

**LAHC ESD
conference &
workshops, Lima,
19th-20th August, 2010
PROGRAMME**



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*ESD: Creating sustainable environments, sustainable economies and sustainable societies
through the school Curriculum, Campus and Community*

Welcome to the LAHC ESD conference. We look forward to enriching and empowering our school communities together.

Have you remembered to bring:

1. Ten 3 litre drink bottles (during lunch, day 1, you will install these bottles into the green house).
2. A bag of colourful recycled packaging (eg. food packaging, plastic) – for the collage day 2.
3. Any school information you have on your school ESD policy, strategy and audit. (In session 9 each participant will be asked to review their own school documents or notes in light of certain ESD criteria).

Pledge: We would like each participant school to make a pledge to plant 5 trees of their choice to help neutralise the event carbon impact and subsequently send photos of this activity to add to the ESD exhibition that will be touring around schools after the conference.

Conference participants: (*s = student). Led by Tom Jolly, ESD specialist & Director of GlobalEd.

1. Yolanda Meneses (Altair)	21. (Hiram Bingham)	41. (San Jorge -s)
2. (Altair)	22. (Hiram Bingham)	42. (San Jorge -s)
3. (Altair)	23. (Hiram Bingham-s)	43. (San Silvestre)
4. (Altair)	24. (Hiram Bingham-s)	44. (San Silvestre)
5. (Altair-s)	25. Anthony Wilkinson (Markham)	45. (San Silvestre)
6. (Altair-s)	26. (Markham)	46. (San Silvestre)
7. Geraint Langford (Cambridge)	27. (Markham)	47. (San Silvestre-s)
8. (Cambridge)	28. (Markham)	48. (San Silvestre-s)
9. (Cambridge)	29. (Markham-s)	49. (Roosevelt)
10. (Cambridge)	30. (Markham-s)	50. (Roosevelt)
11. (Cambridge-s)	31. David Bruggers (Newton)	51. Peggy Chalcraft (St George's Quilmes, Argentina)
12. (Cambridge-s)	32. David Massiah (Newton)	52. (CGB, Colombia)
13. (Fleming)	33. (Newton)	53. (CGB, Colombia)
14. (Fleming)	34. (Newton)	54. ()
15. (Fleming)	35. (Newton-s)	55. ()
16. (Fleming)	36. (Newton-s)	56. ()
17. (Fleming-s)	37. Provi Arbe (San Jorge)	57. ()
18. (Fleming-s)	38. Gerado Lázaro (San Jorge)	58. ()
19. Julian Walter (Hiram Bingham)	39. (San Jorge)	59. ()
20. (Hiram Bingham)	40. (San Jorge)	60. ()

During the breaks please circulate around to network and see student ESD panels and exhibitors which include Ediciones SM, Microsol, Tierra y Ser, and ANIA.

Thank you to Ediciones SM for sponsoring this event. Ediciones SM will be launching 4 school ESD prizes of \$500 each, explaining their fundacion and they have a stand showing how their material relates to ESD. Thank you also to Hiram Bingham School for hosting the event.

Venue:



LAHC ESD Conference - 2 day PROGRAMME

Day 1 09.00 – 17.15

Session 1a						
Intro to ESD	ESD in a Nutshell	TJ and DB	All	9-9.30		(30 mins)
Session 2						
Dinamica	Connections	DB				
	The complex nature of Sustainable Development		All	9.30 -10		(30 mins)
Session 1b						
Case Studies						
	1. The Complexity of Sustainable Development – Holistic thinking					
	2. Towards a Sustainable School CFGS	TJ	All	10-10.30		(30 mins)
	Sustainable Catering Coffee Break	All		10.30-11		(30 mins)
Session 3						
	ESD Barriers and Opportunities	DB and TJ	All	11-12		(60 mins)
Session 4						
	Planning an ESD Inset Day in your school	T J	All	12-1		(60 mins)
	Sustainable catering Lunch					
	+ networking + exhibitions + Day Two logistics + Green House creation		All	1-3		(120 mins)
Session 5						
	Workshops based on the 8 Doorways	JW+GL+DB+DM+TJ+	Groups	3-4.30		(90 mins)
Plenary 1:						
	Ediciones SM: launch \$500 ESD prizes for schools, ESD collaboration		All	4.30 – 4.40		(10 mins)
				4.40 -5		(20 mins)
	(Home work bring 1 bag of coloured paper packaging for collage tomorrow)					

Day 2 09.00 – 17.00

	Intro			9-9.15		(15 mins)
Session 6						
	Workshops based on the 8 Doorways (repeated)	JW+GL+DB+DM+TJ +	Groups	9.20-10.40		(80 mins)
	Sustainable Catering Coffee Break	Live broadcast from Huaraz HH	All	10.45-11.15		(30 mins)
		Carbon balancing – how difficult can it be?				
Session 7						
	Sustainable Schools 2020 Latin Style	Steering group	All: Groups of 10	11.15-12.45		(90 mins)
Sustainable catering Lunch						
	+ networking + final touches to SS2020s + exhibitions + G/house		All	12.45-2.15		(90 mins)
Session 8						
	Sustainable Schools 2020 Latin Style	Presentations	TJ+ DM + DB	All	2.15-2.45	(30 mins)
Session 9						
	Developing	Policy, Strategy and Audit	TJ + DM	All: in school groups	2.45-4.15	(90 mins)
Session 10						
	Plenary 2/ Sustainable Coffee		TJ + DB	All	4.15 – 5	(45 mins)



LAHC ESD conference WORKSHOP options:

Sessions 5 and 6 (repeated workshop sessions)

Workshop Title

1. 'Story of Stuff or
..... Cuenta de Cochinadas'

2. A Climate of Global Change

3. Greening your School

4. Empowerment

Workshops on 8 Doorways

Doorway Focus

Purchasing and Waste
Food and Drink

Energy + Water
Global Dimension

Buildings and Grounds
Travel and Traffic

Inclusion and Participation (Equality)
Local Well-being

Each delegate will have the chance to attend two of the following workshops. We suggest that across your school's delegation each of the four workshops is attended. The workshops are intended to allow a deeper look into each one of the '8 Doorways' or themes of ESD. They will be based on personal experiences of teachers and providers and will be interactive in their delivery. As delegates therefore, please consider your own school's experience as each workshop will be seeking to gather from you such rich content in order to share.

The outcome of these workshops will be that your school's delegation will have an overall view of how ESD can be delivered in the classroom, across the campus, and beyond into the community. With the addition of your experiences we will also be able to publish a 'living' document of ESD in Action in Latin America.

Overview of workshops:

Workshop No. 1

Story of Stuff...or
...Cuenta de Cochinas

Julian Walter & Geraint Langford
Purchasing and Waste + Food & Drink



What 'stuff' is brought into your school either on a daily or regular basis, or one off purchases, such as equipment or furniture, each and every item or service will have its own particular impact on sustainability. How it is sourced, manufactured, transported, sold, marketed and ultimately disposed of will mark it as a product or service that is compatible with global sustainable living, or not.

By analysing each step of mine to waste tip journey of our *stuff* students, teachers and the wider school community are able to use patterns of purchasing and waste easily to illustrate the complexity of sustainable development across the three pillars of *environment, economy and society*.

In visiting the 'Story of Stuff' workshop delegates will see the full 'Story of Stuff' video, learn from providers and participants what experiences are 'en camino' in their schools, how to engage in a sense of fair trade and have a chance to plan a regional focus 'project' specifically on aspects of Purchasing and Waste.

Workshop No. 2

A Climate of Global Change

Tom Jolly, Harry Hildebrand and Provi Arbe
Energy and Water + Global Dimension



Possible if any two aspects of sustainability were to be singled out as being of most concern to Peru and more generally South America, one could argue they would be Energy and Water. In terms of energy use and despite South American nations not being individually culpable in such a way as say Europe, the USA or China, environmental impacts, climate change and natural resource supply are just a few of the global impacts being felt here on our doorstep.

During the workshop participants will begin to understand the basics of climate science, carbon balancing and the options on the table for the future. We will look at examples from local and other regions on how schools are attempting to influence the need to change the way we consume energy on a local and global stage.

A specific case study and board game from the Peruvian Andes will illustrate how aspects of the environment, society and economy can be woven into your school's curriculum, campus and community in precise, relevant and 'living' situations.

Workshop No. 3

Greening our School

**David Bruggers & Anthony Wilkinson
Buildings and Grounds + Travel and Traffic**



Two big impacts that our schools have on sustainability are the buildings and grounds and how we use them and the way we get to and from them. Of course this is not only limited to our school grounds, the way we travel to local or far off places for study, recreation or with family and friends, this too is an area of school life that we must consider in more sustainable ways.

The importance therefore of outdoor learning, including the use of school grounds as a learning resource, and the fun that can be gained whilst maintaining that critical link with natural systems, is the main course being served in the Greening your School workshop. Participants will take part in and learn from others how their experiences are producing citizens that are 'in touch with nature'.

Workshop No. 4

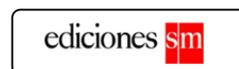
Empowerment

**David Massiah & Yolanda Meneses
Inclusion and Participation + Local Well-being**



'Be the change you want to see in this world' (Mahatma Gandhi). Being empowered, feeling empowered, being involved, feeling and seeing the change, these are fundamental steps in what is considered to be sustainable communities. Of course a bit of 'top down' management is necessary at times, but as a basic principle of healthy, stable communities, knowing that your voice is heard, considered and maybe acted upon is what makes people value their situation and behave as guardians of the present and future.

Participants of the Empowerment workshop will be allowed to explore in depth how students and communities are involved in learning about and ultimately influencing civic process and change in their communities through 'Project Citizen' and the Peace Child International's ESD Ambassadors programme. Al Gore recently stated that it's now the time not to change light-bulbs but laws. Project Citizen enables students to be at the heart of making enduring civic legal changes. Empowering young people to affect change was the focus of one (Ch. 25) of the forty chapters of Agenda 21. By the end of this workshop you will be aware of some of the types of initiatives your school could be developing.



Overview of Sessions:

Session 1 a Introduction to ESD ESD in a Nutshell

Objective	To ensure that everyone is aware of the ESD landscape
Method	Session 1a will set the scene for the two days. In as brief a manner as possible, one that considers the available documentation and information therefore at hand for delegates, but allows those that are fresh to ESD to be quickly brought up to speed. Emphasis will be made of how ESD can enhance existing educational practice once identified.
Outcome	Delegates will understand the context of ESD development and what that entails for school communities

Session 2 Dinámica Connections – the complexity of ESD

Objective	To encourage delegates in thinking through play with the quick outcome of reinforcing the basic principle of ESD that it is interdisciplinary.
Method	The ESD web – 2 X groups of 30 each delegate with an ESD related word. Connections are made between 2 words with a ball of string. Gradually individual connections develop into a complex and interrelated web with each individual word having the possibility of indirectly influencing any other.
Outcome	Holistic – cross-curricular mindset in delegates

Session 1b Case Studies

1. The Complexity of Sustainable Development – Holistic thinking

Objective	An understanding of how environment, society and economy can be applied to aspects of sustainable development
Method	<p>Climate change is bring havoc across the world. So far it has not recognised a distinction between rich and poor, but it is the poor that are so inadequately prepared. Flooding earlier this year in the Andes hit the world headlines as our preferred mode of transport to Machu Picchu was swept away in floods.</p> <p>Even more interesting possible to the holistic thinker, is the story of Lucre and Haucarpay in Cusco's Southern Valley and some of the more unusual angles required when looking at any situation. Why were the towns destroyed, what is being done and how have local schools responded, will illustrate just how environment, economy and society are so connecting when thinking about sustainability.</p>
Outcome	An awareness of how ESD considers the three pillars of environment, economy and society

2. Towards a Sustainable School CFGS

Objective	To illustrate ESD in action across primary and secondary schools
Method	Using the case study of Churston Ferrers Grammar School (CFGS) in Torbay, England delegates will see ESD in practice across the whole school. Going beyond the school gates we will see how CFGS works with its feeder primary schools, has engaged the wider community in the Torbay Global Education Network (GLEN) and included simultaneous ESD development with its partner schools in Peru, including the auto provision of funding through micro business enterprise.
Outcome	An awareness of how ESD across the school range can look, be implemented and be funded.



Session 3 ESD Barriers and Opportunities

Objective	To seek out what are the limits of our ESD development in terms of barriers and opportunities
Method	Understanding the huge task ahead of us is a very important step. Changing people's behaviour will throw up many opportunities but equally there will be many obstacles or barriers to get past. Recognising those barriers and opportunities early on will help in preparing your way forward helping your ESD strategies to reflect the reality of your situation. This brief session will allow delegates to brainstorm those barriers and opportunities.
Outcome	10 sets of random words associated with barriers + 10 sets of random words associated with opportunities in ESD

Session 4 Planning an ESD Inset Day in your school

Objective	To give delegates the awareness of what can be done now in their school in terms of a whole school ESD Inset Day
Method	The next step after this conference will most likely be an Inset Day for all Management, teaching and non teaching staff, student and parent representatives and governing bodies. This short introductory session will set coordinators on the way to developing and delivering appropriate activities for such an event. The session will be based on a short presentation followed by individual schools working on an outline structure
Outcome	Awareness of structure and purpose of an ESD Inset Day for your school. At least 8 structures for ESD Inset days

Session 5 + 6 Workshops based on the 8 Doorways

Objective	To give delegates plenty of examples of ESD good practice across the breadth of the 8 Doorways
Method	Three hours are given over specifically to detailed case studies and practices in applying ESD in the 'classroom' – "What can I do tomorrow with Class 2b?" Each of the areas covered by the '8 Doorways' will be demonstrated in four separate workshops giving delegates plenty of good practice to start applying in their schools. Schools should ensure that their delegates are collectively in attendance at all four workshops.
Outcome	Delegates will have visited two workshops of their choice and seen good practice from four Doorways



Session 7 + 8 Sustainable Schools 2020 Latin Style

Objective	To give delegates a clear picture of what a sustainable school may look like in 2020
Method	<p>What do we really understand is, and therefore want out of, a 'sustainable school'? What does a sustainable school look like? Are our dreams a reality? How do we deliver (say) 'biodiversity issues' if we have no school grounds? What type of energy will we use and how will we get to school? Who or what beyond the school gates will have to change to accommodate our aspirations? What are the barriers and opportunities?</p> <p>These are such important questions that will get us all thinking about what our sustainable schools will look like. Once we know this we can start plugging away at the detail. 90 minutes has been given to this task reflecting the importance of a holistic vision of a school. Delegates will work in 10 mixed school groups of 6 and also have time during Day 2 lunch to put any final touches to their display. Each group will present their sustainable school for 2 minutes and our 'models' will be included in the ESD exhibition that will go on tour post conference.</p>
Outcome	Ten beautifully colourful and detailed plans of a Sustainable School in 2020, covering Curriculum, Campus and Community + the 8 Doorways + Local to Global etc. This activity also serves as a good evaluation tool for what has been picked up during the conference.
Note	Your models/collages of Sustainable Schools will depend on the diversity and amounts of waste packaging that delegates bring. Be aware that in true 'Blue Peter' tradition, you will be transforming your waste packaging etc. into beautiful model schools. So start thinking now about what you are throwing away today....it could be part of a biodigester or green house during this session.

Session 9 Developing a whole school ESD Policy, Strategy and Audit

Objective	To introduce delegates to the basic planning models of Policy, Strategy and an Audit for ESD and start reviewing their own school examples.
Method	<p>The session will explain the inter-relation between policy, strategy and audit. Delegates will analyse an example and be introduced to resources/groups that already support these areas. Finally, delegates will be separate into school groups and analyse their own school material, policy, strategy, audit against a range of ESD criteria to identify the quality and breadth of what it targets and implements from policy to practice.</p> <p>School participants that have little material will be given other case-study material but they will still be asked to reflect and strategise about their own school. For this to be a meaningful activity and 2 days, delegates should try to attend with some kind of understanding of what their school is hoping to or already has started to achieve and if possible, bring some related documentation or notes with them. The recent LAHC ESD Policy development initiative will be used as a base for these two sessions.</p>
Outcome	Delegates will have a better understanding and the resources to be able to initiate Policy, Strategy and Audit activities in their schools and have an initial idea of how to continue developing their own school examples.

Session 10 Plenary/Cluasura/Evaluation

Objective	To consolidate what we have learnt and be aware of next steps.
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