



Schools for Resilience

NEWSLETTER

January 2015





The Schools for Resilience project is funded by the Lifelong Learning Programme of the EU. Led by the Aranzadi Society of Sciences (based in the Basque Country, Spain), it involves different Education for Sustainability actors from the United Kingdom, Ireland, Denmark, Italy and Latvia.

SfR aims to promote a shift in teaching from traditional ESD (education for sustainable development) towards a proactive rethinking of how individuals and communities become and act resiliently:

- focusing on understanding and positively responding to global challenges with local solutions,
- seeking students to build up their own contribution to sustainability according to their community needs.

The project is built upon on three core pillars: systemic thinking, personal and community resilience and values:

- Creating communities that are compatible with nature's processes for sustaining life requires basic ecological knowledge.
- Acting resiliently in any context or situation requires personal, team community building and sustainability knowledge and skills.
- Values are essential to promote sustainable ways of thinking. The project aims to raise-up three main values: respect for nature and care for the state of our planet, equal opportunities for all people to shape their lives and respect for future generations.

Project meeting in Port Talbot (UK)



Partners met for 3 days in Margam Discovery Center, run by FSC in South Wales. They reflected on the methodology and the model developed. The discussions focused on how SfR program could make the difference regarding other proposals in the field of the Education for Sustainability.

It was acknowledged the challenge of proposing something completely new which tackles the concept of resilience. The difficulty is increased by the fact of delivering a program which meets the needs and curricula requirements of the 6 participant countries.



This is part of the work to be done in the following months, translating the SfR methodology and model into a flexible teaching plan to be adapted by partners to the local context and educational system.



SfR methodology

The aims and core pillars are gathered and articulated in the SfR methodology and method, developed by the project partners during this first year.

The SfR methodology is intended to be a journey in which we invite the participants to join and through which learning takes place, providing a structure into which the learning fits.

Stage	Learner
Engaging <i>(engaging learners' interest)</i>	Learner explores their community, finding out what challenges they and their community faces, the assets of their community, and what they and their community values.
Exploring <i>(exploring a topic of interest)</i>	Engages with community to explore issue of interest. Learner seeks a greater understanding and range of views with community.
Analysing <i>(reaching conclusions)</i>	Reflects on results of exploration: considers what action to take to address issues explored above.
Taking action <i>(carrying out a local action project)</i>	Undertaking a local resilience action in and with the community.
What Could Change? <i>(looking to the future)</i>	Reflecting on the results of their action: what worked, what they will do differently next time, how to tell others about their results. What future challenges will they need to address?



The partnership will build the learning activities for the different stages according to the following model, adapted from research carried out by the [Real World Learning Network](#) to deliver learning which supports behaviour change for sustainability.



SfR Teaching Plan

The methodology and the model will be at the basis of the SfR teaching plan which will be developed during 2015. Starting from a common plan, each partner will adapt it to their national curriculum and the local context of the community it will be implemented in, as well as the school culture. At this point, local schools and stakeholders will be involved to ensure that teachers and educational goals are met by the different versions of the teaching plan.

Trailing in schools will take place during 2015-2016.

Do you want to learn more about...? *(in English)*

- Place Based Learning: [Promise of Place](#)
- Resilience: [Surfing the waves of the change](#)
- Values: [The common cause handbook](#)
- Systems-thinking: [Thinking like an eco-system](#)
- Schools for Resilience project on the Green European Journal. Check the article "[Education for sustainability: a driver for the global change](#)"

Duration:

www.schools-for-resilience.eu

November 2013 – October 2016

If you want to learn more:

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