



# KEY STONES ON SCHOOL-COMMUNITY COLLABORATION FOR SUSTAINABLE DEVELOPMENT



Lifelong  
Learning  
Programme



## IMPRINT

KEY STONES ON SCHOOL COMMUNITY COLLABORATION  
FOR SUSTAINABLE DEVELOPMENT

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## INTRODUCTION

CoDeS Key Stones is one of the products that arose through CoDeS Multilateral Comenius Network- project entitled “School and Community – Working Together for Sustainable Development”. CoDeS global aim was to provide models, ideas, learning methods, case studies, tools and materials to a diversity of stakeholders involved in school community collaboration for Sustainable Development. These tools pursue the provision of resources for schools and communities that want to work together and establish effective collaborations in order to promote SD in their local context and particular content.

The milestone of the CoDeS work is based on the assumption that for the establishment of SD principles in civil society, the collaboration amongst schools and communities is crucial. They can operate as agents of change by mobilizing the culture, ethos, values, and actions of citizens in the framework of SD ownership and stewardship. Given the global scenery of economic crises, school and community collaboration in creating more sustainable societies seems to be the turning point. This collaboration can help people to gain their missed local identity, reconnect with the place, re-find their self-respect, regain social tolerance, and to really care for themselves, the others and the environment.

This particular book belongs to the collection “Tools for You” developed by CoDeS network to support the work of school and communities when collaborating to promote sustainable development locally and globally. However, it can be also, considered as the precursor of other tools of the Codes project such as CoDeS Tool Box or CoDeS Traveling Guide and can be used supplementary or in parallel to them. Through this book, with a concise content and flexible potential, we attempt to identify the quality areas that have been considered important for the development of dynamic school community collaboration for SD. These quality areas include participation, communication, learning, action, vision, resources, mandates, and research. Although the quality areas have an agreed conceptualization, they also have a local value and can be socially and culturally situated.

What is written in the book is the result on one hand of the accumulated past experience gained through the development of different EE/ESD European networks and institutions such as SEED, SUPPORT, ENSI and UNESCO. On the other hand it is also the result of the case study inquiry processes developed within the frame of the

CoDeS Comenius Network funded by the EU from 2011 to 2014 with the participation of 30 different institutions (Universities, Public Institutions, Non-Governmental Organisations, Private Sector Entities and Research Institutes) from 17 Countries.

The hall mark of this book is to provide to the stakeholders engaged in school and community collaboration for SD (teachers, principals, local authorities, parents, civil servants, people from the private and public sector, local authorities, trades, etc.) a quality framework from which to reflect on the quality of their collaboration. This quality framework can help actual or potential stakeholders to realize that an effective collaboration is a journey of reflection on the progress made to SD and a means of scoping the next developmental steps according to local and situated conditions. This book does not provide irrevocable answers, particular ingredients or steps regarding what type, in which ways, when and how school community collaboration for SD can be effective. Instead we urge the readers of this book to confront it as a vehicle for reflection and improvement, as well as a frame of inquiry and critical analysis. We welcome you to this journey!

## WHAT DO WE MEAN BY COLLABORATION BETWEEN SCHOOL AND COMMUNITY TO PROMOTE SUSTAINABLE DEVELOPMENT?

Collaboration between school and community for promoting Sustainable Development is a special kind of learning aiming to create amongst school and community a tie where people can be effectively and actively involved for achieving a better quality of life in their own context. This collaboration establishes **communities of learning and praxis** where people overcome “action paralysis” (Uzzell, Rutland & Whistance, 1995). In their social context, through interactive processes, action competence, and critical and reflective thinking abilities, these communities can create conditions of collaborative change in their territory based on respect, responsibility, equity, participation, the right to live and principally the right to shape ones’ local environment in a creative, constructive and specially sustainable way.

What is important about school community collaboration on SD is that all the participants work having in mind that the improvement of their community would lead to an equivalent improvement of their quality of life and that this could only be made possible through collective efforts. This type of collaboration establishes a **new framework of learning through school's opening to the community** and through using outdoors settings in school and the community as principal educational and pedagogical tools. This process results in a promotion of intergenerational communication and interaction, and creates effective communication networks amongst various key actors (Liu & Kaplan, 2006; Ballantyne, Fien & Packer, 2001). In addition it establishes contemporary pedagogical approaches based on the idea that local action is the most powerful starting point for global action and shaping the sustainable world for which we are all responsible and have a role to play (Deri, 2005).

These collaborations lead to the development of a **shared culture of sustainability** in the community. Also, “doing and learning together” can reinforce the process of building local networks. Through them people with different points of view can collaborate, share and work together for common social priorities. Also, the participants reinforce their personal and communal identity, as well as increase their sense of responsibility for protecting the environment and promoting lifestyles of Sustainable Development in their communities and everyday life (Vauchan, Gack, Solorazano & Ray, 2003).

Additionally, it is important for school and community to collaborate in SD since the joint efforts can have a direct impact in the community and school. Schools operate as social organisations which empower and keep motivating all the participants for sharing common vision for the sustainability of their community. All the actors develop the **sense of ownership** and this can help them to be involved in the identification and definition of the problems and not only to discuss the solutions of them (Bowen 2005; Chrislip & Larson, 1994).

## **AN ANALYTICAL QUALITY FRAMEWORK FOR SCHOOL COMMUNITY COLLABORATION FOR SUSTAINABLE DEVELOPMENT**

### **Background on relevant quality frameworks**

The CoDeS key stones constitute a quality framework which is generic enough for transferability and which can be used to promote the culture of quality in school community collaborative engagements to support sustainable development. Their understanding can contribute to the development of a dynamic system of school and community collaboration which has a local value and which is truly socially and culturally situated. We would like to support a sociocultural view on the quality of school community collaboration for SD that acknowledges multiplicity of view points and stresses diversity. In doing so we want to approach collaboration that goes beyond the limited focus on conflict free consensual actions towards emphasizing deliberation with room for dissensus and the processing of dilemmas.

There are many different quality frameworks in the field of Environmental Education and Education for Sustainability which have been approached from different paradigms. Those that have been more influential to CoDeS work are either related to ESD school development or to community development. The quality framework developed within SEED Comenius network by Breiting, Mayer, and Mogensen (2005) represented an innovative attempt to introduce a sociocritical approach to quality assurance in ESD school development. This quality framework introduces 15 quality areas organized into three groups: (a) teaching and learning, (b) school policy and organization and (c) school external relationships. From this framework we have taken the quality sociocritical approach and dynamics, as well as some of the quality criteria areas that appear to be closer to school community collaboration.

Another work that has been influential in CoDeS work emerges from community education such as the Inclusion Index extensively and intensively applied in the field of ESD by one Austrian CoDeS partners (Booth, 2011). Finally, the quality framework for learning cities and regions developed within the Grundtvig R3L+Project (Preisinger-Kleine 2013; Eckert, Preisinger-Kleine, Fartusnic, Houston, Juceviciene and Dillon, 2012) has developed a set of quality criteria which have been developed within the field of lifelong learning. This quality framework introduces the community as the locus for reflection and identifies four quality criteria which are very relevant to CoDeS work such as participation, partnership, learning and progress.

### CoDeS quality framework

CoDeS quality framework has taken the metaphor of key stones as a way to provide a symbolic representation to the concept of quality areas. In order to escape from normative approaches to quality assurance aiming at obtaining measurable and top-down quality indicators, we have tried to capture a metaphor that best describes the nature of the quality areas and that can be used in many different cultural contexts.

Stones have been from prehistorical times the principal material used to build and adorn important structures, where solidity and permanence were the paramount considerations. Stones became paradigmatic of stability, hardness and endurance in all languages, bearing a wealth of symbolic meaning, with many deep rooted psychological and historical associations and suggestions. In the field of architecture a key stone is defined as the wedge-shaped piece at the crown of an arch that locks the other pieces in place according to the definition of the Merriam-Webster dictionary. We want to take the meaning of stability and endurance from the concept of stone, and the meaning of strategic holding position from the architectural meaning to identify CoDeS key stones as important areas that support and sustain school community collaboration for SD.

The CoDeS key stones are operating as a coherent grid and inherent in a way that one key stone is a prerequisite and necessity for the others. Each key stone is related to one important dimension which is central for the successful development of school community collaboration for ESD in light of relevant theory and exemplary experiences. The purpose of identifying the key stones is not so much to provide a normative frame but a reflective frame to support the development of mature school community collaboration for ESD. Therefore it will not be expected from CoDeS quality framework, that potential users finish the reflective process by identifying measurable quality indicators to be normatively used in line of Wals (2007) criticism to SMART approaches to quality assurance in sustainability.

The CoDeS quality framework is composed of the following elements: (a) **eight key stones** which act as quality criteria for school community collaboration for SD and have been characterized through a conceptual statement; (b) **four functional dimensions** which constitute the fundamental functions of the collaboration and to which the key stones are related; (c) **questions for reflection** which are set to help stakeholders engage into reflection at any time of the collaboration; and (d) **examples** taken from CoDeS partners' direct experience which illustrate each key stone. The complete CoDeS Key Stones Quality Framework is shown in Table 1.

CoDeS Key Stones Analytical Quality Framework		
Dimension	Key Stones	Examples
Networking	<b>Key Stone 1: Participation</b>	<b>Example 1:</b> Herbs in our region and their importance in everyday life: Developing multilevel and multiagency participation in school community collaboration in Cyprus. <b>Example 2:</b> Children's Parliament as a way to develop enduring participation of children in their community in Austria.
	<b>Key Stone 2: Communication</b>	<b>Example 1:</b> Establishing multilayer communication among stakeholders to promote water management through school community collaboration in Greece. <b>Example 2:</b> Internal and external communication strategies to sustain the ongoing school community collaboration on car abandonment in Cyprus.
Changing	<b>Key Stone 3: Learning</b>	<b>Example 1:</b> Multi-stakeholder engagement in the development of „carbon neutral“ schools in UK: Learning new skills and establishing new relationships. <b>Example 2:</b> Turning urban parks into learning places with the community in Catalonia through Barcelona school agenda 21: The importance of questioning for learning.
	<b>Key Stone 4: Action</b>	<b>Example 1:</b> Producing and selling local goods as a school community collaborative project in Greece. <b>Example 2:</b> National park and school collaboration in Austria – The programme „nature-sports-fun“. <b>Example 3:</b> Kick-off event for “Wiener Neudorf 2030”.
Orienting	<b>Key Stone 5: Vision</b>	<b>Example 1:</b> Multiple visions for the development of „carbon neutral“ schools in UK. <b>Example 2:</b> Building a common vision on the social and natural environment through school community collaboration for SD in Brasil.
	<b>Key Stone 6: Mandates</b>	<b>Example 1:</b> Negotiating mandates for school community collaboration for sustainable development in south Austria. <b>Example 2:</b> Establishing horizontal ways for mandating in school community collaboration on agroecology in Catalonia, Spain.
Supporting	<b>Key Stone 7: Resources</b>	<b>Example 1:</b> Resources matter for school forest in South Korea. <b>Example 2:</b> The Austrian Inclusion Project as a community resource. <b>Example 3:</b> Managing social, material and symbolic community resources to enhance students' biodiversity school projects in Malaysia.
	<b>Key Stone 8: Research</b>	<b>Example 1:</b> Researchers as mentors in school community collaboration in south Korea. <b>Example 2:</b> School community collaboration as a research laboratory to promote agroecological social and educational change in Catalonia, Spain.

Table 1: CoDeS Key Stones Analytical Quality Framework: Dimensions, Key Stones, and Examples

### CoDeS key stones

Eight CoDeS Key Stones have been identified which constitute quality areas acting as quality criteria. These key stones can be seen as important pillars holding any school community collaboration for sustainable development such as participation, communication, action, learning, vision, mandates, resources and research (Figure 1). This book provides a short conceptual statement of each key stone which synthesizes its negotiated meaning and can be easily used by stakeholders to set a first stage for discussion.

### The dimensions of CoDeS Key Stones

The eight CoDeS key stones are seen as being paired according to its influence in the development of the four important collaboration functions such as Networking, Changing, Orienting and Supporting. These dimensions are considered to be central quality areas which are constantly present in any time or localization of school community collaboration for SD. Thus they should not be imagined as phases of a process sequentially related but rather dimensions that coexist although they are of a different nature.

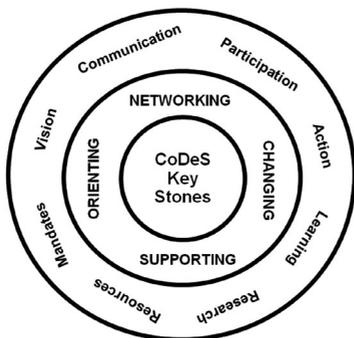


Figure 1: CoDeS key stones analytical quality framework: Key stones and dimensions

### Questions for reflection

The questions identified for each CoDeS key stone aim at raising stakeholders' awareness of the quality areas, initiating a negotiation of its meaning in each particular site, and identifying the problem which needs to be confronted so that the collaboration can be improved. These questions provide a tool for reflection that might help stakeholders go into more detail into each key stone, deal with conflicts and finally set action paths which can be jointly developed through the collaboration.

### Examples

The examples provided come from the generous contributions of CoDeS partners who freely wrote a small piece related to each of the key stones. The examples include small and detailed descriptions taken from the cases the same authors have provided for the Codescases Blog or the CoDeS Case Book. Each example provides a unique way to approach the quality dimension and do not aim at being exemplary. They might be useful for reflective stakeholders as a starting point in the conversation. Table 1 includes the dimensions, key stones, and the titles of each particular example used to illustrate a CoDeS key stone.

### How are CoDeS Key Stones described in this book?

The second part of this book includes a description of each CoDeS Key Stone to be used as a tool for collective reflection on school community collaboration for SD. Table 2 summarizes the structure followed for each key stone description.

(a) Conceptual statement for the key stone....	...which reflects the importance of this key stone in the development of quality school community collaboration for ESD.
(b) Reflections on the quality of the key stone.....	...which include those questions stakeholders could consider in order to approach a collective reflection on the key stone which leads to confronting a specific dimension of the quality of the school community collaboration for ESD.
(c) Examples of the key stone....	...which are taken from CoDeS Cases on school community collaboration for SD and are provided to illustrate the particular key stone.
(d) References of the key stone...	...which include publications that range from a more practical to a more research oriented approach. These references facilitate the introduction of other voices which will enrich the reflection.

Table 2: CoDeS Key Stones Description Grid

## How did we work to develop the CoDeS Key Stones?

The development of CoDeS Key Stones has been an ongoing process along the three years of the CoDeS Comenius multilateral network. Since the beginning it was framed as a participatory process of identifying quality criteria of school community collaboration for SD following a sociocritical paradigm. This approach to quality assurance was successfully developed within ENSI and was extensively developed through the SEED Comenius multilateral network (Mayer and Mogensen, 2005) and continued in later ENSI networks such as SUPPORT. From this perspective quality criteria could be considered a useful tool for the evaluation of ESD activities, programs, and networks. CoDeS took a sociocritical approach to quality assurance and designed a participatory process to develop the quality criteria that best would fit individual partners experience and contemporary expertise in the field of ESD. The most important characteristics of such process were the following:

- The development of a gradually more explicit frame of reference among CoDeS partners;
- The identification of a set of general descriptions of the characteristics that were considered important for quality school community collaboration for SD;
- The construction of quality criteria through a bottom-up set of activities scattered along the network time line as well as top-down process of synthesizing and representing.

CoDeS key stones have been developed by CoDeS partners through a reflective process which involved the identification of cases on school community collaboration for ESD, the reflection on these cases, and finally the development of tools to facilitate the dissemination of ideas and practices. Thus, the key stones are the result of a collective work developed by different European and non European stakeholders committed to ESD and take into consideration their knowledge and direct experience in school community collaboration for ESD. The strategies used to build CoDeS Key Stones within CoDeS Comenius Network have been the following:

*-Participation in Workshops:* The network has offered workshops in each event such as partner meetings or conferences with the specific aim of identifying key stones inductively and refining the analytical quality framework that was being developed. SEED Comenius Network developed tools to promote schools partnerships within

Comenius and other international networks which offered activities and dynamics close to the ones developed in CoDeS (Espinet. Mayer, Rauch and Tchapka, 2005)

*-Case Writing:* The writing of cases on school community collaboration for SD has been a central strategy for each individual partner to engage into reflection based on his or her experience in collaboration. The results of this first reflection level were collected in CoDeS Case Blog ([www.codescases.wordpress.com](http://www.codescases.wordpress.com)). In addition some partners also engaged into a second level of reflection and network sharing through the writing of 360° cases. These cases were used to promote reflection in network workshops and were collected in CoDeS Case Book.

# How can this book be used to promote reflection on the quality of school community collaboration for Sustainable Development?

School community collaboration for Sustainable Development, even though it is one of the main components of an ESD pedagogy, it is also acknowledged as the central element for promoting sustainable development innovatively and dynamically in the framework of a collective lifelong learning. School community collaboration for SD is not static and linear, based on specific guidelines and steps which applied uniformly, but is a process of a collective learning, cooperation, equal participation and continuous dialogue amongst all the stakeholders (Morgan, 2009). This collaboration aims at increasing stakeholders' awareness, promoting the inquiry of alternative solutions and attaining the behavioral change and ways of life that will lead to Sustainable Development (Skoulios, 1998).

CoDeS Key Stones have been written to help school community stakeholders to improve their collaboration for SD by reflecting on the quality of their collaboration. It thus wants to contribute to increase stakeholders' capacity to reflect on the sustainability challenges that both schools and communities need to confront. However, CoDeS Key Stones do not aim at providing definite answers or directives about the best way or processes of establishing an effective school and community collaboration. This would imply that all schools do much the same thing which can result in "big brother sustainability" (Shallcross and Wals, 2006, p.6). Contrarily we consider that each collaboration is unique and in each case the CoDeS quality framework can be applied differently according to the specific context, aims, roles, and perspectives that are pursued in each collaboration.

## Who can use CoDeS Keys Stones?

This book supports a sociocultural view on the quality of school community collaboration for SD that acknowledges multiplicity of view points and stresses diversity. It gives emphasis on the reflection of learning taking place among stakeholders and the reinforcement of collaborative action as a way to envisage how all actors sharing the same local context learn to cooperate with one another in addressing sustainable development (Nyhan, 2007, p. 18; Preisenger-Kleine 2013, p. 525).

CoDeS key stones can be used by each participant or stakeholder in school and community collaboration for SD/ESD and can be seen through various perspectives. They are not exhaustive and can be reframed, expanded, modified, pursuing to encourage the participants to reflect in a systemic manner on their collective mode of learning, provoking the change (Argyris and Schön, 1996) in the light of sustainable development locally and globally.

CoDeS Key Stones can be used by a diversity of stakeholders working together as well as by individual stakeholders working on their own such as teachers, principals, local authorities, parents, civil servants, people from the private and public sector, local authorities, and trades.

## When can CoDeS Keys Stones be used?

This book aims at promoting reflection on the quality of school community collaboration for SD at different phases of its development. There are many ways of imagining the phases of school community collaboration for SD and they depend on the nature of the framework that underlies in the collaboration. One way of identifying the phases of collaboration is provided by the work of Wals (2007) based on a conception of the collaborative process as social learning. This author identifies six phases which include orientation and exploration, awareness raising, deframing or deconstructing, co-creating, applying/experimenting and reviewing.

Another way to imagining the phases of collaboration is provided by CoDeS "Tools for You book" titled "*Tool Box for school and community collaboration*" (Maso, 2014). The authors identify seven phases which include: initiating and launching the collaboration, involving stakeholders, funding and organizing, maintaining and sustaining the collaboration, learning and finally reflecting. Finally, another way of conceptualizing the phases of collaboration, which certainly is the simplest, would be to use three basic phases such as before, during and after the collaboration. CoDeS key stones can be used at any phase of school community collaboration regardless the approach used. However, some dimensions might be more critical or relevant depending on the phases the reflection is undertaken and the particular conditions of each case.

## What type of results could be expected from using CoDeS Key Stones?

CoDeS key stones book has purposefully avoided to give instructions for good or bad collaborations, since there is no such a thing in ESD but good and helpful concepts which ought to be growing within the collaboration. We therefore have attempted

to give the quality ingredients and concepts that might enable the interested parties to choose the best direction for their collaboration.

The results expected from using CoDeS key stones by any potential user might lay in the universe of social constructs that acknowledge the complexity and the dynamism of the sustainability challenges. Thus, results will look far from simple prescriptions of action and will tend to become more complex approaches to sustainability challenges. In addition, results will not be static and never changing directions for action, but dynamic ways to approach sustainability challenges.

One way to capture the complexity and dynamism of reflective results is to frame them as dilemmas. Dilemmas are not phrases that describe hesitation, or conditions to choose among a list of options. They are not opposites that polarize school community collaborations establishing a barrier between the good and the bad. Neither are they a recipe for doing what is just good or politically correct. Dilemmas are dynamic ingredients that are relevant in any sociocultural site which indicate the pluridimensionality and the culturally sensitiveness of school community collaboration characterizations.

In this publication we will not determine the dilemmas which can arise from each key stone. This is a part of the participants' reflection in the process of establishing their collaboration and dilemmas can be different from one school and community collaboration to the other. Stakeholders might want to search for the evolving dilemmas that best capture the tensions they live through the collaboration. In doing so they will challenge the tendencies towards idealization and romantic black and white contrasts so prevalent in the ESD literature (Laesse, 2010) and provide opportunities to participants for reflection and decision making which is more socially and culturally situated.

As a way to provide examples we have included below a short description of four dilemmas related to the CoDeS key stone of Participation as a way to illustrate the nature of thinking through dilemmas: (a) static versus dynamic participation; (b) homogenous versus heterogeneous participation; (c) implicit versus explicit stakeholders' role; and (d) hierarchical versus democratic participation.

**a) Static versus dynamic participation:** Successful participation in school community collaboration for SD does not appear from the beginning but it is gradually built along the collaboration and thus it is a developmental process. Well designed collaborations are useful since they provide a strong and safe initial frame for

participation. The strength of participation structures within collaborations is also characterized by its ability to respond to internal as well as external challenges. Very often participation within school community collaboration projects experiences changes as a consequence of environmental and economical crises as well as internal conflicts. Showing resilience as a result of external or internal crises might be an indication of successful participation within school community collaboration for ESD.

**b) Homogeneous versus heterogeneous participation:** Successful school community collaboration for SD projects reflect diversity of stakeholders' involvement being in some cases highly homogeneous whereas in other cases highly heterogeneous. Collaborations usually start with few instigators who feel strongly committed to the goal of the collaboration. Schools and city councils are usually the instigators that initiate school community collaborations for SD as shown in CoDeS cases. Homogeneity of stakeholders' involvement appears to be useful at the beginning of collaborations when participation structures and visions need to be negotiated and established. Stakeholders' involvement evolves to increasing heterogeneity when the collaboration has shown some maturity. Although participation is more difficult to manage when the diversity of stakeholders is high, it is also richer and more rewarding for all. Respecting stakeholders' diversity implies that differences in relation to involvement, commitment and goals will be accepted and taken into account through the collaboration.

**c) Implicit versus explicit stakeholders' roles:** The roles that stakeholders have in school community collaboration for ESD are different so that a rich collaborative culture can be built through the establishment of a win-win collaboration. Stakeholders' roles might be implicit and thus open to change at the beginning of collaboration. Given that the collaboration needs to be built, having some implicit roles might provide space for change and re-definition. However, mature collaborations are very explicit about stakeholders' roles within the collaboration so that all participants have the chance to be recognized in their contributions to the collaboration. These collaborations also show the ability to recognize the emergence of new roles and the change of some stakeholders' roles along the collaboration.

**d) Hierarchical versus democratic participation:** Participation is a structured process that is guided by values on how people can be involved in society and relate to others. Some countries and communities have developed participation cultures which are hierarchical in nature. In these cases school community collaborations

for SD reflect models of participation which are characteristic of their cultural background. In addition one of the sources for diversity in participation stems from the different participation cultures held by different stakeholders. In some cases this diversity might lead to participation conflicts within the collaboration. However, a more emancipatory view of participation in SD and ESD calls for democratic approaches to participation so that stakeholders are empowered to make decisions on their way to relate with others and within the community they live.

## KEY STONE 1: PARTICIPATION

### a) Conceptual statement on participation

Participation in school and community collaboration for SD is not a passive means for the engagement of stakeholders which is guided and decided by others. Participation is a social process by which all the stakeholders in school and community become agents of change in their local context. In that case participation is authentic and genuine, democratic, inclusive and results in people's empowerment. Participation occurs while being engaged into a learning procedure from which people learn how to care for themselves, for others, for their community and for the environment. Participation is sustained through the use of horizontal and democratic organizational means which facilitate critical reflection within school community collaboration for SD networks.

### b) Reflection on the quality of participation

All school and community stakeholders involved in collaboration projects have the potential to actively participate in its development so that a culture of collaboration can be created. Successful participation reinforces stakeholders' respect, promotes shared responsibility and increases participants' sense that "learning and doing" together can lead to higher achievements in the community. It contributes to create a culture of collaboration based on a shared vision and common tasks. Successful participation within school community collaboration for ESD is supported by stakeholders' beliefs on the value of their roles, and the recognition that both school and community can jointly achieve common objectives and bring about sought changes. The questions that would be helpful in guiding a **reflection on the quality of participation** in school community collaboration for ESD are:

(a) What stakeholders have **initiated** the collaboration? What role do they have throughout the collaboration?

(b) What **processes** have been followed to choose the key-actors for the collaboration? How have they been persuaded?

(c) In what ways have **stakeholders' roles** been negotiated? How explicit have their roles been?

(d) Is stakeholders' participation within school community collaboration showing a **balance**?

- (e) What type of leadership has facilitated the viability of stakeholders' participation?
- (f) What **structures and resources** have been developed to facilitate the development of stakeholders' participation along the school community collaboration?
- (g) How have the **conflicts** related to the participation of different stakeholders been confronted in the school community collaboration for ESD?

### c) Examples

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#### **Participation Example 1 from Cyprus**

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School: Primary School

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Title: Herbs in our region and their importance in everyday life: Developing multilevel and multiagency participation in school community collaboration in Cyprus

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Authors: Aravella Zachariou, Loizos Symeou, Chrysanthi Kadji

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CoDeS Case blog address: <http://codespedagogical.wordpress.com>

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The primary school of Anavargos in Pafos region in Cyprus examined the issue "herbs in our region and their importance in our everyday life". The participants in the project were the parents, the parents' board, the professionals, the local populations, the students, the teachers and the directory team of the school. Their participation to the project was diverse and multidimensional at each stage for the project. During the collection of data, students, parents and teachers in equal roles were working in groups, having specific roles in the team (moderator, rapporteur, discussant, observers, photographer) in order to collect jointly as much information from the field as possible. Also, local populations (and especially the elderly people) had the role of transmitting the indigenous knowledge about the herbs and the local wisdom to the younger generations. During the stage of intervention in the school and the creation of botanic garden in their school participants undertook new roles. Some parents were agronomists and taught to the students how to plant the herbs, other parents helped planting, the local authorities participated by offering the tools and the materials for creating the garden, professional landscapers worked with parents, students and teachers for designing the garden, and the principal was coordinating and facilitating the whole process.

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#### **Participation Example 2 from Austria**

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School: Primary School

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Title: Children's Parliament as a way to develop enduring participation of children in their community in Austria

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Authors: Irene Gebhardt, Angela Gredler, Claudia Müller

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CoDeS Case blog address: <http://codeswienerneudorf.wordpress.com/>

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Participation is one of the most important values in the Wiener Neudorf Inclusion Project - a network of all local educational institutions in collaboration with the community for SD. Appreciating the children's voice a parliament for children in the primary school has been installed. The pupils of each class elect a representative and a deputy at the beginning of the school year. Together they form the children's parliament. They are the reporters of wishes, worries or information in both directions – out of the class into the forum/parliament as well as from the forum back into the class. Once a month they meet for an hour to discuss current problems or ideas according the everyday-life in school. One of the teachers of the school has the responsibility for organising the meetings and for the communication about the ongoing process with the colleagues. She/he moderates the meetings or supports the children in moderating discussions. During seven years of work the members of the children's parliament were equal partners in discussions with the members of the school community and the local authority. They took part in developing an inclusive school mission statement as well as creating agreements for living together in school. They organized a big interrogation of all children in school to provide a concept for redesigning the school garden. After presenting it to the local council the concept was realised and all children still are enthusiastic using the garden. When the school building had to be renovated they collected the wishes and needs of all pupils for their learning and presented them to the architects. It was not possible to realise a pony garden on the roof of the school but – for example – the architects tried to take account of children's needs for having more space for individual work. In a similar way they contributed their visions for the future of the community in the mission statement process "Wiener Neudorf 2030" and discussed them with the mayor. Over the years the participation of children became central to the school and community culture.

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## KEY STONE 2: COMMUNICATION

### a) Conceptual Statement on communication

Communication is a dynamic process based on dialogue among all school and community stakeholders. Instead of considering communication as a linear process of just information delivery, it is considered as an open-ended process of meaning making. The purpose of communication is the creation of shared meaning so that authentic links can be built among all stakeholders. Culturally appropriate and creative communication tools promote participants to identify their role in this communication process, to make explicit the conflicts and underlying ideologies as well as to realize why it's important to communicate in the context of school and community collaboration for SD. Good communication processes facilitate the building of long lasting school community collaboration for SD networks.

### b) Reflections on the quality of communication

Communication is an important social practice which strongly determines the success of school community collaboration for ESD. A quality communication for building collaborative networks between school and the community needs to be more than a system of information exchange and dissemination but a way to establish authentic bonds among all stakeholders involved. Building and maintaining a culture of communication within the collaboration imply to undertake slow changes in stakeholders' communication habitus. In addition it also requires leadership which facilitates the creation of meaningful bonds. The questions that would be helpful in guiding a **reflection on the quality of communication** in school community collaboration for ESD are:

(a) What **input** has the communication had in the development of our school community collaboration for ESD?

(b) How do stakeholders **understand** communication through our school community collaboration?

(c) In what ways has the communication in our school and community collaboration created **conditions** for shared meanings?

(d) Have we used **explicit criteria** for designating the roles of participants' in communication process?

(e) What type of **leadership** has facilitated the sustainability of communication within the collaboration?

(f) What communicative **processes** and tools have we used in our school community collaboration?

(g) In what ways has the communication amongst key-stakeholders **affected** the collaboration for school and community in the framework of ESD/SD?

(h) What **difficulties** emerged when sustaining communication in school community collaboration for ESD?

### c) Examples

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#### Communication Example 1 from Greece

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School: 7th Nursery School of Pallini

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Title: Establishing multilayer communication among stakeholders to promote water management through school community collaboration in Greece

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Authors: Elli Naoum, Eugenia Flogaitis, Georgia Liarakou

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CoDeS Case blog address: <http://codespallini.wordpress.com>

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A multilayer communication among educators, students and their parents was established at the 7th Nursery School of Pallini in Athens in order to establish school community collaboration. A day before the beginning of the school year educators invited students' parents to an evening workshop and shared with them the vision of a sustainable school. Parents worked in teams and chose two ESD projects to work on, together with their children. At the same time, students were informed for their parents' preference on the ESD projects and decided to work on the issue of the "water management" in their school and in their houses. Thereafter, parents were informed about the project's progress through weekly written communication. Specifically on Fridays educators and students summarized the activities and the actions that were carried out at school on a paper and suggested to the parents to expand those activities at home with their children. During the weekend parents in collaboration with their children kept a diary with the activities that took place at their houses. On Mondays morning every student reported their experience to the classroom. For example, students and educators checked the water faucets in the bathrooms at school, as well as the school-yard taps and then, through written

communication, they encouraged the students' parents to check the taps in their houses. Students made posters with slogans for saving drinkable water, and ways of saving it at school and their parents helped them to distribute the posters among family friends and relatives, etc. Also students in communication with their parents suggested actions, visits and contacts with competent bodies. Teachers took the students and their parents' suggestions into consideration and included them in the planning of the ESD project. For example, parents provided printed and electronic informational material at school where teachers and students created an area in classes called "The Water Museum" and they used it during the development of the project. Moreover, three times during the school year parents participated in art and craft work-groups with the children and schoolteachers in classes. Some parents offered knowledge and helped as professionals by doing activities with the students at school such as experiments about water, art and craft, and physical education. Therefore, the development of a strong communication among educators, students and their parents reinforced/fostered the development of the collaboration among them.

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#### Communication Example 2 from Cyprus

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School: Primary School

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Title: Internal and external communication strategies to sustain the ongoing school community collaboration on car abandonment in Cyprus

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Authors: Aravella Zachariou, Loizos Symeou, Chrysanthi Kadji

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CoDeS Case blog address: <http://codespedagogical.wordpress.com>

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The 3rd Primary School of Aradippou in Cyprus examined the issue of "abandoned cars" in their community and established a multilayer communication approach with the participants. The communication strategies were both internal and external to the school and they differed along the two phases of the project: the definition of a sustainable development issue and the implementation of community action. Particularly at the beginning of the project and at the stage of defining the sustainable development issue for investigation the selected communication strategies were first internal and secondly external. The students of each class collected data from various resources of information for the issue that they considered as being more important for their school and community. Each group of students presented the issues to the plenary session of the class, communicating their choice through various ways (posters, concept maps, graphs, description). The issue selected by each class was discussed amongst the representatives of the classes and the teacher in order to choose the final issue the investigation would focus on. The decision was

taken after a debate amongst all the participants. The issue selected by students was considered to be a preliminary issue of investigation and was discussed in a specific meeting with the local authorities, parents and local populations which had the character of public rehearsal in the community. During the meeting with the external participants the issue was also presented by a delegation of selected students and teachers, coordinated by the principal of the school to the other interested parties. During the public rehearsal all the participants expressed their opinions about the issue, ways of support and worries. A discussant and a rapporteur were keeping notes in order to synthesize the discussion and conclude it aiming to have a consensus amongst all the participants for the choice of the issue. During the project implementation the communication was both internal as well as external and included a diversity of communication strategies. One of these strategies was the use of information technologies for exchanging information regarding the abandoned cars. Another strategy was the creation of a student portfolio which was transferred at home by the students in order for parents to be informed about the project evolution. The portfolio included special communication cards in order to collect parents' opinions on the different issues investigated, ways of parents' contribution to the project, and days of being to the school and working with their students.

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## KEY STONE 3: LEARNING

### a) Conceptual statement on learning

Learning in School and Community collaboration is an emancipatory process which is established amongst all the stakeholders from the school and the community. This process aims at giving all participants the opportunity to learn in and from their community, to learn from and with others, to learn through reflection, creativity, flexibility, differences and diversities. Through the creation of collaborative learning environments all stakeholders are encouraged to develop an understanding of the global social, political, economic and environmental issues as they are reflected in specific local contexts. Learning in the places where school and communities collaborate for SD promotes the development of mutual understanding through bridging the gap between differences. Learning also involves changes in stakeholders' awareness of local as well as global power relationships which are central in social process of change for SD.

### b) Reflections on the quality of learning

Any SD oriented collaboration between schools and communities provides new learning environments for all school and community stakeholders. These learning environments are truly contextual and involve social practices which constitute learning processes. Successful school community collaborations for ESD support explicit learning processes which structure in different ways stakeholders' learning interactions along the collaboration. This collaboration takes advantage of such new learning environments and designs learning processes which align to the curriculum from the side of the schools and to other stakeholders' needs from the side of the community. The pedagogical approaches used by successful school community collaboration for ESD are diverse and include principles and practices developed within action oriented approaches such as experiential education, place-based education, constructivist learning, problem solving, action research, and others. The questions that would be helpful in guiding a **reflection on the quality of learning** in school community collaboration for ESD are:

(a) What type of learning do we **expect** from the different stakeholders involved within the school community collaboration for ESD?

(b) What learning **approaches** have been explicitly used to orient the school community collaboration?

(c) Through which kind of **processes** have we promoted learning in the school community collaboration for ESD?

(d) What type of **leadership** has facilitated stakeholders' learning through the collaboration?

(e) How have school and community been used as **places** for learning through the collaboration?

(f) In what ways is the learning being promoted aligned with the school **curriculum**?

### c) Examples

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#### Learning Example 1 from UK

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School: Secondary School

Title: Multi-stakeholder engagement in the development of „carbon neutral“ schools in UK: Learning new skills and establishing new relationships

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Authors: Margaret Fleming, Mark Lemon, Fiona Charnley

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CoDeS Case blog address: <https://codesiesdbsf.wordpress.com>

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The Building Schools for the Future (BSF) process in Leicester, UK, focused on learning that was integrative, critical and transformative. As with any co-design process the learning was multi-directional i.e. not restricted to the transfer of information but to the sharing of experiences, opinions and desires between collaborators. It was also cross-disciplinary i.e. relating the technical and social sciences, and transdisciplinary i.e. cross cutting pedagogic and building functions and drawing upon generic, and often new, skills in order to do so e.g. seeing the school as a whole system. The project was carried out in four phases, each presenting new opportunities for learning:

1: *Introducing* the principles of climate change and sustainable development - Pupils and their teachers were introduced to the issues surrounding climate change and the principles of designing a new or refurbished school.

2: *Practical activities* - Pupils, teachers and governors were taken on visits to existing low-energy schools and given a tour by the head teacher and / or pupils from the school. This enabled participants to visualise what is possible.

3: *Creating design requirements for your low-energy school* - Pupils worked with experts in low-energy building design to create concepts for their school. Once their ideas had been formalised they recorded them using a variety of multi-media including video, posters, podcasts, presentations, web pages and newsletters.

4: *Presenting and communicating* - Pupils presented their ideas for a low-energy school to their peers and teachers through assemblies, class presentations, the school website, newsletter and school radio. A meeting with the school design team (architects, designers and members of the city council) was arranged and one group of pupils were able to present their ideas to a group of 50 professionals at the Education and Building Development Officers Group (EBDOG) annual conference.

Each of the project phases involved a number of university based experts who had been trained, following a similar model to that adopted for science and engineering ambassadors, to facilitate the engagement activities with pupils and teachers; this provided pupils with the unique opportunity to engage face to face with professionals throughout. It is important to recognise that the learning process was both iterative and two way. Pupils and other stakeholders learnt through doing (e.g. energy reduction) and reflection (e.g. design impacts) and the acquisition of new skills; equally participants learnt from engagement with each other – e.g. architects through working with building users, governors with designers, politicians with pupils etc.

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#### Learning Example 2 from Catalonia, Spain

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School: All school levels

Title: Turning urban parks into learning places with the community in Catalonia through Barcelona school agenda 21: The importance of questioning for learning.

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Authors: Laia Capdevila

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CoDeS Case blog address: <http://codesturull.wordpress.com/>

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Schools participating in the Barcelona School Agenda 21 program and more specifically in the *“Get to the park”* program develop joint projects with members of the community to design new uses in line of sustainability principles of the green areas which constitute urban parks. Parks are seen as ideal places to create learning environments for the school and the community as well as trial possible actions and solutions in a small scale and within a safe environment. The environmental educators responsible for the development of the program have developed a methodological proposal to promote the learning of students and other stakeholders that can be downloaded from the webpage of the program. The methodological process includes the following

phases: (a) Formulate questions, (b) investigation of possible solutions, (c) reaching consensus among all participants, (d) plan and implement an action within the urban park, (e) evaluate the results and the processes and modify the proposal accordingly, (f) disseminate the results of the action to the wider community. The moment of question posing was important to guide the research process at the beginning as well as after a period of intensive observation on citizens' uses of the park. Some of the questions used to help students regulate the process of decision making were the following: Do we have enough evidence to support this action? Are there other alternatives which we think are more relevant, or more original, or more economical? Have we listened to the opinions of all stakeholders? Do we feel we are capable of conducting this action? What do we need to know to be able to implement the action? Are all stakeholders going to agree with our action proposal? What can the consequences of this action be? Question finding, sharing and negotiating was one of the important elements of the learning process that facilitated stakeholders' capacity to think critically, to engage into collaborative design of actions, to imagine alternative ways of acting, and to promote sustainable use of public spaces.

[http://www.sostenibilitatbcn.cat/attachments/article/334/apropa-t\\_als\\_parcs.pdf](http://www.sostenibilitatbcn.cat/attachments/article/334/apropa-t_als_parcs.pdf)

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## KEY STONE 4: ACTION

### a) Conceptual Statement on action

Action in school and community collaboration for SD is understood as a collective process of bringing about change in the school and the community with the purpose of developing people's action competence. Action is oriented by collective visions and promotes more sustainable living conditions both locally and globally. At the local level actions bring about changes directly in the school and the community's daily life and environment as well as indirectly through social and political influence. The action developed in school community collaboration for SD has a critical dimension which facilitates the raising of awareness about the power relationships established in the community locally and globally. When the outcomes of actions are concrete and visible, they can be used as the base and means for building on them and strengthening as well as expanding the school and community collaboration for SD.

### b) Reflections on the quality of actions

Actions as well as their results and outcomes are the final and visible product of school community collaboration for ESD. Given the open nature of SD actions, they are better ready for social scrutiny and collective evaluation. Successful school community collaborations for ESD have been able to develop collective actions which are truly connected to the visions as well as to the problems and needs of the community. However, there are important tensions related to the expected quality of actions developed within school community collaboration for ESD. The questions that would be helpful in guiding a **reflection on the quality of Actions** in school community collaboration for ESD are:

(a) What **factors** have been taken into account when selecting an action through the school and community collaboration?

(b) What were the **goals and aims** of actions when developing our school community collaboration?

(c) What has the **impact** of the action on the school and the community?

(d) Which **processes** have been important for choosing the most effective and appropriate action through this collaboration?

- (e) What have the **roles of key stakeholders** been in developing an action?
- (f) In which ways an action through school and community collaboration can secure the **sustainability** of the collaboration?
- (g) How have the school and the community been used as **places** for developing the action?

### c) Examples

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#### Action Example 1 from Greece

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School: High School / Lyceum

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Title: Producing and selling local goods as a school community collaborative project in Greece

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Authors: Evgenia Flogaitis, Georgia Liarakou, Costas Gavrilakis

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Lipsi is a small Greek island with only 700 permanent inhabitants. This small and isolated community needs a new vision that could re-orientate its development model. Creation of new jobs and reinforcement of its economy, without harming its unique and vulnerable natural and cultural environment, are vital for the retention of young people and the improvement of social life. Within this context, sustainable development seems to be vital. Students and teachers of the high school / lyceum had an idea to collaborate with locals aiming to give prominence to native and traditional local products. These products could become a vehicle for the sustainable development of Lipsi. In particular, students, teachers, local producers and professionals, municipality and parents decided to act. The common undertaking focused on bundling valuable local products, such as cheese, olive oil, aromatic herbs and soap as well as on promoting them to the local and touristic market. Till then these products didn't have the added value that an imaginative, qualitative and attractive package could give. Each group contributed according to their needs and capabilities to the common effort. Producers and professionals, for example, offered their products for free and advised students how to preserve and protect the quality of products. Pupils worked mainly on bundling the products in an imaginative and attractive manner. They also focused on promoting-selling those products to local shops, enterprises as well as to tourists who visited Lipsi. Teachers supported students in organizing the project and connected them with local producers and shops. Municipality contributed by providing ideas and resources as well as by fostering collaboration. This small scale common undertaking inspired and prepared

both young and adult participants to realize that through collaboration they could initiate effective long-range action plans towards sustainability of their community. Through this process participants also realized that: (a) as local producers they could begin a systematic collective effort to bundle and promote their products without using mediators; (b) that the local school could be transformed into an open center of generation and cultivation of innovative ideas; (c) through collaborative actions they could overcome interpersonal issues, which are common in small communities.

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#### Action Example 2 from Austria

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School: Secondary School

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Title: National park and school collaboration – The programme “nature-sports-fun”

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Authors: Franz Rauch and Mira Dulle,

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CoDeS Case blog address: <http://codeswinklern.wordpress.com/>

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The programme “nature-sports-fun” is the heart of the collaboration between the “National Park School” and the National Park Hohe Tauern in Austria and involves the following stakeholders: students, teachers, hut keepers, NP rangers. According to the motto students leave the “school” teaching environment and make use of the “nature” learning environment in front of the classroom's door. In that context students learn about environmental topics according to grade and age level in class and acquire experience on them in courses and excursions in cabins in the NP, where they are guided and taught by NP rangers. The programme focuses on experience-oriented learning in nature, involving sports and fun. Students improve and expand on topics learnt in class, recognize the possibilities offered by the alpine living spaces, strengthen their own ideas concerning nature, develop a respectful approach to the region's resources and become regional “ambassadors” of the National Park. Additionally to their regular lessons, students take part in four three-day courses in cabins in the National Park, as well as six day-long excursions in cooperation with the park rangers over the course of four years in order to meet these objectives. Both students and teachers receive materials and prepare for (pre-work) and expand on (post-work) their outdoor experiences in class in order to ground and reflect the experiences during the excursions and overnight courses. Students record their experiences, impressions and findings in journals. The learning environment created covers a) the knowledge passed on by teachers and park rangers in school, and b) the practical, action oriented approach in the National Park (an extra-school learning environment). The combination of theoretical and practical teaching methods seems to be helpful in developing attitudes and establishing skills needed for a sustainable lifestyle.

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**Action Example 3 from Austria**

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Institution: Local authority together with the steering team of the Wiener Neudorf Inclusion Project

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Title: Kick-off event for "Wiener Neudorf 2030"

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Authors: Irene Gebhardt, Angela Gredler, Claudia Müller

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CoDeS Case blog address: <http://codeswienerneudorf.wordpress.com/>

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For creating a mission statement for Wiener Neudorf all people living and/or working there were invited to share their visions for the future of the community and to come into dialogue. Inclusion should not only be part of the vision: inclusive values like participation, appreciating and respecting diversity, community and sustainability should be the basic principle of the process, visible and tangible for everyone. The event started with musical performances in the big event hall of the community. The local orchestra – well known and decorated - played together with children of the wind class in primary school and students of the music school. A successful premiere, bringing a smile on every face! Chairs in the middle of the room invited to participate in the "City Talks" where children, youths and adults coming from different background discussed their expectations of higher quality of life in the community. Big posters on the walls encouraged people to bring in different views and experiences as well as visions on matters concerning Wiener Neudorf as living space, as social and as economic area and as traffic scene – with all tensions, conflicts but also the benefits. People were invited to choose their way of expression by writing, painting, drawing, modeling or shaping or a mixture of all. A café invited everyone to stay and have a little chat. It was a very creative and communicative process between participants of all age, different interests, needs, expectations and abilities. The look through the "value glasses" helped to raise the discussion to another level, to enter into dialogues, enabling results in reach to solutions. The event was moderated by a team of the Montag Stiftungen, Germany, and as an action it was very successful since it effectively invited everyone to participate in the process of creating the future of the community.

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## KEY STONE 5: VISIONS

### a) Conceptual statement on visions

School community collaboration for SD is always sustained by visions on of how the world should be like. Even if visions are implicit or explicit they need to arise from stakeholders' authentic interest, care and respect for our OIKOS "Our place", the "Earth" (locally and globally). Visions are not short term but long term representations based on shared values underlying sustainability such as social cohesion, solidarity, democracy, and respect for all living things. Visions also include the most valued means to create the conditions for securing the ecological, social, cultural, personal and economical sustainability. In the dynamics of school community collaboration for SD, common visions develop slowly as a consequence of a learning process which involves vision sharing, critical thinking and vision building. Visions provide the necessary orientation to school community collaboration for SD so that stakeholders can jointly work for their achievement.

### b) Reflections on the quality of visions

Visions provide orientation, collective meaning and common language to the collaboration between schools and communities for ESD. When working at an international level it becomes very inappropriate to qualify some visions as being of a better quality than others. Schools and communities are inserted in cultural and social contexts and thus their visions are also situated. To approach the quality of visions in school community collaboration for ESD implies to identify the qualities of processes dealing with visions rather than the visions per se. The visions developed within school community collaboration for ESD inevitably rely on the school and community visions that stakeholders bring to the collaboration. The questions that would be helpful in guiding a **reflection on the quality of visions** in school community collaboration for ESD are:

- (a) What **processes** have school and community stakeholders used to share a common vision?
- (b) In what ways the **values** of school and community stakeholders have been transformed into a common vision?
- (c) How have school and community been used as **places** for creating a common vision for the collaboration?

(d) To what extent a vision in school and community collaboration can **motivate** key-actors in this collaboration to undertake concrete actions for ESD in school and community?

(e) How a vision for school and community can make this collaboration to be **viable** and effective long-term?

(f) Have different values of participants in school and community collaboration for ESD been **bridged** in order to create a common vision? Which ones and how?

(g) How have the **conflicts** derived from the diversity of visions been confronted in the school community collaboration for ESD?

### c) Examples

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#### Vision Example 1 from UK

School: Secondary School

Title: Multiple visions for the development of „carbon neutral“ schools in UK

Authors: Margaret Fleming, Mark Lemon, Fiona Charnley

CoDeS Case blog address: <https://codesiesdbsf.wordpress.com>

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The carbon neutral schools project was grounded in a collective vision that was bought into, and subsequently interpreted, by the wide range of stakeholders involved. Climate Change mitigation and carbon reduction were central to government policy and aligned with the need to refurbish and build energy efficient secondary schools. The high level, strategic, low carbon vision that underpinned the Building Schools for the Future process required schools to engage with pupils in the realisation of their new school vision (House of Commons report 2006). This was in turn grounded in a holistic view about what constitutes a sustainable school i.e. one that supports good quality educational and social development, is central to the community, looks good, is cost effective and low carbon (see the eight doorways model –

[http://www.rm.com/\\_RMVirtual/Media/Downloads/National\\_Framework\\_Sustainable\\_Schools\\_poster.pdf](http://www.rm.com/_RMVirtual/Media/Downloads/National_Framework_Sustainable_Schools_poster.pdf)).

Within this holistic rationale there are multiple visions that are defined by the roles played by stakeholders – architects will be focused on the aesthetic quality and functionality of the building; teachers on the ability of the school to support quality

learning, pupils on the experience of attendance, community groups on convenience and accessibility, building managers on ease of maintenance and operational efficiency, local authorities and governors on costings etc. The aggregation of these separate visions to form an holistic low carbon approach to school design will inevitably involve conflict and compromise. In the carbon neutral schools project the management of this stakeholder engagement meant that the vision extended to a 'way of working'. Architects found engagement with pupils useful, pupils gained confidence through working with professionals etc. 'Vision' therefore refers as much to how a project should be undertaken as to the outcome and product of the process.

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#### **Vision Example 2 from Brasil**

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School: Primary School

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Title: Bulding a common vision on the social and natural environment through school community collaboration for SD in Brasil.

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Authors: Laísa Maria Freire, Jamile Marques, Roberta Salles, Neusa Regina Silva, Eleonora Aguiar, Aline Amado & Reinaldo Bozelli

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CoDeS Case blog address: <http://codescaseptp.wordpress.com/>

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The on-going collaboration between the Community Terminal Pesqueiro (CTP) and an elementary school in the municipality of Campos dos Goytacazes, Rio de Janeiro, Brazil promoted both critical socio-environmental learning as well as social organisational learning among community stakeholders. The project's origins stem from a mandatory condition of the environmental licensing of the Brazilian Oil Company PETROBRAS through an Environmental Education Project addressing sustainability issues with environmental and socially vulnerable communities. The school-community collaboration was focused on solutions and on coping with local environmental problems to support the locality's ecological and social sustainability. During the project, the school became not only a place to study but also a place where new social relationships were built. In this case, organising the claims for local improvements involved women (mainly) who also started the discussions about social and environmental issues.

The elaboration of environmental maps was a tool that aimed at promoting a sense of place and belonging to the community. The environmental maps (in groups, the participants drew their surroundings on paper supported by field activities, lectures and debates) allowed the community to identify and better characterise the space where they live. This activity was performed in the beginning and at the end of

the project. The groups produced different maps. The results showed (in the first environmental maps) that a group composed mostly of women produced a more domestic vision, including elements such as the area around their houses, their husbands' boats and the rosebush in the yard, which indicate a sense of belonging and ownership but no connections with others. The group of fishermen, the school principal and the president of the neighbourhood association "AMAFAROL" presented a broader view of the locality, describing the sea, canals and all of the community. Many environmental impacts, such as roads and multiple channels, were shown by the maps but were not considered environmental problems once they were identified as having brought benefits to their lives. At the end of the project, when the groups re-drew the maps, they not only identified needs, potentialities, and transformations in their environment, but they also showed an understanding of the importance of local natural resources (identifying rivers, canals and mangroves) to the community and as part of their space. They also identified the risks to their houses when they lived next to mangrove areas subject to flooding and along the main road.

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# Key Stone 6: Mandates

## a) Conceptual statement on mandates

Mandates are crucial instruments for the integration of school and community so that collaboration for SD is possible. Mandates are the result of a negotiation among stakeholders which include the most important elements of the collaboration and act as its frame. Those elements might include the vision, the overarching goal project, the time limitations, the general directions of the collaboration, the development of the project, and the roles of the stakeholders. Mandates take different forms depending on the stakeholders' professional culture that bring to the collaboration. Some professional cultures such as local administrators tend to have strict procedures for mandating whereas others such as schools show a more open approach to mandating. Each professional culture has different situated traditions, instruments, and languages for mandating that needs to be taken into account. Mandates provide a practical frame that orients the development of the school community collaboration for SD.

## b) Reflections on the quality of mandates

School community collaboration frequently is regulated through norms, legal instruments, and agreements so that the collaboration gets negotiated and legalized. Successful school community collaboration for ESD includes clear mandates in its functioning right from the beginning of its development. However, stakeholders have shown the will and the ability to make changes and to create new mandate instruments for successful school community collaboration. The questions that would be helpful in guiding a **reflection on the quality of Mandates** in school community collaboration for ESD are:

(a) How **binding** is the mandate for school and community collaboration and how is it interpreted by the stakeholders?

(b) Through which **processes** has the mandate been formed in a way that it can be the result of co-decision amongst the participants?

(c) Which **procedures** have been followed for the revision of the mandate?

(d) Which **principles** have been important in governing the mandate so that the quality of collaboration can be ensured?

(e) What type of **instruments** has been developed to enact the mandate? To what extent have mandate instruments facilitated the collaboration?

## c) Examples

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### Mandates Example 1 from Austria

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School: Secondary School

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Title: Negotiating mandates for school community collaboration for sustainable development in south Austria

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Authors: Franz Rauch, Mira Dulle

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CoDeS Case blog address: <http://codeswinklern.wordpress.com/>

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A public secondary school (grades 5-8), the so called National Park School Winklern located in south Austria engaged into a collaboration with the national park Hohe Tauern (NP) for the past ten years. To identify the personal visions, aims and expectations of stakeholders and create a common vision for the collaboration, a steering group, consisting of representatives of all stakeholders, was set up. The principal of the secondary school, interested teachers as well as the staff of the National Park Hohe Tauern developed in meetings a concept of the collaboration. Within this frame, visions, ideas and concrete objectives were discussed as well as their feasibility. Different conception concerning the collaboration could be clarified during this meeting. By constructing the concept, partners mutually set the cornerstones and got the possibility to include their ideas and wishes. The meetings and the whole negotiation process was supported by an external moderator. The involvement of an uncommitted 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 this moderator was an internationally renowned biologist and expert in the area of environment and nature protection. As a result a collaboration contract was established and signed by all partners. The contract acted as a mutual agreement clarifying the overall aims of the collaboration and responsibilities of the stakeholders. This contract ran for five years afterwards it was evaluated and renewed. The temporary validity of the contract supported the quality of the collaboration: after the first phase the collaboration was evaluated by a team of the Alpen-Adria-University Klagenfurt and renewed.

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### Mandates Example 2 from Catalonia, Spain

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School: School networks

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Title: Establishing horizontal ways for mandating in school community collaboration on agroecology in Catalonia

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Authors: German Llerena, Mariona Espinet

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CoDeS Case blog address: <http://codessantcugat.wordpress.com/>

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The Autonomous University of Barcelona (UAB) and the local administration of the Sant Cugat del Vallès municipality in Catalonia, Spain have been collaborating for the last seven years through the School Agenda 21 Program to promote education for sustainability in schools and the community. The collaboration has focused on School Agroecology which has facilitated the establishment of links between the schools and the land so that a new community could be built. A new network of school agricultural spaces was created which transformed the land within the school and also outside it so that the agricultural heritage was recovered in the municipality. The methodology used for the collaboration was based on principles of corresponsability, horizontality, and respect for the diversity of visions, rhythms, and contexts of all stakeholders. This included the negotiation of contracts and mandates between the local administration of the municipality and the schools. Along the collaboration the management approach used to establish contracts and mandates switched from a vertical to a horizontal and more democratic model. Prior to the collaboration contracts were signed by each individual school after a one to one negotiation process with the environment department of local administration. During the collaboration the approach changed. New decision making structures were created which included representatives from all community stakeholders such as teachers, researchers, environmental educators, local administrators, and farmers. A steering board of stakeholder representatives were selected by all stakeholders involved to propose evaluation criteria, funding distribution, and future trends for the collaboration. Contract formats became simpler and thus easier to handle by schools so that diversity could be acknowledged. An effort was made from the side of the local administration stakeholders to change the traditional culture established in the municipality administration. Neoliberal trends in local administration policies have supported free market rather than participatory scenarios. The school community collaboration initiated through the school agenda 21 program has been able to promote program changes in relation to contracts and paper work that are more adaptable to school and teachers needs, style of work, and timing.

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## KEY STONE 7: RESOURCES

### a) Conceptual Statement on resources

School community collaboration for SD is a social practice which pursues negotiated aims and goals through the use of available resources. The necessary resources for school community collaboration include not only funding, but also other social, material and symbolic resources such as time, space, support, knowledge access, human capital, social structures, physical materials, etc. The social distribution of resources globally and locally is uneven so that some geographical areas and communities have more resources in quantity and diversity at their disposal than others. School community collaboration for SD facilitates the identification of the most useful resources and the political negotiation of its equitable distribution within the community. In doing so, stakeholders can build the capacity to manage local resources which will be used to support SD.

### b) Reflections on the quality of resources

Successful school community collaboration for ESD use a variety of resources most of which are of social and human nature such as stakeholders' time, new professional roles, or organizational tools. Although funding is an important resource for most school community collaboration for ESD, it is not the central one. Finding and managing the appropriate resources is a challenge for collaborative projects especially when the social conditions are strongly adverse. The questions that would be helpful in guiding a **reflection on the quality of resources** in school community collaboration for ESD are:

- (a) Which **processes** were followed in order to find the necessary resources for school and community collaboration?
- (b) Who took the **responsibility** in school or community to find the resources or funding needed for the collaboration in ESD/SD?
- (c) In what ways did the **key-stakeholders** in school-community collaboration contribute for ensuring the funding, support and resources needed?
- (d) What **type and amount of funding** have we needed for our school community collaboration?

(e) What **other resources or support** would have been important for our school and community collaboration?

(f) Did the **sponsors** of school-community collaboration affect the type and the kind of collaboration according to their terms?

(g) What **difficulties** arose in our school and community collaboration as a result of lack of resources and funding?

### c) Examples

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#### Resources Example 1 from Korea

School: Special School

Title: Resources matter for school forest in Korea

Authors: Sun-Kyung Lee, Mi-hyun Won, Yong-suk Jung

CoDeS Case blog address: <http://codeshyeeun.wordpress.com/>.

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Participation of various stakeholders and support of various resources were necessary in making of school forest in Hyeon School. The major stakeholders of the school forest development consisted of school members such as teachers and students, Korea Forest Service, Sung-Nam city's local government, corporations such as Yuhan Kimberly, and School Forest Committee in Forest for Life (NGO), etc. Among them, Yuhan Kimberly corp. and Korea Forest Service supported funding for school-forest, \$10,000 a year for five years, and School forest committee provided experts for design and education related to school forest. Especially, one of the experts in the School Forest Committee, Prof. In-Ho Kim from Shin-gu College in department of landscape architecture, often visited the school to provide professional advices or recommendations. Also, he researched schoolforest models for special schools through students' works in department of landscape architecture, which led him to acquire a more appropriate model of the school forest for the specific school. Forest Service provided administrative support and extra funding, and Sung-nam city, the municipality, provided funding as well as administrative support for the development of the school forest. Various agencies and non-government organisations in the community provided soils, trees, and manpower needed for realization of actual forest. As a result, students of the Hyeon School were able to learn and live in good environment of school, and later on were able to independently operate their own healthy lives even though they had mental or physical challenges to overcome.

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### Resources Example 2 from Austria

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School: Primary School, Kindergarten, Music School

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Title: The Austrian Inclusion Project as a community resource

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Authors: Irene Gebhardt, Angela Gredler, Claudia Müller

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CoDeS Case blog address: <http://codeswienerneudorf.wordpress.com/>

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The Inclusion Project Wiener Neudorf is a network project based on inclusive values, working with the Index for Inclusion. Its most important resource is the "Index Team" where representatives of all participating institutions, (3 Kindergartens, the primary school, two after school care clubs, the music school, the municipality) as well as representatives of various groups of people (parents, members of local clubs, seniors) meet every 6 weeks. This team reflects and develops the process. Every member provides not only time but also great expertise. Every specific point of view means a resource for the project. Every member provides awareness for a very wide comprehension of Inclusion – this ensures sustainability in all aims and goals, which are negotiated in this team. The team also holds and administrates the funding of the project, which is mostly provided by the municipality. Every member communicates the issues concerning the project in both directions – out of their own team and into the index team. Every member discusses issues from the index team with their colleagues, students and pupils. This means everybody can bring ideas, problems and challenges into the team. Providing this ongoing possibility for participation at eye level also means that many people are happy to invest their time and work in the different smaller projects the index team plans. For example: "Festival of open pots", "inclusive handcraftatelier" "Working groups to develop easy transitions between the institutions" etc. In that way, the whole community becomes a great resource.

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### Resources Example 3 from Malaysia

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School: Secondary School

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Title: Managing social, material and symbolic community resources to enhance students' biodiversity school projects in Malaysia

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Authors: Norizan Esa

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CoDeS Case blog address: <http://codesusm.wordpress.com>

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Time is an essential resource that must be made available to ensure the success of the school university collaboration project. In this case, the students collaborated by spending at least one afternoon each week on the project. Teachers also allocated time outside their regular working hours to be with the students and to guide them.

This project aims to increase biodiversity in the locality. Students brought plants from home to be grown in the school compound and the Forestry Department provided tree seedlings. Students also participated in mangrove tree planting in a nearby mangrove education centre located by a river. Mangrove seedlings were provided by the local Fisherman Association. The association also provided expert advice on mangroves. Two palm oil refineries and the local Department of Agriculture contributed organic compost. A local cleaning services company provided the transport to bring the compost to the school. Transport facilities were provided by the State Department of Education that enabled students to participate in an environmental programme conducted by a university located about 300 km away to the south. Guidance on the management of domestic waste according to standards set by the government was given by the Standards Users. Thus although the school may be the recipient of many resources, it also helped in emplacing resources in areas that need them, as is the case of the mangrove planting project.

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## KEY STONE 8: RESEARCH

### a) Conceptual statement on research

School community collaboration for SD generally aims at lasting so that a successful collaboration can be developed at its own pace and the benefits of this collaboration can be experienced by all stakeholders involved. This process is difficult, cannot be set in advance and needs a constant reflection to support it. Collaborative research models can be introduced within school community collaboration for SD so that stakeholders have the opportunity to engage into it taking different roles. These roles might include problem setting, data collection and documentation, reflective analysis, and communication. Research can be used as a tool to support school community collaboration for SD.

### b) Reflections on the quality of research

Research that truly supports the improvement of school community collaboration for sustainable development is the one that intentionally involves all stakeholders into its process. This research gradually promotes the empowerment of stakeholders expanding their agency along its development. Thus participatory research models provide better frames and tools for undertaking successful school community collaboration for SD than the research models fitting in positivistic paradigms. The research agency of stakeholders however, cannot be the same for all and needs an adjustment of goals and methods according to the diversity of motivations, commitments and expertise. In addition the research agency also increases while the collaboration becomes more mature through a social learning process. The questions that would be helpful in guiding a **reflection on the quality of research** in school community collaboration for SD are:

(a) Do initiators and other relevant stakeholders show **motivation** to undertake research through the collaboration?

(b) What **structures** have been built within the collaboration to facilitate the development of participatory research approaches?

(c) How has research been **adjusted to the needs**, motivation, and expertise of the different stakeholders?

(d) In what ways have **school and the community changed** as a consequence of the research?

(e) In what ways is **flexibility of time frames** introduced in the collaboration? What time conflicts have emerged as a consequence of the differences between the timelines of research and the timelines of action?

(f) What **model of research** best characterizes the research approach chosen in the school community collaboration for SD?

### c) Examples

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#### Research Example 1 from Korea

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School: Middle School

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Title: Researchers as mentors in school community collaboration

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Authors: Sun-Kyung Lee, Mi-hyun Won, Yong-suk Jung

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CoDeS Case blog address: <http://codeshyeeun.wordpress.com/>

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Samjung middle school in Seoul, Korea carried out a whole-school project called 'Reducing Carbon for Sustainable Village' for 3 years with the support of Kyobo Foundation for Education and Culture (KFEC)'s school environmental education initiatives. 'Reducing Carbon for Sustainable Village' project was composed of various activities which include extracurricular activities, school festival and Samjung Powersaving activities by students' authority. It also involved integrated education over various subjects, such as science, language, art, moral education and technical education, etc. The interesting focus over this case is on mentoring activities provided by researchers and practitioners from universities and civil society organisations, in addition to monetary and administrative support by the Kyobo Foundation for Education and Culture. Expertise of mentors was diverse in research and practice in environmental education, education for sustainable development, climate change, alternative energy and curriculum development etc. They often visited school to meet teachers and students, to observe classes, to participate in the school festival, to have a workshop and to attend the evaluation process. Researchers communicated with teachers through e-mails and phone calls to support them with some ideas or resources to cope with challenges in the process of project. As a result, Samjung middle school was able to develop and implement a meaningful education program and students' activities to reduce carbon in schools and at home. Students themselves managed to reduce the energy used by the school by consuming 20%

less electricity as a part of the Samjung powersave activity. Moreover, the Samjung festival, run by the students again, was also successful with collaboration with non-government organization in the local community.

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#### Research example 2 from Austria

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School: Secondary School

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Title: External evaluation as a strategy for external evaluation of the National park and school collaboration

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Authors: Franz Rauch, Mira Dulle

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CoDeS Case blog address: <http://codeswinklern.wordpress.com/>

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According to the collaboration contract between the “National Park School Winklern”, a secondary school in Southern Austria, and the National Park Hohe Tauern, the long-term collaboration was evaluated after 5 years through quantitative and qualitative research by a team at the Institute of Instructional and School Development at Klagenfurt University, commissioned by NP Hohe Tauern (Rauch, Dulle & Zois, 2010). The evaluation acts as an interim evaluation in monitoring the achievement of objectives. In addition to evaluating the academic program “Nature-Sports-Fun” itself, attitudes towards the National Park were also examined. The survey questionnaires and interview guidelines were developed based on a material analysis of texts on National Park and National Park School. Student and parental opinions were gathered using questionnaires. The opinions and impressions of teachers, rangers and hut keepers were gathered in interviews. 19 of the 39 teachers from National Park School and 4 park rangers took part in partially structured guided interviews in groups of 4-5 participants. Telephone interviews with three hut keepers from the cabins where the students lodged in the course of the program were also conducted. The evaluation’s results show, that the project’s intensive experiences and the personal contact with National Park personnel made the vast majority of students realize the importance of environmental protection as well as the significance of the National Park for the region. An additional learning facet which became apparent in the results of the students’ self- assessments is the respectful approach to natural and cultural resources in the region. The results were reported back to the school and the National Park.

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