



# Schools for Resilience

Transforming our community together





## What will this project do?

Schools for Resilience (SfR) introduces a new approach in school environmental education based on a community action and a socio-constructivist approach (where learning is an active, constructive process). Students define the most appropriate responses for their local community in a positive and creative way. SfR will also foster a sense of initiative, entrepreneurship and creativity, which can bring to reality the 21st century school, one that is open to the outside world, uses innovative active-learning methods and makes learning relevant.



## What is resilience?

Resilience is the ability to cope with adversity (e.g., anything from an individual setback to a major disaster), to learn from the experience, and to grow stronger as a result. Community Resilience is the ability of a community as a whole to cope effectively with, and learn from, adversity.

Socio-ecological resilience aims to improve the adaptability of local communities to environmental, social and economic challenges as a necessary feature for a sustainable future. This concept is demonstrated by the Transition Towns' movement – community-led responses to climate change and shrinking supplies of cheap energy. It is one of the most successful examples of communities working to raise awareness and organise collective action for improving their sustainability and resilience.



## Which educational approach?

We consider the Place-Based Learning (PBL) methodology as the most suitable for teaching resilience. PBL is “an educational approach that uses all aspects of the local environment, including local cultural, historical, and sociopolitical situations and the natural and built environment, as the integrating context for learning”,\* PBL links learning to the particular characteristics of people and places. It initiates a process of social change by immersing students in their local environment and the rich diversity of community-based opportunities, establishing an active participation between school and community. Through PBL students develop a pride and understanding of place, and develop skills to engage in and improve their communities .

\* (from *Learning to Make Choices* found at <http://www.nps.gov/civic/resources/>)



## How are we going to do it?

Will be piloting our approach in different schools and their communities in Spain, Denmark, Ireland, Italy, Latvia and the United Kingdom.

Students between 12-16 years old will assess their community and make a proposal on how to improve the local sustainability and resilience in one of the following areas: food, waste, energy and mobility.



## What are the expected outputs?

The main outputs will be:

- educational resources on local resilience experiences across Europe
- a teaching plan based on PBL
- a guide for adapting the teaching plan to curricula and communities

This set of teaching materials contribute to an environmental education:

- focused on understanding and positively responding to global challenges with local solutions
- through which students build up their own contribution to sustainability according to their community needs
- which strengthens the links of schools with the outside world, making teaching and learning relevant to students and society.

## Who are we?

We are a group of European organizations developing a new approach to environmental education which puts the focus on thoughtful responses for local sustainability and resilience from a positive and creative point of view, using innovative approaches and methods.



## Duration:

November 2013 – October 2016

## If you want to learn more:

### Project coordinator

Aranzadi Society of Sciences (Basque Country, Spain): [rmartinez@aranzadi-zientziak.org](mailto:rmartinez@aranzadi-zientziak.org)

### Partners

VIAC (Denmark): [pa@viac.dk](mailto:pa@viac.dk)

Municipality of Olginate (Italy): [rocco.briganti@specchiomagico.org](mailto:rocco.briganti@specchiomagico.org)

Cultivate (Ireland) : [davie@cultivate.ie](mailto:davie@cultivate.ie)

Bernu Vides Skola (Latvia): [inese@videsskola.lv](mailto:inese@videsskola.lv)

Field Studies Council (United Kingdom): [richard@field-studies-council.org](mailto:richard@field-studies-council.org)

[www.schools-for-resilience.eu](http://www.schools-for-resilience.eu)



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