restored to a previous version by visiting the history function. The truth is, there have been few cases of wiki abuse. Sabotaged wikis do not last very long because viewers tend to restore the proper version when they see a problem.
- Misinformation and untruths can be published as fact on a wiki. The very strength of a wiki is that this information can quickly be corrected. Bad information usually does not hang around long when conscientious people discover and correct the error.
- How can information on a wiki be considered reliable if any bozo could have put it there? As with other forms of information gathering, you should check your facts against other sources. For the most part, though, the information on a wiki is accurate if it has been read by people who are knowledgeable about that topic. The combined knowledge of the masses tends to be more accurate than the solitary knowledge of an individual.
- A wiki page does not like to be edited by two people simultaneously. To get around this, create sub-pages for the students to work on that are linked to the main page. This prevents two students from working on the same page at the same time.
- A wiki can be set up to allow only authorized users to have editing rights. You can also create a wiki that only you and your class can edit.
- Student privacy is paramount. Never publish last names or personal details of students. Teachers should discuss privacy issues with their students and ensure they do not create usernames that display their full identity.

Collaborations vs competition in ESD agreements

German Llerena and Mariona Espinet

Overview

In many countries, local authorities usually establish agreements and contracts with several different institutions and actors to deliver services. In selecting providers, legal rules usually demand that local authorities have an open and transparent bidding process and this can often lead to competition between providers, with those offering a service at the cheapest price winning!

In this section we present a different approach - strategies that promote collaboration between administrations and local actors, instead of competition. The main idea is that involving local actors through cooperation reinforces community and promotes more sustainable long-term processes.

Summary

Main objective: fostering collaboration with the local administration in projects where quality criteria are more important than lower costs; questioning the shift towards a business approach, which although giving transparency often favours competition regardless of community and localism.

Related results:

- Local administrations and other stakeholders (such as a university) establish a long-term cooperation agreement focused mainly on supporting collaborative activities using local resources, rather than accepting proposals coming from outside a community
- Local government and schools establish a collaboration agreement to provide financial support for sustainability education (such as Schools' Agenda 21) that encourages cooperation and coordination between stakeholders rather than competition. .
- The local administration allocates funds to work in the schools and invests in the public sector.

Duration: the duration is not defined; it's a long-term process.

Number of participants: any appropriate number

Stakeholders involved: local government, university, schools, agro-environmental educators and other public organizations working in ESD such as the Natural Park, Environmental Education Centre, Natural Science Museums, and so on.

Materials and equipment required: knowledge of regulations governing the awarding of contracts.

Complexity: medium, but political will is essential.

Instructions

This tool is divided into three stages. In our case it was a collaboration between a local administration and university, but obviously, the key is the collaboration and that the tool can be used to structure collaboration with other actors as well.

A. Collaboration agreement between the local administration and university:

1. The partnership between the university and local authorities to improve education for sustainability is established initially in terms of an „evaluation of existing programs". Such a starting point allows the university to be involved because of the research dimension and the public administration involvement is justified because it benefits through the monitoring of programmes.
   The overall goal is a joint effort to change the relationship between the administration and schools, to have a common long-term perspective.
2. Once the first steps of collaboration are established, a more formal cooperation agreement (according to local regulations) can be made including
   - A resolution of the Municipal Council (or appropriate government agency) that politically validates the agreement
   - A document signed by both parties (university and public administration)
   - A team of people responsible for monitoring the agreement
   - A reporting protocol for establishing the phases to be developed and the reports that both parts have to sign once each phase ends
   - A budget and payment system.

   At this point you can restore the aim of "evaluation" into a "collaborative assessment and monitoring", where the university works with the local administration looking far beyond evaluation.
3. The university and local administration call for schools and municipal environmental educators to take part in a working group, to start the networking process coordinated by the University.

B. Collaboration agreement between local administration and public schools:

1. An agreement between the local government and public schools should be established to regulate financial support, so that all schools receive the same amount of funding.
   Note: It is important to check that providing equal funding is possible within the current legislation in the country. In the Catalunya for example it is possible only with support below 3,000 Euro per year. With funding of less than 3000 Euro the principle of competition is not compulsory, and there is discretion in how funds are allocated, regulated by established criteria.

2. Schools should submit projects on a specific date (published by the local administration) using the budget fixed by the amount available. These projects can be run in cooperation between all schools because they are not competitors.
3. Set up a monitoring committee so that projects are coordinated and co-evaluated. This may be an existing working group, if one exists, or a new group formed by representatives of the schools involved.

C. Recruitment of agro—environmental educators in schools

1. Those involved in a project as leaders may decide to hire the services of agro-environmental educators to take charge of the ecological school garden and of other aspects of Education for Sustainability in the school.
2. The local administration should invest the available budget for ESD activities, or other expected grants, in the agro-environmental educators already working in schools. Consequently, these local actors receive money to support Education for Sustainability. The projects realised are not external but internal to the network.
3. It is the role of the agro-environmental educators to organize support through meetings with the different stakeholders. In this way they reinforce their role as „liminal agents" (Wenger, 2001). "Liminal agents" are actors that are between different communities moving from one to another and halfway between teachers and environmental educators. Because of this halfway situation they can more easily promote coordination between schools and ESD projects.

Related links

In *http://agroecologiaescolar.wordpress.com/ and in the translation of http://agroecologiaescolar2.wordpress.com/* you can find the framework of school agro-ecology that has been the contest of this tool, realized in Sant Cugat (Catalunya)

Tips for users

Find out the possibilities of regulations for low budget amounts.

Bibliography

Mayer, M., Breiting, S., Mogensen, F., & Varga, A. (2007). *Educació per al desenvolupament sostenible*. Barcelona: Graó.

Wenger, E. (2001). *Comunidades de práctica. aprendizaje, significado e identidad.* Barcelona: Paidós.

University CourseS – without limitation of accesS

Irene Gebhardt

Overview

A university course without any limitation of access supports participation and communication within a community and municipality. Such courses avoid creating barriers to learning and enable people to become both aware and part of sustainable development within the community and beyond.

The Course without Limitation is based on cooperation between the university, the community and the local government. The university is responsible for creating and delivering the curriculum, and the local government for providing the learning environment and costs.

To encourage participation from the start, the curriculum should be developed based on peoples' interests. These can be discovered through open workshops moderated by the university, where the community and the local government come together and discuss possible ideas. The output of such a process will give a higher acceptance and participation in the course as participants can identify with its creation.

Summary

Main objective: avoiding barriers to learning and participation; using diversity within a group to create different approaches to learning, participation and enrichment of the development process; enabling people to become aware and be part of sustainable development; initiating cooperation between a university and its community, especially the local government through stressing lifelong learning to enable sustainable development.

Related results: enabling a community to become active citizens, co-designing a sustainable future; addressing and realizing inclusive cultures, structures and practises for sustainable development.

Duration: it depends on the curriculum.

Number of participants: 30 participants is a good number to start with, however, fewer people may be considered as long as the course is economically viable.

Stakeholders involved: all stakeholders are invited to participate.

Rooms, materials and equipment required: learning environment for a study group of about 30 people including space for working in groups; PC, projector, flip chart, etc.

Staff: someone from the community to liaise with the University is required.

Complexity: Inspiring and creating the course: middle to high; Delivering the course: middle

Instructions

1. Ask the local government for cooperation -financial support, providing rooms and a learning environment according to the needs of the instructors and the students.
2. Find a university willing to design and run a course without limitation of access.
3. The university and the local government should sign a cooperation agreement
4. Fix the starting date and promote the course to all stakeholders with a view to encouraging a diverse as possible participation.
5. Start the course with a special event inviting the Rector of the university and the Mayor of the local government.
6. Use real life incidents to introduce local development issues into the course topics.
7. Publicise the course through the local media.
8. Celebrate the graduation of students.

Related links for further information

The university course "Communal Education" developed and realised by the University College of Teacher Education of Lower Austria in cooperation with the Marktgemeinde Wiener Neudorf - takes five semesters, including six modules. For more information:

- *http://inklusion.ph-noe.ac.at/index.php?id=272*
- *www.wr-neudorf.at/Inklusion*
- *http://www.ph-noe.ac.at/wir-ueber-uns/departments/department-3*
- *http://www.youtube.com/watch?v=qIk_ggbotgo*

How the university course "Communal Education" came into existence?

The university course "Communal Education" started in the winter semester in 2008 and ended in the winter semester in 2010. The idea for cooperation arose at a meeting between the rector of the University College of Teacher Education of Lower Austria and the deputy mayor of Wiener Neudorf and was then developed through around table involving members of the steering team of the Wiener Neudorf Inclusion Project and members of the university college.

The preparation work began in spring 2008 with a large workshop to generate the topics of interest to the people living in the town of Wiener Neudorf. As a result five modules were developed and a writing workshop completed the curriculum as the 6th module.
The university course was accredited by the Ministry of Education and able to start in October of that same year.

Tips for users
Cross-institutional collaborative learning is one of the keys to the success of this tool. The university course should raise it to another level and increase the variety of participants including everyone of the community who is interested.
Everyone who is interested should have access without any limitation of educational requirements or abilities.

Sharing of the costs:
In our case, the Municipal Council decided to adopt the university course and to cover most of the costs. The participants themselves have to contribute just a small amount at registration.

However, if such a formal adoption and funding is not possible there are other possibilities of sharing costs through different approaches to funding. For example, there could be an opportunity to include local companies and give them the chance to demonstrate a common responsibility for a sustainable development in the region.

Outdoor programme „Nature-Sports-Fun" -an event to involve all stakeholders

Franz Rauch, Mira Dulle

Overview
"Nature-Sports-Fun" is a programme of collaboration between schools and a national park (NP) or other natural reserves. The basic idea behind the collaboration is enable pupils to leave the "school teaching environment" and make use of the "natural learning environment" that is often found not far from the classroom door. Over the year pupils learn about environmental topics in class and experience them through courses and excursions to the NP where they are guided and taught by NP rangers. The programme focuses on experience-oriented learning in nature, involving sports and fun.

Summary

Main objective: for pupils to improve their knowledge about nature; recognize the possibilities offered by alpine living spaces; develop a respectful approach to the region's resources and become regional "ambassadors" for the NP.
Related results: Involvement and engagement of all stakeholders
Duration: The outdoor programme runs over 4 years and comprises 5, 3-day courses in the NP and 6 day-long excursions.
Number of participants: approx. 25 persons: 1 school class, 1-2 teachers, 1-2 NP rangers, 1 person in charge of the mountain lodge.
Stakeholders involved: Pupils, teachers, NP rangers and other staff.
Materials and equipment required: Hiking and alpine equipment (backpack, hiking shoes, rain jacket, sleeping bag, first aid kit, drinking bottle, project diary etc.), sports equipment depending on the season (e.g. snowshoes, climbing ropes etc.)
Complexity: High (requires good preparation and planning)

Instructions
1. Both students and teachers receive materials and do pre and post work in class in order to ground and reflect the experiences during the excursions and overnight courses.
2. Participation in the 3-day courses in the NP where pupils are guided and taught by NP rangers and sleep in mountain lodges owned by the NP. Students record their experiences, impressions and findings in project diaries.
3. Follow-up the courses in class.
4. Topics of the courses:
   Winter Course:
   Snowshoeing, orientation in open country, meteorology, avalanche awareness, igloo building, rescue techniques and so on.
   Summer Course:
   Ecosystems in alpine regions (woods, meadows and mountain lakes), topography, geology, alpine flowers, edible plants, alpine pasture, teambuilding with adventure- and outdoor-games.
   Glacier Training Course:
   Glaciology, geomorphology – how does the glacier form the landscape, history of climate and mountaineering, water use, environmental characteristics of alpine ecosystems.

Related links

National Park and School Collaboration: A long term partnership in an Austrian alpine region: *https://codeswinklern.wordpress.com/*

Nature-Sports-Fun brochure (in German): *http://www.hs-winklern.ksn.at/naspospa/Brosch%C3%BCre%20NP%202009_2014.pdf*

Further information

After 3 courses pupils can become a „NP Junior Rangers“ and receive a certificate and uniform.

Tips for users

Experience shows that a training programme for teachers is useful to support the preparation and follow-up of the courses.

Safety procedures have to be followed! Pupils have to learn the right behaviour in alpine regions where the weather could change at any time and when doing sports like hiking or climbing. The mountain rescue service is accompanying the courses held in wintertime.

Inclusion of collaboration's aims in a school programme

Mira Dulle and Franz Rauch

Overview

The school includes the aims of the collaboration you established together in its School Aims and then works to ensure that this collaboration actually happens and is not simply words on a piece of paper.

Summary

Main objective: Ensure the implementation of collaboration activities and their sustainability

Related results: Establish a collaboration mission statement and the creation of a school programme with a focus on the collaboration.

Duration: Medium term: 3 years, short term: 1 year

Number of participants: Representatives of all stakeholders

Stakeholders involved: school principal, teachers, collaboration partner (in our case the National Park Administration)

Complexity: Medium (requires good planning)

Instructions

1. Develop a specific focus for the school collaboration programme and create a mission statement and school programme related to this topic. In our case the topic was "A National Park School". This specialisation makes the school more attractive.
2. Set clear goals. What does the school want to achieve?
   In our case, the meta goals of the National Park School were:
   1) Pupils understand the role of the National Park in the sustainable development of the region ecologically, socially, and economically.
   2) Pupils value their natural and cultural heritage and develop responsibility for the region's future.
3. Define the measures and activities needed to reach these goals. In our case:
   a) Integration of environmental and nationalpark related topics in the curriculum, for example, people, animals and plants in the national park, living spaces and the future of the national park.
   b) Running an annual outdoor programme "Nature-Sports-Fun"
4. Monitor progress towards the goals on a regular basis and then evaluate their achievement.

Related links

National Park and School Collaboration: a long term partnership in an Austrian Alpine Region: *https://codeswinklern.wordpress.com/*

Further information

It is helpful to develop the mission statement and school programme in a workshop together with all stakeholders. In this way everybody can contribute his other ideas and feel part of the process. This enhances motivation and effective participation.

Learning through collaboration

List of contents of this chapter:

Metaplan: a technique to facilitate participation

Michela Mayer

Overview

METAPLAN is a way of collecting ideas when a group of people are working together. The method was created by Eberhard Schnelle in Germany and was initially used in facilitating communication flow in management and business.

METAPLAN offers a communication model in which opinions are developed, a common understanding is built and objectives, recommendations and action plans are formulated. The focus is on a problem and its possible solutions. By systematically breaking down larger problems into smaller constituent parts, and by breaking larger groups into smaller ones, the involvement of all participants is maximized.
Since its inception the method has been also effectively used also for more general community building purposes, as a strategy for social participation in the solution of environmental conflicts, and as a method for schools participation in community issues, focusing more on educational aims.

As described in the 'example sheet' below, the first step involves all the people in the group writing down ideas that come into their minds, one idea on one card. In the brainstorming process it is important that ideas are not judged. Then all cards are collected and fixed on one or more pin boards or large sheets of paper. The cards are organized by participants according categories and may show new results of which the individual participants were not aware. The plenary group sets the task and reviews the results.

Summary

Main objective: to involve all the participants of a group in a discussion about an issue - starting from the collection of the individual's implicit and explicit ideas - in order to develop a better understanding of the different visions and to find a common way to deal with the issue at stake. Groups could be homogeneous or mixed (different stakeholders in different groups) depending on the issue.

Related results:

Build communication and participation competencies, reinforce listening and debating capacities.

Give everyone the possibility of contributing to the solution or the discussion of a common issue.

Change people's opinions and behaviours related to a specific issue.

Duration: From 2 hours minimum to a full day, depending on the issue. For educational purposes or community building, 3 hours are enough, whereas for issues where there is conflict or for creating an action plan more time is needed.

Number of participants: No less than 15 in order to have enough ideas to compare, and no more than 60 because there will be too many! Separate sessions of Metaplan could be provided for more than 60 people.

Stakeholders involved: The group could be composed of different stakeholders such as in planning school community collaboration or in discussing a community environmental problem. Groups could also be homogeneous such as a class of students, a group of teachers, a group of administrators.

Materials and equipment required: Post-it (or standard oval, cloud-shaped and rectangular cards), possibly of various colours; felt tipped pens, display boards.

Working environment and staff: You need a large room where the whole group can work in plenary, plus corners where the groups can work around as many display boards, as there are groups. A minimum of one experienced facilitator is needed, and for large groups it is better to have more.

Complexity: Medium

Instructions

The following instructions can be adapted to any situation and constitute a guide for the facilitators and can be distributed to the participants. The instructions have been simplified compared with those originally developed to make them easier to use in ESD situations.

1. Program introduction.
   Why use Metaplan? How the session is organised. A short presentation from the facilitator.
2. Create individual input.
   One leading sentence concerning the issue at stake should be proposed with the sentence being the same for all participants. The sentence should end with "..." in order to invite the participants to continue the sentence with their own ideas.

   Examples of sentences that can be used in ESD contexts are:
   a) *In my community, in order to convince people to participate actively in the use of Sustainable Technologies it is important to...*
   b) *The first things to do in order to face the waste problem in my community are...*
   c) *In order to become more eco-friendly I propose to students and teachers of my school to ...*
   d) *If I want to judge the quality of an Eco school the first things I look at are....*

   The participants work individually to complete the sentence writing their ideas on cards or post it notes. Participants can write as many ideas as they like, with a suggested minimum being 5 and a maximum being 8, depending on the number of participants and groups.
   Only one idea should be on each card and no more than 10 words used for each sentence. Participants should be encouraged to write in capitals to make the sentences understandable. Fifteen minutes should be given for this task.
3. Group the ideas together. The participants are invited to form groups with 6/8 people each group. Groups can be internally homogeneous or varied, depending on the issue and on the aims. They pin their cards on prepared boards and name a coordinator/group speaker. The participants should organise their ideas into relevant topic headings. During this process no comments or criticism should be made on the proposed ideas but group members are allowed to ask questions to clarify understanding of what the ideas are about. This should take around 20 minutes.
4. Discuss the ideas presented. The group should now discuss what has been written with people explaining the reasons for their choices. The group can also prioritize the ideas and proposals in order to define a common vision or an action plan. There are different ways of doing this. For example, each participant can allocate 10 votes (using a coloured mark, or a cross with a colour pen) to the ideas with no more than 3 votes being given by each participant to the same idea. The coordinator works with the other group-members to prepare a presentation of the group work to the plenary. This should take 25 minutes.
5. Share the results. Short (5 minute) presentations are given by each group enabling the plenary group to understand the total picture, followed by plenary discussion (*time:* 10 minutes)

Related links
General information on *http://en.wikipedia.org/wiki/Metaplan*
The Metaplan basic techniques are available on: *http://www.metaplan.de*
Further information

The Metaplan is a multiple use technique and can easily be adapted for use in ESD collaborations. The important features are the involvement of all participants, a respect for different opinions, careful management of the flow of communication and the creation of a 'positive future looking' final conclusion. Several examples in different languages are available on the web pages.

Tips for users
The sentence to be proposed is very important. It should be meaningful and at the same time, open enough to encourage new ideas.

Timing is important: It is important not give too much time, especially in the first three phases.

Metaplan can be run without any special materials: coloured cards are attractive but simple post-it notes 12cm x 6cm are good enough.

Sustain.no

Majken Korsager and Eldri Scheie

Overview
Sustain.no is an interactive website that aims to be a supportive tool in education for sustainable development. The site includes activities, complete with guidelines on how pupils can investigate, discuss and communicate the results of their common investigations. When results are submitted to the network, they are available for others to see and use it.

Summary

Main objective: to provide support for Education for Sustainable Development
Related results:

- Participants are active and develop their knowledge through collecting, structuring and communicating new information about interactions in nature and interactions between nature, people and society.
- Pupils and students are given an opportunity to experience nature and to recognize the beauty and value of nature.
- Pupils and students develop a sense of identification with other people. They learn to have solidarity with the world's poor and an understanding of their responsibility for the future.

Duration: it depends on the activity
Target group: all levels of the education system
Number of participants: pupils in one class collaborate with pupils from other schools from diverse countries within the network
Stakeholders involved: local authorities, non-governmental organizations (NGOs) or other people who can help identify relevant issues that are suitable for study
Materials and equipment required: Computers for the pupils, internet access, data collection equipment (depending on activity)
Place and collaborators: classroom, outdoor arenas and external learning arenas. Local authorities, non-governmental organizations (NGOs) or other people who can help identify relevant issues that are suitable for study.
Complexity: Medium

Instructions

The activities in Sustain.no are varied and address a number of topics. Many can be used for teaching in several subjects. Individual activities or an assortment of activities are also suitable as a basis for project work. The activities are not ready-made teaching material, but rather ideas for teaching which must be adapted to the needs of individual schools and student groups. Before starting, teachers and students must agree on what they aim to achieve and how they plan to realize their goals.

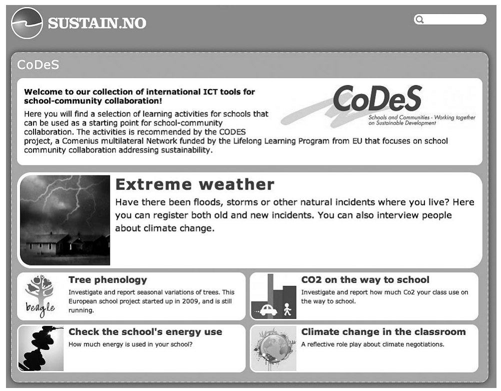
The first phase of planning must involve an analysis of the students' aptitude level, available teaching resources and the learning arena to be used. In this phase we are looking for the activities in Sustain.no that can provide guidelines for the intended training.

Information on most activities includes advice as to whether local resource people should be contacted and whether an outdoor area could be adopted as a learning arena. The local contacts can help clarify appropriate collaborative tasks. Many of the activities are designed so that the students' work will be of use to local administrators.
Specific forms have been designed for each activity and these should be used when gathering information and data for the various activities. Users should go through the forms and decide what the focus of the study should be, keeping in mind that it is the standardised format which makes it possible to compare data between schools and from year to year. Additional information can be obtained through separate forms, interviews, maps, photographs, etc. It can be helpful to discuss with the local partners what kind of information they require.
The implementation phase of the project will most often comprise a number of activities that use various methods for collecting and processing information. The guidelines and background material for the various activities in Sustain.no will provide a basis for reflection on the questions that naturally arise when working with the subject.

The results of the project can be anything from an analysis of water measurements to a status report on old mill houses in the municipality or planning proposals for the school neighbourhood. The end product of the class's work can be presented through different media such as school exhibitions, newspaper articles or the Internet.

The work sequence in a project can be expressed schematically as follows.

1. Choose a theme for the project based on one or more of the activities in Sustain.



2. Contact potential partners (government departments at local authority or county level, NGOs, resource personnel. etc.) to discuss relevant issues, gather information and work out possible collaborative tasks.
3. Chose a reference area (if fieldwork is involved). Choose an area that is suitable to investigate the problems at hand and get permission from the landowner to use the area.
4. Draw up a plan for the project: what is to be done, what kind of equipment is required and how it is to be obtained, and how to organize the work (formation of groups, division of labour, reporting, evaluation, follow-up). Carry out the activities, for example:
   - Orientation, experiences, discoveries
   - Survey and inventory
   - Practical upkeep, management
   - Participate in planning processes
   - Survey energy use in a building.
5. Discuss the problem setting with the students. Has the work any relevance to sustainable development?
6. Produce an end product, for example:
   - A survey of biodiversity in the reference area
   - Proposal for a conservation plan for a „Hundred Acre Wood“ in the neighbourhood
   - Map of water quality and pollution sources
   - Submit results to the database
   - Write a report to Sustain.no
7. Present the final results/product, using for example, one of the following ways (dissemination):
   - Create an exhibition
   - Set up information placards along a nature/culture route
   - Get coverage in the local press, radio, TV
   - Write an article to the network newsletter
   - Write reports to the local authority

Shared database

The results of the students' work are entered into the shared database that schools and the local and central authorities can draw on for information. The schools participating in the network can receive supervision and guidance from leading research institutions.

Related links

http://miljolare.no/en/codes/
http://comenius-codes.eu/

Further information

http://sustain.no/about/UDIRSustain.pdf

Note

Sustain.no is an Internet based support network for schools was established in 1997 after several years of research and development work. The program has evolved to support Education for Sustainable Development.

Cops in the Head

Natalie Eernstmann

Overview

Cops in the Head is one example taken from a very large body of drama based tools that can be used to address issues in schools and communities. It represents a specific way to explore complex topics and is taken and adapted from Augusto Boal's work around Forum Theatre. Because it is an active and less theoretical way of exploring ideas the exercise can be done with people of all ages.

Summary

Main objective: To collaboratively, actively and creatively explore the underlying complexities of a problem.
Related results: participants understanding each other, finding collaborative ways forward, action research, exploring multiple-perspectives, understanding what stops us from doing certain things that we want to achieve.
Duration: 1 hour
Number of participants: 10-20
Stakeholders involved: everyone - citizens, pupils, local politicians, parents, etc.
Materials and equipment required: none
Difficulty: quite complex steps should be practiced before doing the activity itself

Instructions

1. Explain to the participants that this activity is about the "Cops in our head". These are internal voices that have embedded themselves in our heads and stop us from doing certain things. "Cops in the Head" are the people in our heads who put up stop-signs and say, „you can't do that", „you're stupid", „you're no good" - the people who have put us down and over time, taken up residence inside us affecting the way each of us listens, sees and acts.
2. Select a problem that concerns everyone in the group. For example a facilitator might bring together teachers, various pupils, their parents, and local councillors, to jointly explore the well-being of the place they live in. Everyone is asked to think of a story or situation related to their community in which he or she felt disempowered, or behaved in a way that had a negative outcome: they wanted to do something but couldn't achieve it and instead did something else. As a facilitator it is important that you ask a question that is focused enough for the participants to think of a relevant story, but at the same time sufficiently broad so that people can come up with something that is meaningful for them. A pupil might think of an instance where he or she saw somebody throwing rubbish on the street but didn't say anything to prevent it; or a councillor might refer to an episode in the office where she or he wanted to intervene but didn't do so.
3. Three people that feel confident enough should tell their story to the rest of the group. The group votes and selects one story that they will work with. They vote for a story that they feel is most relevant at that moment. It is not about choosing 'the best' story, but the one that people feel most connected to. Make sure that this is clear otherwise the people that told the other stories that weren't selected might feel hurt.
4. The storyteller (or protagonist: A) retells his story in more detail, describing the very moment in which he or she wanted to do something but instead did something else. She or he describes the place, who else was involved, what exactly happened and all the participants listen intently and try to create an image of the situation in their heads. Then the facilitator invites the participants to play different characters in the story. That is, A plays him or herself, whilst a number of participants each choose one other character to act out. You might want some props or use table and chairs to create a simple set.
5. Everyone on stage then creates a short drama of A's story (1-5 minutes). They are allowed to speak and A also acts, trying to follow the story as best as they can (or what they remember of it). The actors are free to improvise and follow their intuition to generate a rich picture of what happened. After one enactment the facilitator might ask the audience what they thought: did the actors forget anything crucial? Did they add anything? Did they change anything in the story? How might the drama be improved? A is also asked to give comments. At this point the story is not just his/her story anymore, but it has become 'of the group'. It is not so important that the actors exactly acted out A's story, but rather that they own what they do, thereby also informing the situation A was in, by putting in their perspective. As a facilitator it is your task to give some meaningful instructions as to how the representation might be improved.
6. The scene is enacted again and the facilitator stops it at the moment that A wanted to do one thing but ended up doing something else instead. A is asked to make three bodily images (statues) demonstrating what he or she wants at that moment through the facilitator asking "What is that you want to achieve at this moment? Make a statue with your body." These statues give information to allow the actors and the audience to explore the issue further.
7. A is then asked: "What do you think is stopping you doing what you want to do? What 'cops' can you hear in your head? What are they saying? And who are they? Instead of answering verbally, however, A selects people from the audience to play the role of these cops. It is important that the cops are characters. They might be somebody from A's past, or representatives of a certain concept, but they have to be people. A puts them in a certain position, places them with regards to him or her, and gives them information as to who they are and what they say.
8. The scene is enacted again, while the cops are speaking and stopping A from achieving his or her goal. The audience can then add some more cops. And the facilitator can question: "What else is stopping A from doing what she or he wants to achieve? Come forward and make a statue with your body."
9. The audience is asked to come up with „antibodies": ways in which each of the cops can be silenced or challenged in a way that allows A to achieve what he or she wants. Again, the remaining members of the audience are invited to come forwards and 'argue' with the cops and so come up with solutions in which the situation can be solved. The facilitator can play with this by positioning the cops elsewhere on the stage or asking the opinion of the other actors on the stage thereby exploring the issue more deeply. It is not important to come up with 'ONE' solution, but rather to create a range of possible avenues to address the issue at hand. It is important to keep the audience involved at all times by asking for their opinion and contributions. Try and keep the discussion 'embodied' and active and avoid endless verbal discussion by inviting participants to come forward to enact a solution rather than pontificating about it from a safe seat in the audience.

10. When the performative part seems exhausted, bring everyone together to talk about, a) what they observed, experienced and how they felt; and b) what the conclusions of the activity means for the community in general. What has this exercise taught about the wellbeing of a community and what they as individuals can do?

Related links
For information about school-community projects that employ forum theatre:
http://www.encounters-arts.org.uk/index.php/patch-sw-2011/
And forum theatre in general:
http://www.theatreoftheoppressed.org
http://ptoweb.org/

Tips for users
Although no prior theatre experience is required, it is very important that the participants feel safe while doing this exercise. This means that you need to include some exercises that built trust and group cohesion before introducing this tool. As a facilitator you should also have done some warm-up exercises to prepare participants for the drama. An amazing resource book is Augusto Boal's 'Games for Actors and non-actors'. You might want to invite a facilitator that is specialized in leading Boal's work.

Question of the Week

Irene Gebhardt

Overview
The Index for Inclusion is a set of materials to guide schools through a process of inclusive school development. It is about building supportive communities and fostering high achievement for all staff and students.
Everyone is invited to use the Index in his or her own way, to stress some aspects more than others and move on faster or slower.
The Index contains more than 500 questions that help people and communities to reflect about practise in everyday life using inclusive values as a basis, such as appreciating diversity, participation, sustainability and so on.

Putting a question from the Index on a poster in the foyer of a school or on a webpage has the effect of inviting everyone passing the door or looking on the

internet to enter into dialogue with others, to write down their opinions, ideas and comments. The summary of responses can then be integrated into the development process of each institution.

In Wiener Neudorf (Austria), the municipality puts questions on the website with a variety of possible responses to choose from and click on. The results are presented as diagrams on the web site and influence the policies of the municipality.

Summary

Main objective: To enter into dialogue about a situation and integrate inclusive values into the process; internal and external evaluation of existing practises; initiating ideas and first steps to make improvements
Related results: improving communication so that it becomes clearer as well as more respectful and appreciative when handling differences; organising developments in a more sustainable way and enhancing participation as well as avoiding discrimination.
Duration: The "Question of the Week" can be a continuous tool (as on the municipality's webpage) or it can be a specific action over a certain period of time. This latter approach can keep peoples' attention!
Number of participants: There is no limit. The aim is to encourage people (adults as well as children) to participate.
Stakeholders involved: The more the merrier!! Each stakeholder can choose how to communicate the questions.
Materials and equipment required: paper sheets /flip charts and felt tipped pens or a webpage
Staff: Someone is needed to manage the activities involved such as choosing a question writing it on the flip chart/poster/webpage, organising the room, chairing meetings of the local steering team and putting results on the on the webpage.
Complexity: Low

Instructions
1. Choose a question! Asking different members of an organisation to choose a question is the first step. Having a hard copy of the Index of Inclusion is useful as it allows people to flick through the pages and become familiar with the range of possibilities that link with their project or situation.

2. Write the question on a flip chart, a poster or post it on the website of your institution.
3. Make sure that if you use a poster, it is placed in a location and environment that makes stopping, looking and responding easy and comfortable so that dialogue is encouraged.
4. If you post the question on the webpage it is helpful to give options for answers. It's not important to have carefully scaled options but it is important for the answers to invite people to participate, to start a dialogue with others and initiate a thinking process.
5. Bring the poster and results to your local steering team conference so that they can be considered as part of a development process.
6. Repeat this process with different questions as often as you want. It can be an action that takes place over several weeks in all participating institutions at the same time, or you can alternate the questions at different times. It can even be a constant initiative (on the webpage for example).
7. If you post the question on the webpage, feedback the results weekly.
8. As a result of the feedback to the questions, make visible changes and developments.

Related links

http://www.csie.org.uk/resources/inclusion-index-explained.shtml
www.wr-neudorf.at/Inklusion

The third edition of the Index for Inclusion: Booth/Ainscow: Index for Inclusion: developing learning and participation in schools. CSIE 2011 *http://www.csie.org.uk/resources/free.shtml*
Index for Inclusion: developing play, learning and participation in early years and childcare (includes CD) (2006) *http://www.csie.org.uk/resources/current.shtml*
The Index for Inclusion in different languages -
http://www.eenet.org.uk/resources/resource_search.php?theme=indx&date=0&author=0&publisher=0&type=0&country=0
Index for Communities (in German only): Montag Stiftung Jugend und Gesellschaft, (Hrsg.) Inklusion vor Ort - Der Kommunale Index für Inklusion – ein Praxishandbuch. Bonn 2011 - *http://www.montag-stiftungen.com/jugend-und-gesellschaft.html*

Tips for users

The "Question of the Week" can follow a specific theme that people want to consider related to a current development.

"Question of the Week" is just one way of using the questions in the Index. Another is to start every conference or team meeting with a question from the Index. It needs just a short discussion of five or ten minutes to make change possible. Entering into a dialogue helps to get people involved, provides suggestions about the direction of a project and gets creativity flowing.

Service learning

FOR HIGH SCHOOL STUDENTS INVOLVEMENT IN LOCAL AND EDUCATIONAL ENVIRONMENT

Miren Rekondo, Germán Llerena, Montserrat González, Josep Maria Casado, Anna Castellví, Mariona Espinet

Overview

The main idea of Service Learning Projects, organise a series of educational activities around a local community service. In our case it was to enable high school students to become teachers or trainers in nursery and primary schools and consultants for local agro-ecological projects.

Summary

Main objective: increase the motivation of high schools to take part in a school agro-ecology network through enabling students to become protagonists and leaders of agro-ecological activities.

Related results:

a) High school students run workshops on composting, growing herbs, seed conservation techniques and teach pupils in primary and kindergarten about local agricultural traditions using motivational theatre approaches.
b) High school students from the higher grades (17-18 years) lead educational activities for younger students (12-16 years) in their school. c) High school students collaborate with local farms and agro-ecological projects.

Duration: 2 courses (two years school) one of preparation and testing, another to consolidate. Give yourself time to test, experience, understand, and plan.

Number of participants: Not determined. A least one group of high school students and one of primary school pupils, or a group of high school students and local farmers.

Stakeholders Involved: schools and kindergartens, agro-environmental educators, the municipality, university and local organic farms.

Materials and equipment required: equipment for theatre and other activities organized by the students, garden tools to work on an agro-ecological farm.
Complexity: Medium

Instructions

A) High school students become teachers and trainers for younger children:

1. Training sessions on the Service Learning methodology for high school teachers whose students are taking part in the project and also for other teachers involved. This training process helps to generate ideas and leads to an exchange of experience.
2. The different educational organisations involved share their agro-ecology knowledge and educational experience to train the high school students. For example the students learn
   - about local agricultural knowledge and traditions and then prepare a drama about them for primary and kindergarten pupils
   - about the process of composting and then prepare educational activities to promote composting in primary schools.
   - how to make homemade herbal remedies and then prepare workshops for primary school pupils.
   - how to conserve seeds and then prepare a workshop to teach primary schools how to create their own seed bank.

   Before deciding which of the activities to do, the high school students should meet the children to get to know them and find out about their needs. The students can then jointly create a learning project for the younger pupils and in this way ensure that the learning is situated, contextualized and meaningful.
   The range of possible activities is large but it is important to follow interests of students involved and the resources available. The goal is to motivate students to action. It is also worth noting that the Service Learning methodology also works with young pupils either working with their peers in primary schools and working together with older students.
3. Once they have decided on their activity and project, the High School students deliver this to the groups of pupils they have chosen to work with.
4. Both groups (students and pupils) share their experiences and receive feedback from the local community through messages of the groups that have benefit from their actions, from local authorities and so on.

In the „Service Learning (SL) method“ students should be free to decide what projects they are interested to work with. In our SL for agro-ecology education project the teachers also played an important part in planning how to involve their students in agro-ecology activities. Teachers can also propose projects to be developed with the participation of the students. For example, a high school teacher who has a long agricultural experience might suggest that his or her high school students work on agricultural traditions, or a teacher who has worked on subject of medicinal plants might suggest this as a topic for primary school pupils.

The virtue of this tool depends very much on the context. You have to assess the local situation and be confident that the schools involved are ready to give students the power to think about their own projects, as required for the SL method to be successful. If the teachers are unwilling to hand over responsibilities then they will not encourage students to think for themselves.

The Content of the training in Step Two

The train for the high school students in step two should have two components.

The first is training in agro-ecology by an expert institution that can run workshops on composting, growing and using herbs, natural remedies, seed conservation, local agricultural legends and other topics.

The second is training on educational methodology on topics including: what do we mean with education, how do elementary students or children learn best and appropriate teaching methods.

It is important that this workshop introduces the high school students to different ways of learning through perhaps asking them how they learn most effectively. For example in teaching and learning about composting which of the following methods is likely to work best with most children.

- Explaining composting in class without using any resources and without student participation.
- The same explanation but this time supported by materials as videos, diagrams and PowerPoint presentations
- A composting workshop in the backyard.
- Student questioning and teacher response.

After experiencing different approaches to learning the high school group meets the teacher of the primary of kindergarten children that will be working with. The teacher can tell the students more about the group, how they learn best, and so on and can share questions prepared by her/his pupils. This will enable the high school student trainers to prepare activities that relate to the interests of the children and in this way, a didactic model based on questions and the interests of students is promoted.

The high school students should visit the primary school children as often as possible and through working with the teachers gain a greater understanding of how the pupils learn.

B) High school students become trainers for their peers.

In this second tool, school students in the upper grades of high school become environmental educators for younger high school students and collaborate together on a local agro-ecological decision making project. This decision-making task can either focus on a theoretical or potential issue, or a real live current problem!

First Step: In this example, the students prepared a decision-making activity based on two possible options for the use of an area of public land near the school that is currently undeveloped.

- One group of younger students prepares a proposal to the local administration to transfer the land for free to a supermarket that sells cheap food.
- A second group of students prepares another proposal to transfer the land for free to local farmers free to produce food and generate jobs at local level.

Second step: The two groups present their proposals to a group of students at another school. The resulting debate will energise students about the issues and the different ways of thinking about local food supply.

Third step: After the debate the students are encouraged to collaborate with local agro-ecological projects, visiting and helping in some of the activities.

Related links

In *http://agroecologiaescolar.wordpress.com/* and in the translations of *http://agro-ecologiaescolar2.wordpress.com/* you could find about school agro-ecology projects we did in Sant Cugat, that was the context for this tool.

http://es.wikipedia.org/wiki/Aprendizaje-servicio, http://roserbatlle.net/aprendizaje-servicio/ or *http://www.aprendizajeservicio.net/* explains what service learning (SL) is.

The guide "Conoce y valora el cambio climático" (Arto et al., 2011), *http://www.mapfre.com/ccm/content/documentos/fundacion/prev-ma/cursos/guia-conoce-y-valora-el-cambio-climatico.pdf* (page 125) describes an activity that can be run with the participation of older students (Llerena & Bellver, 2011).

Further information

In our case, we used Service Learning within the framework of a network in which high school students are motivated to be involved doing socially significant actions.

Tips for users

Teachers at different educational levels working together reinforces and complements the interests of both groups and they are often motivated to apply the SL methodology in other contexts.

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Reflecting upon processes and results, and evaluating: tools

List of contents of this chapter:

CoDiSE: Cogenerative dialogues for sustainable education

Pere Grau, Mariona Espinet

Overview

A "cogenerative dialogue" is a discussion in which participants critically examine and reflect on shared activities, with the aim of collectively generating a better understanding of an activity and as a result develop more effective results.

During a cogenerative dialogue, power dynamics are exposed, the participants' viewpoints are examined, and different factors and experiences are considered. A critical aspect of this process is that it allows participants to take a collective responsibility for assessing and creating changes in activities (Roth & Tobin, 2001).

Cogenerative Dialogues for Sustainability Education (CoDiSE) is an evaluation tool based on meetings between participants who share common characteristics (educators, teachers and professors of different subjects). They meet with the common purpose of discussing and evaluating their ESD activities. It is useful for the meeting to be managed by a moderator.

Summary

Main objective: to share a common evaluation process involving different actors and establishing mutual interaction that allows a consensus to be reached through negotiation on the possible quality criteria related to the activity.

Related results: Creating a participatory space to talk where different actors work together to seek quality criteria to evaluate an activity; providing continuity to different participants' work: accomplishing a learning cycle (preparation and realization of activities, materials development, assessment), questioning how best to teach and the quality of relationships with other participants; empowerment of participants to become key actors in the educational process and supporting their educational roles; transforming the educational practices in society and providing innovative evaluative practices for educational processes.

Duration: 2 hours for each dialogue (30 minutes to prepare the meeting and 90 minutes for the meeting itself). Time is also needed to contact participants and prepare the questions before the meeting and two or three hours are needed after the meeting, to analyse data and write a report.

Number of participants: 4 to 9 participants (ideally 2-3 persons from each stakeholder group plus a moderator, but it can be undertaken with just one representative from each group.

Stakeholders involved: all participants involved in the activities to be evaluated.

Materials and equipment required: digital video camera, audio recorder, a computer program for editing, identification cards for participants and script questions, DVD player and monitor if short videos are used to introduce questions.

Place and collaborators: a quiet room with enough light to make a video recording; a large table with chairs; a moderator and a researcher to analyse the data collected (one person can do both roles). Depending on the budget, it would be useful to have an audio-visual technician to record the meeting.

Complexity: Medium

Instructions:

Implementation of the CoDiSE assessment tool

1. Gathering information.
   Information has to be gathered about the project that is the focus of the CoDiSE tool. This should be collected through observation of activities and an analysis of any materials produced.
2. Cogenerative dialogue preparation.
   Contacting participants
   This should be done by the person who knows the participants best and therefore can invite people to work well in collaborative participatory activities.
   In our case the people invited included the technician for the local administration. As coordinator of the educational programme he already knew the participants, we then invited other stakeholders including the teachers who participated in

the activities, environmental educators who delivered the programme, NGOs who collaborated in some of the technical activities and the local administration that coordinated the educational programme.

Finding a suitable place for cogenerative dialogue
A quiet room with good natural light is required, as well as a single large surface to work on such as a large table

Developing a series of questions
Topics have to be selected and then ordered so that dialogue moves from a general perspective to a specific one. A good sequence of activities consists of -

- Some introductory "icebreaking" questions (e.g. How do you value the activity?")
- Some transition questions to introduce the subject of discussion (e.g. "What do you think about the organisation of the activity being divided in two sessions?"; „What is your feeling about the fact that we created an environmental activity near the school?")
- The key issues to evaluate (content, school curriculum, participation, sustainability, teaching strategies, etc.)
- Final questions about the meeting (e.g. "How did your view change after this cogenerative dialogue?"," Do you think that cogenerative dialogue is a good tool to evaluate activities?")

Prepare supporting resources for the dialogue – sheets to schedule participants discussion, video clips to introduce questions, post-meeting feedback sheet and arrange technical equipment for recording:

3. Evaluation
   Undertake the cogenerative dialogue. A useful way of arranging people around the table is shown below. (Figure 5)
   Feed-back – first impressions after the meeting
4. Analysis and reflection
   • Outline the evaluation document.
   • Feed-back with environmental educators
   • Preparation of a final evaluation document

Link
http://www.ugr.es/~ambientalia/articulos/art_recientes/20_Grau_Espnet%282011%29_Ambientalia_es.pdf

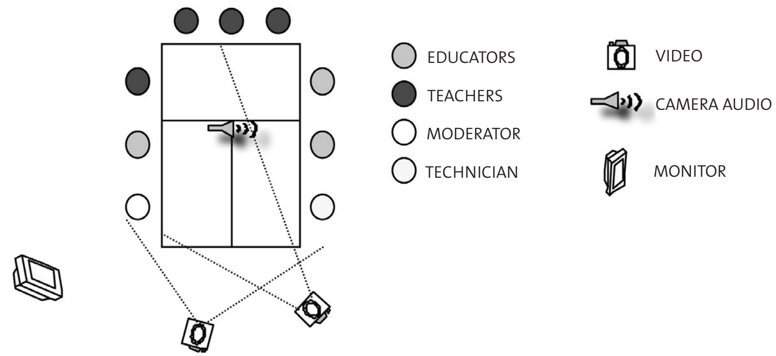


Figure 5: Cogenerative Dialogue: Participants arrangement (Pere Grau 2010)

Tips for users
Cogenerative dialogue can used to evaluate each activity.
After preparing a report of the first dialogue, a meeting can be arranged with the stakeholders to feedback results (2 hours). The moderator should observe the activities that will be evaluated before the cogenerative dialogue.

It is advisable to have a wide range of participants to enrich the results of the discussions. In our case, we involved teachers from different schools and a number of environmental educators

Further information
Cogenerative dialogues are practical tools and simple easy to use to evaluate activities, projects, and educational programs. They are low cost and can be repeated as many times as necessary. They are good tools for evaluation and their use has the added benefit that participants might use the tool independently in their projects and programme.

The above-mentioned tool is part of the school agro-ecology project in the municipality of Sant Cugat del Vallès (Catalunya). The municipality of Sant Cugat offers activities for Sustainability Education to local schools, within an educational program: Plan de Dinamización Educativa (PDE).

Bibliography
Roth W., Tobin, K. (2001), The implications of co-teaching/cogenerative dialogue for teacher evaluation: learning from multiple perspectives of everyday practice, *Journal of Personnel Evaluation in Education*, 15:1, pp. 7-29.

World Café: engaging people in conversations that matter

Michela Mayer

Overview

The World Café (see *www.theworldcafe.com*) is "a structured conversational process in which groups of people discuss a topic at several tables, with individuals switching tables periodically and getting introduced to the previous discussion at their new table by a „table host". A cafe ambience is created in order to facilitate conversation" (Wikipedia).

The world café defines itself as "a growing global movement to support conversations that matter". The main idea is that conversations are at the centre of a collaborative process and that collaborative dialogue is best developed in a welcoming atmosphere, where people feel safe to be creative and spontaneous.

Summary

Main objective: to involve all participants in meaningful discussions on a set of interconnected issues. If the focus is on evaluation, the questions to be debated in small groups related to the experience and ways improving future collaboration.

Related results: Inspire a productive reflection on activities, producing a set of strength and weakness points related to a project, reinforce 'critical thinking' in connection with the 'language of possibilities', produce a set of quality criteria related to the project and a list of future steps for a better follow-up.

Duration: From 2 to 3 hours depending on the issue and of the number of participants .20 minutes is needed for an introduction to the methodology and of the first question followed by 3 rounds of discussions lasting 20 minutes each, and 40 minutes of whole group discussion at the end.

Number of participants: Not less than 15 (not enough ideas to debate, not enough tables to mix up), and not more than 60 (too many ideas, too many tables).

Stakeholders involved: : The group could be composed of different stakeholders (in the case of the evaluation of a school-community collaboration, for instance) or could be homogeneous such as a class of students, a group of teachers, a group of administrators.

Materials and equipment required: paper table clothes on which it is possible to draw, write, doodle, sketch; felt tipped pens, display boards for the final show of the 'table clothes'. Post-it notes (or standard oval, cloud-shaped and rectangular cards) of various colours could be also used in the final discussion to stress the key words.

Working environment and staff: For this technique, the working environment is crucial: it is very important to have a 'café like' arrangement of tables and chairs. To work in a normal school classroom is very difficult, if not impossible. The 'World Café' could be a substitute for a 'coffee break' and coffee and cakes could be brought to the tables during the discussions. A space for displaying the paper table clothes should be provided. A minimum one experienced facilitator is needed, for large groups it is better to have more than one.

Difficulty level: Medium

Instructions

The World Café technique foresees a physical set-up – with small café style tables, café facilities, paper table-clothes to write upon, meaningful well prepared questions, and a coordinator taking care of the process and encouraging participants to 'link and connect ideas'.

A critical point is coming up with of 'questions that matter' and that guide the conversations. For example, if a world café is focused on the evaluation, or self-evaluation of a school-community project, the questions should be related to feelings, experiences and future possibilities.

Participants are invited to sit and debate around 'café tables', writing and/or sketching the emerging main ideas on the 'paper table cloth'; after 20-30 minutes the participants are invited to shift the table and to join another group for the discussion of a second, interrelated question, and again for a third round. A final 'whole group' discussion closes the world café.

All the procedures, and the relative theoretical background, are accurately described on the web site and there are publications on the approach that can be downloaded for free in different languages. In the following block we briefly synthesize the main steps.

Steps in the World Café technique

1. *Introduction*. What is the World Café for? The basic ideas, main steps, and how the session is organised should be given in a short presentation by the facilitator. The participants listen – and ask questions if needed - sitting around the café like table in groups of 5-7, possibly having their coffee with them.

2. *First question/first round*. One meaningful question concerning the issue at stake is proposed. The question is the same for all participants. One participant should be chosen at the beginning of the discussion as the table 'host' with the responsibility to maintain the 'etiquette' of the discussion. The world café etiquette is described within the referenced material. Participants are asked to use felt pens to note key words and special sentences and to draw and sketch what is discussed.
3. *Second question/second round*. On a signal from the coordinator, all participants, except the hosts of the table, change their table and mix with other groups. The new groups then discuss the second question, noting the main ideas discussed previously and reported to the newcomers by the table host.
4. *Third question/third round*. Again the participants change tables with a new person staying on the table to explain to the new group what was discussed in the previous sections.
5. *Share the results*. The discussion and the emerging ideas are presented shortly (5 min) to the whole group by the third round host of each table, using the paper table clothes. A final discussion will fix the main points and results of the discussion.

Related links

The World Café guideline (Café to go), general information about the World Café movement and other materials are available in several languages at the web site: *www.theworldcafe.com*

Further information

The World Café is a multiple use technique: it could be easily adapted for use in ESD and used not only for the 'evaluation phase' of a project but for other phases as well. The important features are the involvement of all the participants, a respect for different opinions, a care for cross-pollination of ideas and creativity, the flow of communication, and a 'positive future looking' conclusion.

Tips for users

The environment is very important: flowers on the table, cakes, drinks help to create the right atmosphere.
The questions to be proposed are very important and should be meaningful, interconnected and future looking in order to guide the discussion
Timing is important: if the groups are of 5 or 6 persons, 20 minutes are enough to allow everyone to contribute. Do not give too much time.

Photo 2: A business development café

A 'debating the debate' café

The "Sun" technique

Alessia Maso

Overview

This is a simple tool that allows participants to reflect and observe themselves and the group. It is a useful evaluative tool to use when you want to switch to a new phase of a project or when there are results that many participants do not yet notice as being achieved.

The tool is most often used in the context of training, but it is also possible to organize it as a „performance" on a specific subject. In this case it will not so much be an evaluation tool but rather an opportunity for participants to reflect on common ideas about a topic and to learn from this reflection.

Summary

Main objective: to let participants self-evaluate a process
Related results: raise awareness about a topic
Duration: 30 minutes preparation and 15 minutes to run the activity
Number of participants: 8 to 50
Stakeholders involved: everyone
Materials and equipment required: a chair, an empty room or a garden, and a microphone if you do it open air with a large number of participants
Complexity: easy

Instructions

1. Preparation

The moderator (who could be internal or external, depending on the situation) prepares a list of assertions or statements related to the activities performed in the project. If he or she is an external person, this should be done with the help of the stakeholders or with the steering group of the project. These questions can be of various kinds. They can relate to the feelings of the people involved, what they understood about the process and have taken with them, what has been important in the project or what has been less successful. Questions should be about the concepts developed, the ideas expressed, about the sustainability of the project and so on.

The way the questions are phrased should ensure that a response can be given that indicates a level of agreement such as, „I agree very much „, „I more or less agree" „I do not agree at all".

Example questions might be:

"As a result of this project I changed the style of my consumption".

"The problem I saw during the project was a lack of communication between partners".

"The duration of the project was too long".

"Degrowth is a model for sustainability that I want to adopt".

The questions depend on the participants, on situations, on objective of the evaluation and the goal of the project.

Execution

The moderator should be in the centre of a circle on a stage of chairs, with the participants standing around in a circle. The moderator should explain the "rules" of the process which are that each participant will have to choose whether s/he totally agrees or not with the statements that will be read out. If someone completely agrees, s/he should move close to the „sun", the centre of the circle, where the moderator stands. If s/he totally disagrees, s/he should move away from the centre, each participant should decide how close to the centre their position is, depending on how much s/he agrees with the statement.

For each question, there will be longer and shorter "rays" of the sun.

It's important to give the group a moment or two after each movement to observe the position of others participants.

It is also important that the moderator emphasis that each person is completely free to decide their position according to their own beliefs and feelings. There are no wrong answers. The goal of the evaluation is to see where each participant stands and to have a look of others. It is not a judgmental evaluation.

Further information

To record this activity it's good to take a picture of each collective answer so that you can see the set of "Suns" your evaluation has created. Ask an external photographer to take photos - the moderator can't do both tasks.

Tips for users

Take your time to prepare questions; do not make them up at the time! Meaningful questions should be ready before the activity in order to present them in a good sequence.

External communication: tools

Contents of this chapter:

Multi-voice documentary to communicate collaboration

German Llerena

Overview

This tool involves making a 20-30 minute documentary based on interviews with different actors talking about their collaboration in a project. The documentary is made by the project beneficiaries of all ages and thus becomes part of the collaboration. The documentary is posted on the website / blog, broadcast on local television, and so on.

Summary

Main objective: To promote the diversity of actors involved in a project and highlight the benefits and difficulties of collaboration.

Related results: The documentary brings together the voices of the different actors involved. The community values and recognizes the work of the filmmakers. It enables each actor to explore the benefits and challenges of collaboration.

Duration: 6 months.

Number of participants: a minimum of one representative of each stakeholder group in the collaboration, and two people as documentary filmmakers.

Stakeholders Involved: all participants involved in the collaboration.

Materials and equipment required: equipment for recording and editing the documentary.

Complexity: medium.

Instructions

1. It is important to entrust the making of the documentary to people with some experience. They may be professionals, audio-visual students or volunteers.
   In our case the film was made by two people who were long-term unemployed young people who had experiences of filmmaking. The young people were financially supported by the municipality that took funding from government employment programs in which 6 months wages are provided for specific jobs that support the community. The Ministry of Labour provided the finances and the work was managed by the municipality.
2. The documentary team gets to know the project in details, develops the script and conducts the interviews. The aim is to cover the diversity of actors, to describe how the collaboration happened and what the difficulties were.
3. The preliminary documentary is shared with stakeholders who then work with the filmmakers to produce a final script. The team then completes the recording and edits the documentary.
4. The documentary is copied and sent to local television stations, libraries, community centres and schools. There should be a presentation by the people who made the film together with those involved in the project.
5. The film is put on the web with perhaps some additional interviews. In this way the documentary becomes an introduction to the project.
6. The documentary is shared with high school students. The students can make their own mini-videos using their mobile phones. These might cover issues about the project they think haven't been well represented so far. These videos are added to the blog / web or shared in a „viral" as messages.

Related links

In *http://agroecologiaescolar.wordpress.com/* and translations of *http://agroecologiaescolar2.wordpress.com/*.

The research group GRESC @ (*http://grupsderecerca.uab.cat/gresco/*) supports the networking of Sant Cugat. The videos (in Catalan) are in *http://agroecologiaescolar.wordpress.com/videos/*

Further information

The duration of the documentary should be less than 30 minutes so that it is easier for local television to accept it. This time limit may vary from country to country.

Tips for users

Musicians might also join the project playing music to the documentary. The collaboration may well expand in different directions.

Collaboration photo-spots

Georgia Liarakou, Evgenia Flogaiti, Costas Gavrilakis

Overview

"Collaboration photo-spots" is an alternative way of communicating the most important aspects of a project both within and beyond a local community. It is a process running in parallel with the development of the collaboration This tool doesn't focus only on the outcomes of such a project but also incorporates feedback on the whole process, including about the people involved, ways of working together, and those hidden aspects of the project that deserve to be widely known.

Summary

Main objective: To depict and disseminate the story of a collaboration taking place in a community.

Related results:

- Participants feel proud of their work and the outcomes of their common project. They are also encouraged to undertake new common actions.
- A fruitful common undertaking is embedded into the collective memory of a community.
- Members of the community who were not involved in the project are inspired to undertake their own projects.
- The profile of a community is improved.
- Communication takes place with individuals, organisations and other communities interested in undertaking similar projects.

Time: The tool can be used throughout the project from beginning to end.

Number of participants: All stakeholders involved in the collaboration should participate in this process with some of them being responsible for the job of taking the photographs. The number of those in charge depends on the scale of the collaboration. It can vary from 2 to 5 people who can divide their tasks into different themes or different phases of the collaboration project.

Stakeholders involved: Anyone who is keen on taking photos. Students, artists and experts in photography should be encouraged to become involved.

Materials and equipment required: Photo cameras, mobile phones or anything that can be used to take photos. Tripods, a PC with software for editing photos, a printer with technical characteristics that fit to the format of the desirable final result (i.e. type and format of panels), any kind and format of panels that present the photos in an imaginative way.

Complexity: Easy - Medium

Instructions

1. Selecting the people who are going to manage the photo-spot process. These people might be stakeholders in the project or others who are willing to join the project for this specific purpose. They do not need to be expert photographers even though having experts in the project would be very useful. The only skill needed is the ability to take photos on the equipment available. Artists should also be encouraged to become involved as they can help create an imaginative result. The photographers should be identified before the start of the collaboration project.
2. The group of photo-spotters should discuss and agree the format of the final result and how they are going to work together.
   The photo spotters will have to decide where they are going to be displayed - and there are a variety of options. The photos might be displayed as an exhibition in a public space, such as the entrance hall of the municipality building, or a community square, a cultural centre, a pedestrian shopping street, or the place/area that is the focus of the collaboration project.
   The photo spotters will also have to decide how they are going to be displayed. The photos could be displayed on several types of panels – the more attractive and imaginative, the better. The material, size, colour, and form of the panels together with the style of suspension and or adhesion of the photographs are decisions thathave to be made during this phase. At this step collaboration with a printing shop should also be discussed.
   Decisions regarding the plan of work also include: (a) who should take the photographs (b) which are the most interesting aspects of the collaboration that should be depicted, and (c) the story that photographs will portray. As well as the "official" photographer as it were a "free" photo-spotter is also needed to capture hidden and alternative aspects of the project.
3. The group of photo-spotters will have to get permission to take photos during the whole project. Permission is needed from all the stakeholders, i.e. the participants (individual persons) who are going to be in the photos, as well as

the public or private organizations involved in the project or responsible for the place where the collaboration takes place. Special consideration should be given to gaining permission of parents whose children might be photographed.

4. If possible, expert training for the photo spotters would be useful to help them to learn how to take good, if not exactly professional, photos. At this step participants also need to decide the main technical criteria of the photos and the expert can help in this process.
5. Implementation. Let's assume the collaboration project is about the construction of a cycling route in a small community. Some main aspects of the collaboration that photo spotters could report on include pictures of
   - the whole area before the project starts
   - the traffic in the community before making any intervention
   - the partner meetings
   - the partners working together
   - the progress of work during all phases of the project
   - some amusing aspects of the project
   - possible faults/mistakes
   - the initial operation of the route

   Each photo spotter can add his/her own personal view and choose a different way of taking photos, after having agreed with the general photo plan of the group. Photos should cover all phases and all possible aspects of the project.
6. During the whole project, the group should organise feedback meetings where the members can discuss difficulties and re-organise their plan. During these meetings the group should review the photographs that have been taken up to that date and organise them in a thematic database. Photos can also be evaluated and the group selects the best ones using criteria they have already agreed on. Editing and preparation for the final result should also take place.
7. The exhibition panels are prepared and put on display at the agreed location or locations.
8. The panels should be kept in a good condition. The photos (and the panels) can also be enriched with new material taken from the real operation of the final result (e.g. the cycling route).

Further information

This tool can be used in any type of collaboration and adjusted to fit to different contexts. The only limitation is the imagination and creativity of photo-spotters to create imaginative panels and display them in suitable locations so that they can attract and inform local people and visitors of the community.

Tips for users

Beyond the agreed plan and including photos of the collaborative aspects of the project, give the photo-spotters freedom to take unusual and unique photos.
Consult with as many different people as possible, especially members of the local community before making the selection of the best photos.
Try not to make traditional photo panels. Think of alternative formats.
Locate the panels in popular place(s) and in a way that surprises people to attract their attention!

Using Photostory to communicate

Margaret Fleming, Mark Lemon

Overview

This tool can be used to communicate ESD topics in a fun and collaborative way. For schools it is a great tool to bring new life to a revisited theme. The ICT activities encourage students to explore the wide range of resources available on the Internet whilst adding their own stamp in a fun interactive way. Although some may see it as a bit dated many educational users see it as a very approachable and easy to use ICT tool. It is this simplicity that also makes it a great tool to use in a collaborative project with both their peers and external partners.
See Wikipedia *http://en.wikipedia.org/wiki/Photo_Story'*. Photo Story is not officially supported on the Vista or Windows 7 platform, although it downloads and installs fine on both Vista and Windows 7 32-bit and 64-bit'.

Summary

Main objective: To enable participants of a collaborative project to communicate their ideas in a fun and informative way.

Related results:

To effectively use the application of 'Photo Story 3' to make a sequence of images.

To add value to this by adding transitions, music and additional texts.

To make the edited photo story available on web 2.0 sites to allow for viewing and sharing with colleagues and students for feedback, for example Pinterest, You-tube.

Duration: A simple photostory can be completed over a few hours. However building this into the planning at the early stages of a project can enable suitable images to be taken at regular intervals.

Number of participants: Any number from 2 upwards!

Stakeholders involved: The advantage of using this as a communication tool is that all stakeholders can share images and have ownership of the project. It is also a relatively simple tool that can be used for intergenerational projects across all ages.

Materials and equipment required:

- A digital camera or mobile phone and appropriate leads
- A microphone attached to a PC
- Audio speakers attached to a PC
- Windows Photo Story 3 *http://www.microsoft.com/en-gb/download/details.aspx?id=11132* (free download)
- Windows Media Player
- Access to teacher tube *http://www.teachertube.com*

Complexity (difficulty level): low

Instructions

1. Preparing images
   This activity suggests two ways of preparing a bank of images for use with Photo Story 3:
   - Using images downloaded from a website (e.g. Flickr)
   - Using images that you have photographed yourself.

   Of course participants may wish to mix and match both approaches.

Downloading images from the web

Using the Internet is an obvious first step to find suitable images. It is essential to ensure that the images are copyright-free. At *www.flickr.com*, using the advanced search feature, you can search for images that do not infringe the copyright rule. Also it is a good idea to searching for free high-resolution images as otherwise they will appear 'pixelated'.

Project images

During the time of the project and using either a digital camera or a mobile phone take a range of photographs. Decide how many images you will need to photograph and save in the project folder.

To download the photographs, connect the camera or phone to the computer via a USB port using the lead supplied with the camera or phone. Click on 'Copy pictures to a folder' then 'OK' and follow onscreen instructions to select and save the required images to your own folder. The easiest way to see the images you have in your folder is to click 'View' and select 'Thumbnails'.

2. Launching the Photo Story 3 application
   Click on 'Begin a new story', then click 'Next' (see Figure 6).

Figure 6. Begin a new story in Photo Story 3 for Windows

Figure 7. Import and arrange pictures in Photo Story 3

Importing pictures

Click 'Import Pictures' (see Figure 7). Find and click on your images folder. Click on the images you wish to use. Click 'OK'. Use the arrow keys at the bottom right of the screen to order the images for your story.

You can also drag and drop the images into position. Click 'Next'.

Adding text and titles

Using the text box, you can add titles and/or text to each image. You can also experiment with different fonts, colours and layouts. Click 'Next'.

Adding a commentary

To add a commentary, you need to attach a microphone to your computer. Use the text box to type your commentary notes. To record, click the red button and speak clearly into the microphone. When you have finished talking, click the 'Stop' button. If you want to hear your voice-over, click 'Preview' (see Figure 8).

Figure 8. Adding a commentary in Photo Story 3

3. Saving your story

Before you go any further, make sure that you save your project. This is important to allow you to edit your story if required, e.g. to add or delete an image. Next, save your story for playback on your computer (default option). Click 'Next' and the programme will build your story ready for playback (see Figure 9). To view your photo story, click 'View your story'.

Quick tips

On images: If your images need to be rotated, use the appropriate buttons directly below the large image on the 'Import and arrange your pictures' page. Click the 'Edit' button if you need to edit further.

On text: If you want to change the font, size and colour, etc., click the 'Font' button on the 'Add a title to your pictures' page and make the appropriate changes.

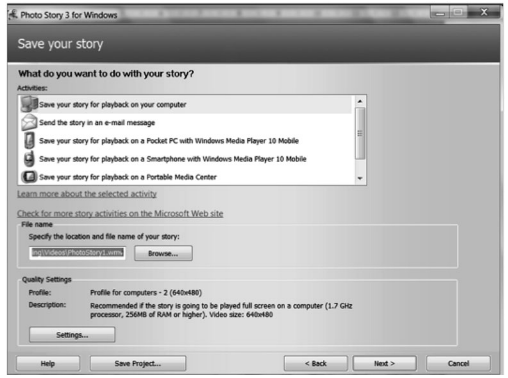


Figure 9. Saving your story in Photo Story 3

On commentary: If you are adding a voice commentary, check that your microphone is connected and configured. You will need to plan your commentary before you start to record. If you are not happy with your recording, you can delete it, using the 'Delete narration' button, and start again. You will find it easy to introduce a variety of different effects to make your story more interesting.

4. Merging PowerPoint slides into Photo Story 3

You can merge PowerPoint slides into the photo story you have just created. Here are the simple steps to convert PowerPoint slides into images, which will allow you to import them into Photo Story 3:

- Create a new PowerPoint slide presentation.
- Once completed, save the PowerPoint presentation as a JPEG file.
- Open the photo story previously created and import the PowerPoint slides into Photo Story 3.

5. Advanced features of Photo Story 3

This activity will show you how to customise the motion of your images, and add your own music to your photo story.

Customising motion

You access the 'Customise motion' screen from the 'Narrate your pictures' screen. Here you can select the start and end position of any frame, e.g. zooming in or out of your image or panning from side to side or up and down. You can also set the number of seconds that an image is displayed for (see Figure 10).

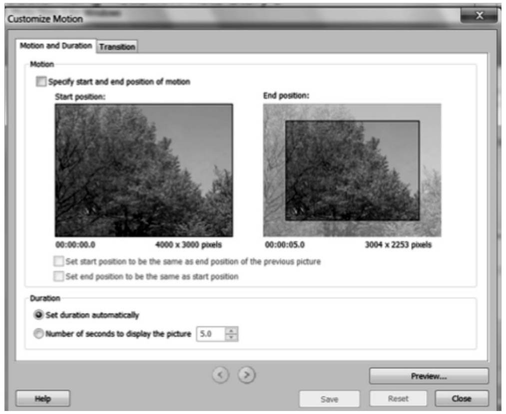


Figure 10. Customising motion in Photo Story 3

Transition

You can change the way in which one photograph cross-fades to another. There are a variety of transitions that you can choose from. You can also change the speed of the transition.

Quick tips

On customising motion: it is not necessary to add movement to every photograph – too much panning and zooming can make the viewer feel nauseous.
On transition: limit the number of different transitions you use in your video – be consistent.

Figure 11. Adding background music in Photo Story 3

Adding background music: you can select any music files from your computer or CD and add them to the photo story (see Figure 11). Before selecting the music, click on the slide where you want the music to start. Click 'Select Music' and browse your files for an appropriate track. Click on the track and then click 'Open'.

6. Sharing Photo Story 3
   Your video can be shared online to have a greater reach and to connect with your audience (students, colleagues, teachers from other schools, etc.). There are many free video-sharing services. The most popular one is YouTube, but this is blocked in many schools. A good alternative is a safe site called TeacherTube.

Upload your video to TeacherTube

Follow these steps to upload your video onto TeacherTube:

- Watch an overview of how the TeacherTube site works.
- Create a free account with *www.teachertube.com* (you will need to register for this site).
- Upload your video to the service. It takes 24 hours for the video to be approved (this protects the content that can be uploaded and viewed by the community).
- Finally, you can ask your students to rate the video and leave comments (you will need to enable this by changing the settings when you upload the video).

Further information:

This tool was used during the CoEeS's case "School-community collaboration for the engagement of pupils, teachers and governors in the science, engineering and technology of „carbon neutral" schools'", to create a photostory to inspire students to design their own school building. It was important to create a meaningful link with these students and the sustainable design experts. In this case the 'expert' sourced photographs of a 'state of the art' school building. He then added a dialogue and created a 'photostory'. We felt that this engaged the students in the science of the building in a more meaningful way than could be achieved with static photos or even a video. Specific aspects of the building were identified and explained in a clear and easily understood way. During their design workshops some students were inspired to use this technique to explain their work to the rest of the school.

Making podcasts and school 'radio' programmes

Margaret Fleming and Mark Lemon

Overview

Participants of a specific project or activity can document their prior learning and use it to create podcasts. This can be shared with others in their school community, further afield and used to produce a school radio programme.

Summary

Main objective: To share learning amongst the stakeholders of a project and thereby increase participation and ownership.

Related results: This will vary according to the objectives of the project. However the techniques learned here are particularly suitable for team building and developing research skills.

Duration: This technique is more suitable for longer term projects. However there are great examples of school radio programmes set up for one day 'specials'. Afterwards participants can share learning over a longer period.

Number of participants: Any number from 2 upwards!

Stakeholders involved: The advantage of using this tool is that all stakeholders (albeit those with access to the internet!) can collaborate and use this tool.

- A microphone attached to a computer or MP3 player/recorder
- Audacity software (free download) *http://audacity.sourceforge.ne*
- ITunes *http://www.apple.com/uk/itunes/* or Ziepod software *http://www.ziepod.com*
- a free account with Podomatic *http://www.podomatic.com/login*
- headphones

Complexity: Podcasting – low/medium. Making a school radio programme – Medium/hard.

Instructions

1. Learning the basics

What is a podcast?

A podcast is a series of digital-media files, which are distributed over the internet using syndication feeds (RSS) for playback on portable media players and computers. The term 'podcast', like 'broadcast', can refer either to the series of content itself or to the method by which it is syndicated; the latter is also called 'podcasting'. The host or author of a podcast is often called a 'podcaster'. Podcasting lets you automatically receive the latest episode of your chosen TV or radio programme as soon as it is available *(http://en.wikipedia.org/wiki/Podcasting)*.

MP3 format

MP3 is a sound file format, which is popular for music on the internet. MP3 strips out a lot of the information recorded in a song that our ears aren't able to hear and uses complicated maths to reduce the file size. This means that you can include hundreds of songs in MP3 format on a CD. There are programs such as Windows Media Player, Winamp and so on, which allow you to play MP3 files. You can record sound in MP3 format using free software such as Audacity and also using an MP3 player/recorder.

RSS/XML files

An RSS/XML file is an important part of automatic distribution of podcasts. It's the file that the automatic podcast software (iTunes) looks for each day. There is simple software that allows you to create an RSS/XML file associated with any podcasts you may create. In addition, anywhere you see the RSS/XML button, all you need to do is copy and paste that code into a podcast receiver, e.g. iTunes, and you will have subscribed to that podcast series. It's that simple.

2. Search, listen and subscribe to content

Searching for a podcast

Before you start this activity, you will need to download software to subscribe to podcasts. There are many free options available, but the best one associated with podcasting is iTunes (software used to subscribe and listen to podcasts at *www.apple.com/itunes/download/*). You could also download Ziepod *http://www.ziepod.comFor this activity*, iTunes is used to subscribe for podcasts, but the principle remains the same for all the other similar applications, e.g. Ziepod.

To search for podcasts, for example linked to renewable energy, type the following key words into a search engine (in this example, Google is being used as the search engine): 'renewable energy podcasts'.

Then you will get a list of websites that contain podcasts related to renewable energy (see Figure 12).

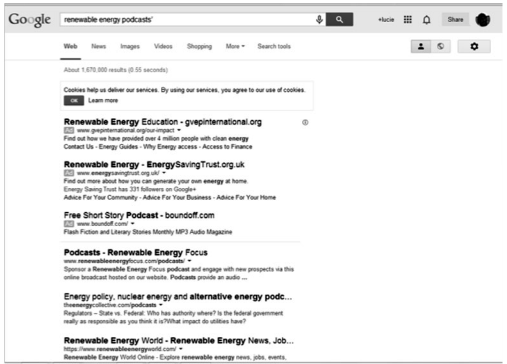


Figure 12. Searching for ‚renewable energy podcasts‘

Note that not all the websites are podcasts. Another good place to start searching for podcasts is the BBC podcasts site at *www.bbc.co.uk/podcasts/help, as* these are non-commercial and can be relied on for good quality.

Listening to a podcast

Most sites that offer podcasts have three options for how to listen to the podcast (see Figure 13):

- using click and listen (streamed from the website)
- downloading and saving the podcast to your computer as an MP3 file; play this using any MP3 player, e.g. Windows Media Player
- subscribing to the podcasts (using software such as iTunes).

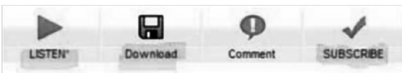


Figure 13. Ways to listen to a podcast

To subscribe, you need to download and install a podcast receiver such as iTunes or Ziepod.

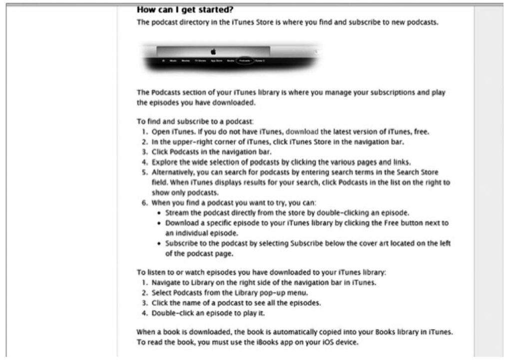
Subscribing to a podcast in iTunes

Visit *www.sciencemag.org/multimedia/podcast/*, which contains a series of science podcasts (or any other website which offers podcasts you may be interested in). On most sites you will get two options:

- subscribe to podcast RSS feed
- subscribe to podcast through iTunes music store page.

If you click on the first option, a code line will appear in your browser address bar, which may look like this: *www.sciencemag.org/rss/podcast.xml*

This line can be used to subscribe to the podcast manually.
To subscribe to the podcast, copy (hold down the ‚Ctrl‘ button and press the letter ‚C‘) the RSS/XML address into your podcast aggregation software, such as iTunes. To do this in iTunes, click on ‚Advanced‘ and then click on ‚Subscribe to Podcast‘. Paste the RSS feed into the button (press down the ‚Ctrl‘ button and then key letter ‚V‘) (see Figure 14).



How can I get started?

The podcast directory in the iTunes Store is where you find and subscribe to new podcasts.

The Podcasts section of your iTunes library is where you manage your subscriptions and play the episodes you have downloaded.

To find and subscribe to a podcast:

1. Open iTunes. If you do not have iTunes, download the latest version of iTunes, free.
2. In the upper-right corner of iTunes, click iTunes Store in the navigation bar.
3. Click Podcasts in the navigation bar.
4. Explore the wide selection of podcasts by clicking the various pages and links.
5. Alternatively, you can search for podcasts by entering search terms in the Search Store field. When iTunes displays results for your search, click Podcasts in the list on the right to show only podcasts.
6. When you find a podcast you want to try, you can:
   - Stream the podcast directly from the store by double-clicking an episode.
   - Download a specific episode to your iTunes library by clicking the Free button next to an individual episode.
   - Subscribe to the podcast by selecting Subscribe below the cover art located on the left of the podcast page.

To listen to or watch episodes you have downloaded to your iTunes library:

1. Navigate to Library on the right side of the navigation bar in iTunes.
2. Select Podcasts from the Library pop-up menu.
3. Click the name of a podcast to see all the episodes.
4. Double-click an episode to play it.

When a book is downloaded, the book is automatically copied into your Books library in iTunes. To read the book, you must use the iBooks app on your iOS device.

Figure 14. Manually subscribing to a podcast in iTunes

As new podcasts are posted, your podcast software will download them and save them directly to your desktop computer or MP3 player. Use the additional help web links below to give you extra information on how to subscribe to a podcast using iTunes:

- *www.infopeople.org/resources/itunespodcasting.html*
- *www.youtube.com/watch?v=1xrGpwzGmtk*

Finally, explore the podcasts available for free by clicking on the iTunes store link (see Figure 15). In the search button, type the words ‘renewable energy’ and you should come up with a range of free podcasts to which you can subscribe.

Figure 15. Searching for podcasts in the iTunes store

3. The First steps to creating a podcast – creating and editing an audio file.

In this activity you will start the process of creating a podcast. You first need to create an audio file. Make sure that you have a microphone attached to your computer.

Writing your script

Before you record anything, it may help you and the project participants to decide what you are going to say and practise how long you are going to speak for. Podcasts should be brief and to the point; about 60 seconds is sufficient to start with.

Be focused about the topic for example 'What is renewable energy? What types of renewable energy are there? Is there a local example of renewable energy such as wind turbines?'

Some basic rules

- Write each sentence on a separate line – this helps to avoid hesitation when reading the script.
- Put in instructions in double brackets, e.g. ((pause)).
- Print the script in a larger font size for reading out, e.g. 16 or 18 point.
- Lay the sheets out or prop them up so that they can be clearly seen – this avoids the sound of paper being shuffled about when recording.
- Have several practice sessions without recording anything – identify any words that might be difficult to pronounce and perhaps think of alternatives.

Using Audacity software

Download the Audacity software and launch it. Then start recording your script. There are many online tutorials that will take you through the simple steps in creating a sound file. Explore some of the following links to support you with this activity:

Using Audacity and online tutorials

http://audacity.sourceforge.net/manual-1.2/tutorials.html

Hints and tips on recording

Click on ‚File‘ on the toolbar and choose ‚New‘. Click on the ‚Record‘ button on the Audacity toolbar and begin speaking.

Save your file by choosing 'Save as' from the file menu and give it a suitable name.

If you make an error or want to re-record your script, you can either edit your script using the toolbar (go to the ‚Help‘ facility for instructions) or click ‚File‘ and choose ‚New‘ again, then re-record your script.

Hints and tips on playing back your recording

- Click on ‚File‘ and then ‚Open‘.
- Find your file and open it.
- Click on the ‚Play‘ button on the Audacity toolbar.

4. Uploading podcasts

You have created an audio file and are now ready to make this file available as a podcast. The first thing you will have to do is upload your audio file onto the Internet. This will allow people to listen and subscribe to your podcast. You will also be able to add more podcast episodes, and your audience will get the latest podcast automatically (if they have subscribed to your podcast).

You need to sign up to a podcasting service provider (see two examples below), which will allow you to upload the audio file that you created in activity 3.

Sign up for a free account with *www.podomatic.com*. Podomatic allows you to upload your audio file and create an RSS feed, automatically allowing people to subscribe to your podcast.

Follow the easy steps to upload your audio file:

- Select file/media
- Type in the episode information – a description of your podcast
- Publish your podcast (see Figure 16).

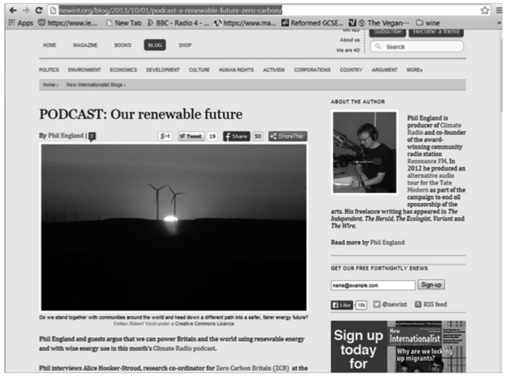


Figure 16. Screenshot of a trial podcast

Note that there is a link for 'Leave a Comment' so that people can post comments about the podcast. This facility makes for excellent collaboration re the project outcomes. *http://www.thegrid.org.uk/learning/ict/technologies/radio/*

5. Making a school radio programme.

Pre-recording

With the tools so far described you can record 'radio styled' shows that can include speech music and sound effects.

Here are another couple of programs that can help this process.

Podium

This is a program designed for schools to make podcasts. You can script, record and edit your productions and even publish them to the Internet as podcasts.

More information: *www.podiumpodcasting.com*

Garageband

This is Mac software that comes as part of the iLife software suite. You can record and edit multi-track productions and create your own music with it.

More information: *www.apple.com/uk/ilife/garageband*

A 'Live' set up.

This is much more complex but lots of fun and is a great way of celebrating the end of a school/community project. Streaming this onto the Internet is necessarily more complicated and certainly there are many more copywrite issues. However there is a lot of help available and this UK site will give you a great start.

http://www.thegrid.org.uk/learning/ict/technologies/radio/

You will need

- Some sort of amplification system with speakers.
- A basic mixer that outputs to this amplification system (or one that includes an amplifier, so you don't need a separate one).
- A microphone that connects to this mixer.
- A means of playing back music through this mixer, e.g. a CD player, computer or MP3 player (check that the connections from these are compatible with the mixer).
- With this equipment you can speak through the microphone, and then fade in/out music or pre-recorded elements.

A more advanced 'live' set up

The simple system described above can be developed with the addition of more speakers positioned around the school, in corridors for example. Additional input sources can be added to the mixer, so that, for example, you could play back music from one source and pre-recorded spoken material from another. Shows can also be streamed across your school local area network (LAN) and played back on computers in different areas of the school. To do this you will need a streaming server with streaming software installed, and a level of expertise in this area.

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TOOLBOX FOR SCHOOL-COMMUNITY COLLABORATION FOR SUSTAINABLE DEVELOPMENT

The Toolbox includes a compilation of methods and techniques providing inspiration and motivation for school-community collaboration. All tools are based on practical experience out of the work from CoDeS partners. You will find activities suitable to formal or informal education, involving pupils, students and parent's organisations, local committees and groups of neighbours, stakeholders from the public and private sector, NGOs, Centres for Research and others.
The aim of the toolbox is to make school-community collaboration accessible and feasible in order to achieve common objective of sustainable development sharing responsibilities, respecting diversity and relating horizontally.

Lifelong Learning Programme

CoDeS is a Comenius multilateral Network
with the support of the Lifelong Learning Program
of the European Union

en SI
environment and school initiatives