



WWF

HANDBOOK

A close-up photograph of a woman with a warm smile, wearing a vibrant sari with a red, yellow, and black floral pattern. She has a red bindi on her forehead and a small nose ring. In the background, a young girl with dark hair and a gentle expression is partially visible.

A SUCCESSFUL IMPLEMENTATION OF ESD

How to design a seminar



TABLE OF CONTENTS

Foreword	3
SETTING UP A GOOD LEARNING ENVIRONMENT	4
The ESD approach	4
How to engage people?	5
The whole school approach	6
A documentation of progress	6
Evaluation and documentation	7
How to sustain the work beyond the workshop	7
Implementation of ESD and the national curricula	8
Connecting with the community	9
Connections to other WWF activities	9
HOW TO DESIGN A SEMINAR/WORKSHOP	10
Five steps to implement a successful workshop	11
1. Define the goals	11
2. Decide who will attend	11
3. The venue	13
4. Create an agenda	13
5. How to finish the workshop	18
Supporting materials	19
About the authors	19
Six corner stones	20
Facilitation plan	21





DEAR COLLEAGUES,

Throughout the years we have amassed a body of experiences which that we present in this handbook. We feel that our familiarity with the key issues involved will help you to conduct successful seminars for the implementation of Education for Sustainable Development, ESD. Our experiences build upon almost 300 seminars in 18 countries outside Europe.

You should treat the advice given here as a result of our personal experience as educators that we are keen to share with you. We have tried to be straightforward and unambiguous but we realise that you might have your own ideas about how to make your seminars meaningful and successful. If this is the case you should stick with your own perspective and conclusions. The most important thing is that everybody involved in education should reflect and build upon their own approaches to teaching and develop these further. Far too often the way we educate is dictated by ingrained teaching habits, which should be scrutinised and challenged.

We hope that this handbook will inspire your teaching and development as an educator across the board, and hopefully contribute to making your future seminars mutual learning experiences for you and your participants. As an educator you have the enviable opportunity of participating continuously in an on-going learning process.

Good luck!

Per Sund and Staffan Svanberg

SETTING UP A GOOD LEARNING ENVIRONMENT

Conducting a workshop successfully requires lots of reflection and focused planning. Some things are obvious, such as a well-functioning venue and logistics that make it possible for the participants to reach this venue in reasonable time or giving them the opportunity to stay overnight.

Other considerations deal more with specific seminar content, activities and objectives, while yet others are associated with the particular group of individuals targeted, their abilities and the potential they have to participate and become good learners together with the educator.

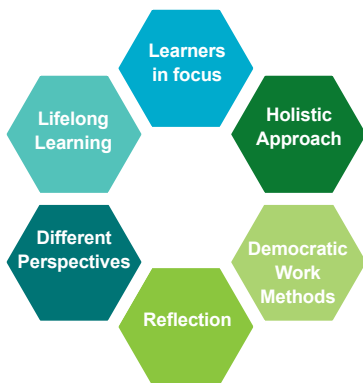
The experience of the participants, the concept of ESD (Education for Sustainable Development), the school development approach – the whole school approach, and the basics of planning and evaluation prior to the workshop/seminar, together build up the learning environment for the seminar.

The ESD approach

In theory it is easy to define ESD. There are several hundred definitions available, but in practice these will not help us attain a better understanding of ESD teaching/learning. Emphasize that ESD is primarily a teaching and learning strategy (consult WWF cornerstones on page 20), ESD is not about introducing new or additional subject content. The initial phase of the ESD change process often necessitates working with traditional subjects, but with new starting points and fresh perspectives. It is about thinking differently.

ESD is an approach where the goals of education are the main starting points for the actual pedagogical project. Remember that you as educator lead the seminar, but that you must be prepared to learn from your participants. ESD is all about humility in seeking knowledge, and you should be ready, willing and dare to learn. ESD can be considered as a 'risky business' where you intentionally push the limits of your knowledge outside your comfort zone. With the support of the group you are able to learn something new together. In the educational sciences this is referred to as a sociocultural learning perspective. Together you move into what is called a proximal development zone, i.e. a zone outside your ordinary knowledge. This means that hand in hand you are learning something new!

6 cornerstones that illustrate how to build an education with an ESD approach.



You must be prepared to learn from your participants.

Typical questions to consider in all types of teaching are:

- Why are we (teachers and students/instructors and participants) doing this?
- What are we supposed to learn?
- Why are we doing this in this particular way rather than in any other?
- What do we want to discover and be able to do after completing the workshop?
- How can we contribute to overall school and societal development?
- How is this leading to sustainable development?

What questions concerning sustainability can you raise regarding these images?



In ESD you ask questions about relevant issues that impact your everyday life at school or in the local community.

If you take your starting point in complex real-life issues, they will have many links between environmental, social and economic aspects. A good way to make this apparent is to take some everyday images and analyse what sustainability aspects can be identified.

Students and teachers at Dhablat Laksman School gather meteorological data and makes forecasts whether there is a risk for a cyclone. If so the message is spread by loudspeakers and repeated by others, across the island.



How to engage people?

Context sensitiveness and meaningfulness of ESD make it locally relevant

Answers to complex issues vary in different contexts – this means that there is no ‘universal ESD’. The deeper meaning of the ESD approach must be worked out, but first of all it must be meaningful for the participants/teachers and their students in the local school and in their daily activities. Participants must understand ‘why’ this is essential for them as teachers, and also be given a glimpse of ‘what’ it might mean or ‘how’ their students and community can be helped to move forward.

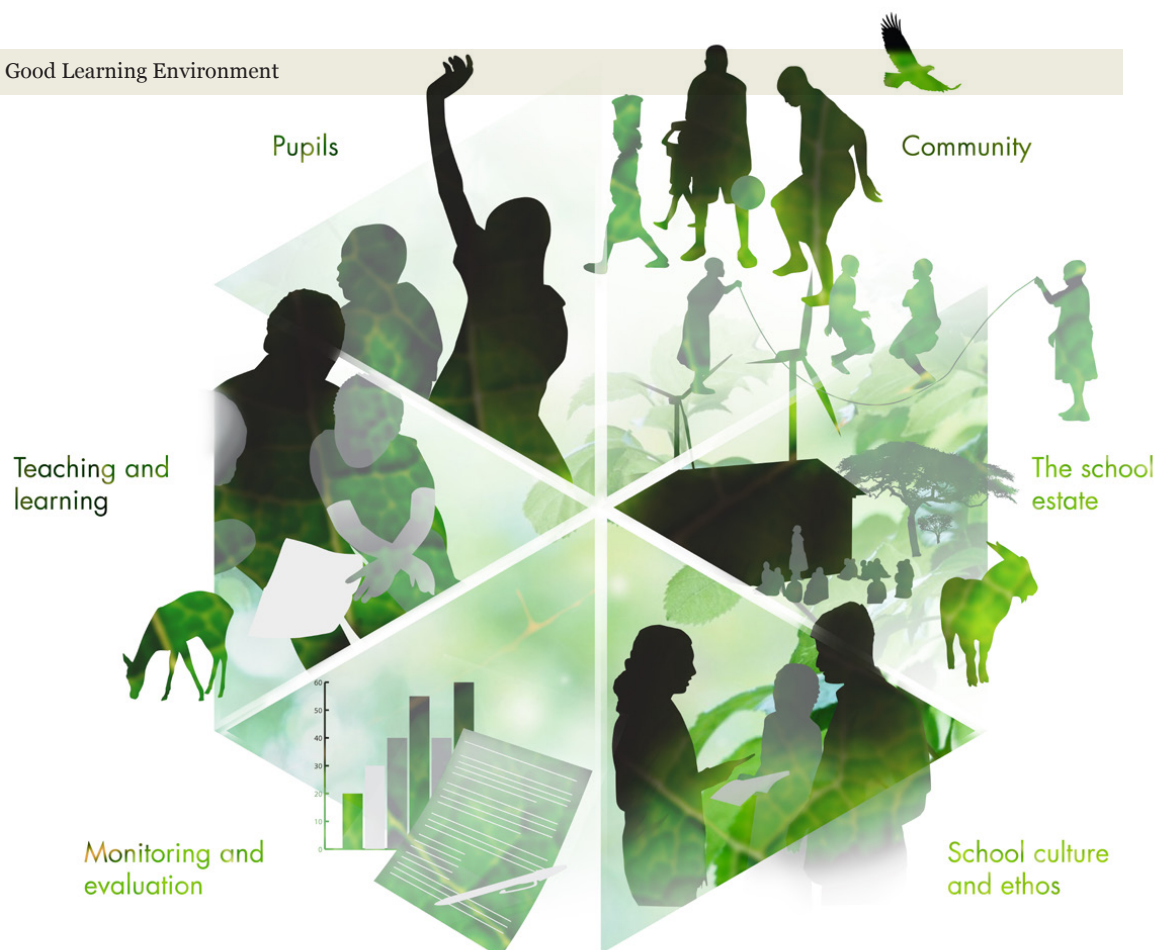
Secure learning environment

In all ESD seminars trainers need to work on their attitude and abandon the traditional role as expert on the subject and become instead a learning guide or facilitator. Focus your discussion on how your training can promote the development of ESD capabilities

Considerable time during a seminar should be dedicated to discussing the question “What is ESD”, where participants ask questions and challenges each other’s ideas in an open-minded way and with a self-appraising “critical friend” attitude. Initially most people look for easy answers but as you learn more increased reflection on the complexity of ESD issues is needed. The discussion should be prefaced by an orientation of how ESD can be applied in different contexts. Before a more profound ESD discussion can take place it is vital that the participants have carried out hands-on exercises that have enabled them to get to know each other and to feel personally “secure and safe” in the learning environment – this will allow them to open up and participate in the discussion in a deeper and more involved way.



Participants walk in concentric circles and answer questions by switching rings. The exercise opens up for an uneasy, no formal dialogue.



An illustration of Whole School Approach in Education for Sustainable Development, WSA. If you develop a school in all these 6 themes, then you have a WSA.

The Whole School Approach for School Development (WSA)

In the transition from Environmental Education (EE) to ESD schools are usually quick to develop physical assets; school gardens, composts, rainwater harvesting, waste management facilities etc. That is a good start, but it is still only a beginning, a first step. It is also quite common to initiate cooperation with the surrounding community. Students take part enthusiastically in schoolyard activities, but this by itself is not enough. They must also get involved in the day-to-day teaching of ordinary subjects in the classroom! Imposing change on teaching and learning and getting the students involved in standard main-stream teaching is the principal challenge in ESD implementation. A part of this change is to work out a common ethos, for example a good sustainable life for everyone in the school/community, by asking questions such as: Why are we doing this? Why do we like doing this together? What is our vision for the school and the local neighbourhood/community?



To take photos now and then is a simple way of documentation.

A documentation of progress

Ownership of identified themes can contribute to making a positive and appreciated change possible in the surrounding community and strengthen a common vision of the future. This can inspire a shared feeling of pride that empowers and underpins student self-esteem and self-confidence. Collaborating in a school ethos and celebrating success generates mutual power and energy! Monitoring the WSA approach might sound boring and tedious but all you really need to do is jot down simple notes and take some photos now and then to illustrate how things are changing. Instead of calling this monitoring you could call it a documentation of progress. You will need this record to show at get-togethers and events celebrating your successes. Remember that change must have positive implications for the future otherwise few actions will be taken.

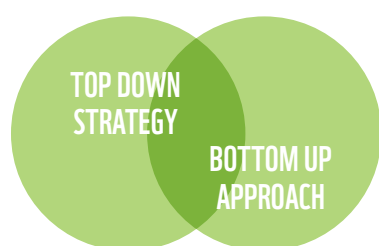
Evaluation and documentation

Discussing assessment is in itself an ESD learning-situation and should not be left out of the basic program. Some simple but crucial indicators should be introduced early.

These indicators of a change towards ESD might be:

- How many hours of greening activities have students taken part in during their normal scheduled activities.
- Number of collaborations with the local community.
- Number of activities initiated by students in both schoolyard and classroom.
- Group work where students to a significant extent have set the topics themselves.
- Assessments where everyone interested in the development of the school is included.
- Activities conducted where the development successes are documented in posters/images.

There are many examples of evaluation schemes (see the self assessment scheme in "Methodologies for the future"). Just as important is to document the achievements you have attained. To write down your personal experiences and what you feel has been achieved. The participating teachers/schools understand their own situation best and will be able to propose relevant local indicators. The set of indicators chosen will reveal the ambitions and the direction of school development where the Whole School Approach (WSA) shows you how to work with a wide variety of issues and how not get 'stuck' in greening and cleaning activities. These activities are valuable but ESD should be a part of the common curricular and pedagogical work in all subjects. ESD is a lifelong approach towards teaching and learning applicable to all parts of society!



How to sustain the work beyond the workshop

There are different approaches that you can utilise. One is a "top down" strategy, targeting policy level and expecting ESD to trickle down to the levels beneath. Another is to establish exemplary model schools that will inspire others to follow – a "bottom up approach". We recommend a combination of these two approaches. Below are some ideas that have worked.

Beyond a workshop - what's next?

Start with the development of model schools in a process well anchored at policy level. In order to inspire trust it is necessary to exemplify how ESD can be implemented at school level. It is not enough to talk about possibilities. We must have results to show. That makes pilot/ model schools a key to success.

The ESD concept demands everybody's participation. This cannot be achieved by a small group of representatives from each school attending seminars. If we are going to promote a significant engagement in the process we need to involve all teachers. That means frequent visits and seminars conducted with all teachers at the pilot schools. When mixing representatives from pilot schools with experienced experts at elevated policy levels the latter will usually dominate all discussion. The teachers will become passive.

In Cameroon the ESD programme started with a national conference involving three ministries and other stakeholders delivering the message: "ESD shall be implemented in Cameroon!"



Addressing policy

We recommend that the main focus of the ESD programmes should be toward the pilot/model schools, but it is just as important to address policy levels. WWF doesn't own the schools. They belong to the education system in the countries concerned. We can only be humble petitioners for school development but that means that our ideas must be anchored at policy level. It is crucial to get support for the programme if achievements are to become sustainable. The purpose of pilot/ model schools is to establish good examples that other schools can replicate, and that requires active participation at the policy level. A strong support at policy level sends a message to participating schools that the programme is important.

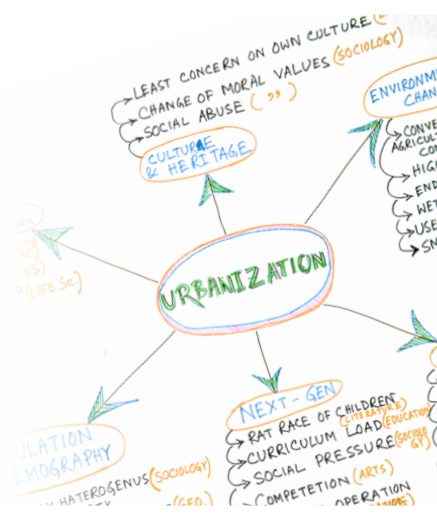
The ESD programme in Assam in India is an excellent example; here WWF supports the development of four model schools to set up good examples how ESD can be implemented in the real world. Experiences gathered in the model schools are communicated to representatives of the DIETs. These are in service training institutions in the 19 districts in the state. Special seminars are conducted for the DIETs to implement ESD at the state level. Each DIET has initiated a pilot/ model school of their own that they support. The programme is supported at the highest political level in the state (Chief Minister).

Implementation of ESD and the national curricula

Teachers sometimes believe that they must teach in the same way they always have done. They believe that this is what is prescribed by the national curricula. There is a risk that they will assume that new approaches and new methodologies are in conflict with policy documents. Usually the situation is just the opposite. Even if the policy documents do not mention ESD they are usually well in line with the tenets of ESD. Quite often people at policy level regard ESD as a way of implementing the ambitions set forth in the national curricula. This must be communicated to the teachers.

It is also important to clearly state that our intention is not to propose an alternative to that prescribed in the policy documents. The policy documents must be followed but they can be followed in different ways. We propose to implement ESD in the schools as a way of implementing the national curricula in the country in question.

Locally Relevant Themes (LORETs) are locally developed plans how to teach a key issue for development in a holistic way, engaging all relevant school subjects. Examples of such themes that pilot schools have chosen are, forests, food security, the cultural heritage in our city, early marriages, flooding etc. Teachers in different subjects working together with development of a LORET have experienced that they also develop the ethos of the school.

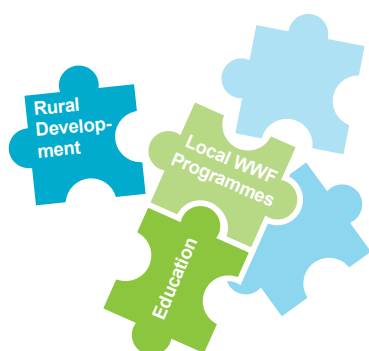


After identifying a key issue for a LORET the necessary content matter is mapped.

Connecting with the community

It is crucial that our ambitions to implement ESD at school level be anchored at community level. This necessitates good contacts at the local political level if we are to achieve a fruitful cooperation between the schools and the communities. If these connections are maintained there is a good chance that model schools will become true ESD schools contributing to sustainable development of the local community. They will also be supported by the local community.

It is important to invite representatives of the local community when holding a seminar at a model school. Maybe some local VIP can open the proceedings formally. This is a good way to anchor our ambitions and it is also a signal to participating teachers that the seminar is important.



Connections to other WWF activities

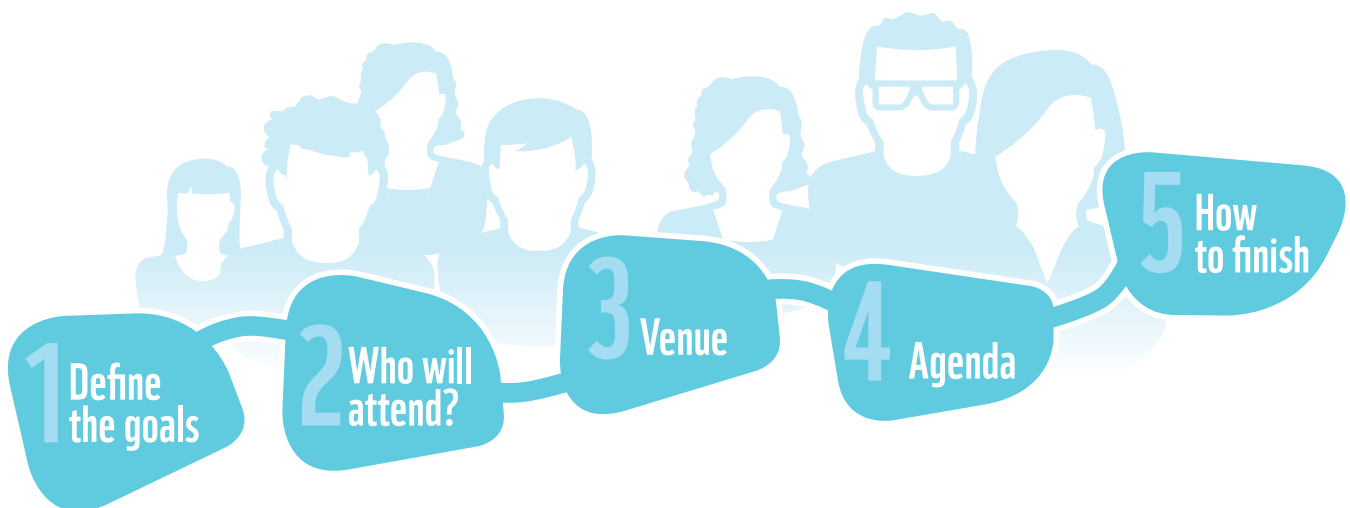
We recommend that education programmes be linked to on-going local WWF programmes to connect to conservation goals, rural development, landscape programmes etc. This brings important content into ESD. It helps schools connect education to local needs. Schools will support WWF outreach ambitions.

The methodologies deployed by ESD are suitable for WWF staff work within communities. By participating in the education programme, WWF staff will become more competent to work with communication issues in these communities.



WWF initiates many activities to reduce human – nature conflicts. When these issues are brought into education half of the population will be reached.

HOW TO DESIGN A SEMINAR/WORKSHOP



Welcome to this part of the manual! Probably you are just in a position to implement a workshop on ESD, Education for Sustainable Development. Then there are some points to consider.

Firstly, you are a facilitator. You should bring participants through the process from A to B. As a facilitator, it is important that you create a safe and positive learning environment. The relationships developed between the facilitator and the participants and the participants themselves are very important. A good facilitator is an enabler of processes and can move people through change.

SKILLS FOR A FACILITATOR



A facilitator ...

- » is a thought mover
- » has big ears, open eyes and a quick tongue
- » is an enabler of processes
- » can move people through change

To facilitate a workshop on ESD you ...

- have to be familiar with ESD (look at the first part of this manual)
- should create participatory, active and cooperative learning opportunities.
- should energize and inspire the participants
- should create a learning environment that is grounded in the experiences of the participants, and engages them in active learning
- should take into account that participants wear on different learning styles, which means that we all learn differently and a workshop should be as varied as possible
- should have reflection as an important element of the learning environment

5 STEPS TO IMPLEMENT A SUCCESSFUL WORKSHOP

1. Define the goals

Every workshop or seminar must have a clearly defined goal: One example; "To deepen knowledge about ESD in both a theoretical and practical way at pilot schools". The objectives must be established well in advance so that the programme can be designed accordingly.

2. Decide who will attend the seminar/workshop

OBJECTIVE: Knowing who will attend directly relates to your objective. It's good to invite participants with various kinds of experiences and with different perspectives. For example, if you want to implement "Entrepreneurial learning" in school work you must invite teachers. Is the view of knowledge such that an individual will create and develop his/her knowledge together with others?

SELECTION: Participants must be carefully selected, invited and asked to confirm their attendance well in advance of the seminar.

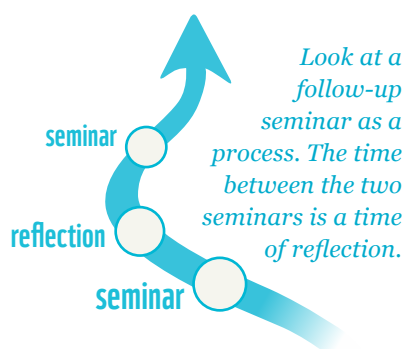
OUTREACH: There must be an outreach programme connected with every seminar. We cannot train all students but we can train teachers that will train students during the years to come.

The principal/headmaster

Implementation of ESD at school level is a teamwork that requires the engagement of all teachers, students, parents and the local community. All are needed. Sometimes it happens that principals do not participate in seminars because they feel the pedagogical task is up to the teachers. They regard themselves as administrators. At such schools there is usually not very much progress. Our experience is that schools that are successful in implementing ESD are usually schools with a principal who is a strong pedagogical leader. The principal is crucial as an inspirer and coordinator.

A continuous process

Sometimes special groups at policy level are addressed. An initial seminar might introduce the ideas behind ESD. A second step might be a follow-up seminar to develop methodologies and a third seminar could be dedicated to the development of local curricula etc. If this is the case the participants must be the same in every seminar. If the participants change it will be necessary to hold an introductory seminar over and over again. A process that, step-by-step, fosters understanding and capacity means that the same individuals should take part each time.



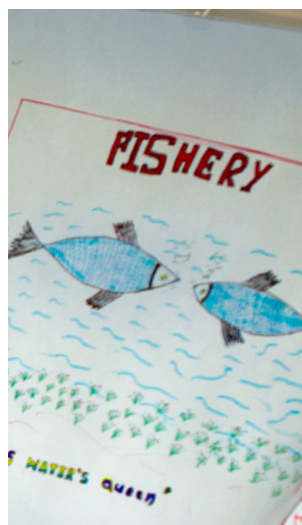
Mr Santanu at Dhablat Laksman School always talks about his role in supporting teamwork between students, teachers, parents and the local community.

The principal is crucial as an inspirer and coordinator.

When do you think you need a facilitator?

- When the participants do more than just listening.
- If the discussions can become a facilitated discussion.
- If you can't make a decision.
- If you want to have collective decisions.
- If you are stuck discussing the same stuff.
- If you need to explore and learn more – thinking is not being expanded.
- If you have a conflict.
- If you want to show good governance; participation and inclusion.

A Small Scale Business seminar in India, to initiate business initiatives in teaching in the schools as well as in the local communities.



Hybrid seminars with wide focus

The worst scenario is a seminar for participants with different levels of expertise; some who possess a good understanding of sustainable development and others who do not yet have that understanding, some familiar with ESD and others for whom it is a new concept, some attending a seminar for the first time and others wishing to follow-up previous seminars. Some literate and others illiterate. Such a seminar will not be successful.

Special courses

It is possible to conduct a seminar that targets a special topic for a group that has not participated earlier, but in that case the programme must be adapted to include basic concepts as a platform for the specific theme. As an example a seminar in Small Scale Business for a new audience must also include some presentations and exercises introducing sustainable development. WWF's mission is not to support business enterprises as such, but to promote the development of environmentally friendly, sustainable, small-scale business initiatives in order to achieve sustainable development. That requires an understanding of the context and an explanation of why we support this kind of development.

Invitation

Invitations to participants must be sent out far in advance. It is not acceptable to invite participants by telephone the day before the seminar. There should be a clear understanding that those accepted for a seminar are expected to participate during the entire proceedings and to be at the venue when the seminar starts and to stay until it is finished.

Attendance

Sometimes participants will wander in and out of the seminar as they are engaged in parallel activities. Since a seminar is built up as a process each presentation and exercise builds upon the previous one. When participants come and go, some steps will be missing. You cannot climb a ladder where if some of the rungs are missing.

If there is a risk that some participants will attend the seminar sporadically, it should be clearly spelled out that everybody is expected to attend all the time. Another approach is to choose a distant location for the seminar that makes it impossible to come and go during the proceedings.



ESD calls for a variety of methodologies which means that the venue must be flexible.



3. Venue

When you plan the workshop, consider your objectives, content and participants and then choose the best location. The facility should resemble to the facilities usually used by the group in focus. Seminars with model school staff are preferably held at the schools. What is important is to have a venue that is flexible and that can be adapted to the requirements of a particular seminar.

It is also important that the facility has sufficient capacity and undertakes to serve meals at the times agreed upon. We recommend that you visit the facility the day before a seminar to set up suitable arrangements. It is also important to check that worksheets have been copied and that other necessary equipment is available – LCD projectors, white boards, flipcharts, crayons etc.



4. Create an agenda

When you have established your goals and decided which participants you are targeting you are ready to start developing the content of the workshop. The overall structure and content must be appropriately designed and underpinned by logical scaffolding, calculated to speak to the question: What is the main purpose behind the seminar?



Pedagogical questions to be answered are:

- Why is this seminar being held (its underlying purpose)?
- What are the long term aims, what type of content is used (facts, concepts, attitudes – hard or easy to grasp, to get involved in – a suitable combination and variation)
- What methods should we use (PowerPoint presentations, exercises, group activities, discussions)?

ESD criteria to consider when designing a workshop

1. Is the workshop embraced on all three aspects of sustainability - environmental, social and economic?
2. Is the view of knowledge such that an individual create and develop his/her knowledge together with others?
3. Emphasizes a holistic approach?
4. Is a democratic approach stressed?
5. Is the focus on individual and joint reflection?
6. Emphasizes critical thinking and seeing the world from different perspectives?
7. Is the assumption that learning takes place both in formal, informal and non-formal education?

Creating a pleasant atmosphere

It is vital that the workshop starts off with a well-focused welcome that clearly sets forth the objectives of the seminar and the aspirations and expectations that you have as leader. Participants need to feel that they are welcome and that their presence is vital for the success of the workshop. It is a good idea to introduce a collaborative activity quite early on in the proceedings, perhaps directly following the introductions. Doing hands-on exercises together helps loosen up the atmosphere. If participants do not know each other beforehand the initial phases of a seminar can be quite stressful and any tenseness in the air should be handled with humility and warmth.



Active participation promotes engagement.

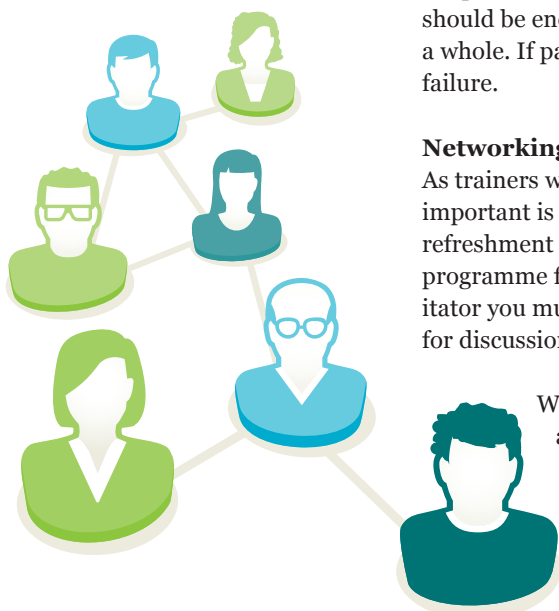
ESD is very much about participation.

Involve the participants in an active way

A good workshop has of course been planned well in advance but you must also recognise the importance of participants input that you cannot know about beforehand. Participants bring content from their professional perspectives and it is vital to set aside time in the schedule for this. ESD is very much about participation, experience sharing and democratic working methods and these are time consuming. All participants, including the trainer, need to develop their ability to learn, listen, argue, make decisions, debate and to evaluate, analyse and should be prepared to meet contrary opinions and to get very few simple answers to complex ESD issues. People attending the workshop often have extensive teaching experience, and they should be encouraged to present this for scrutiny that will enrich the workshop as a whole. If participants are not involved actively you risk your workshop being a failure.

Networking between participants

As trainers we usually place too much emphasis on our own contribution. Just as important is the networking that takes place between participants. That makes refreshment and lunch breaks important. It is important to set aside time in the programme for discussions and presentations by participants. As trainer and facilitator you must be open minded and prepared to cut in the programme to open up for discussions when needed.



When participants have travelled some distance to the seminar venue and are staying the night an evening programme is appropriate. Not a heavy programme full of theoretical presentations but an evening programme with joyful exercises and networking. This is a perfect time for experience sharing between participants.



In ESD a variety of methodologies are needed; presentations, experiments, games, roleplays, dramas, music etc.



Vary the day!

A successful seminar consists of a varied mix of activities such as presentations, exercises, and discussions as well as an exchange of experiences among participants. It is also important that the seminar is joyful. If you are enjoying yourself you are open for new learning experiences.

A multiplicity of different inputs that combines new concepts and innovative knowledge and where theory and practice go hand in hand offers a varied buffet. If at all possible, leave the venue and go outdoors to carry out some of your activities. It is ineffective to keep on doing the same type of activity the whole day long without varying your location. A good trainer 'reads' the participants and attempts to adjust and change the program reactively to keep the energy level high in the group at peak levels.

Introduce a topic in an understandable way

When making a presentation the challenge you face is to present a complex issue in an understandable way. Too often trainers make their presentations on a "high scientific level" by using many abstract concepts and technical terms. The result might be participants believing that the trainer might be knowledgeable but that they themselves understand nothing. The challenge is to support the participants in developing an understanding. Complexity and uncertainties must remain but the participants need support to develop a basic understanding. The issues should not be simplified but they should be presented in a simple, straightforward and understandable way. If too many detailed facts are brought up that might prevent understanding.

We need to leave the classroom and use the schoolyard as well as the local community and the natural surroundings as learning grounds.



How to use PowerPoint presentations

When using PowerPoint (ppt) presentations, do not overload them with text. A slide with too much text will not be read by anybody. If you need a manuscript for your presentation do not put it on a PowerPoint slide. Texts in a slide should be concise and straightforward. Slides and images complement your vocal presentation. Try to create interplay between your imagery and your vocal presentation. These should complement each other but not express your message in exactly the same way. If you are making a joke you can convey the serious side of things with an image. If you are saying something very significant you can strengthen your message with a humorous image but it must be in line with what you are saying.



During refreshment breaks participants get a chance to network and that is just as valuable as the official programme.

Times for start and breaks

Sometimes the facilitator is over-ambitious and decides to start the seminar early only to find that many participants do not come before an hour or two later. The facilitators dedicate 30 minutes for lunch, but participants do not return to the seminar until an hour has passed. The facilitator restricts refreshment breaks to 15 minutes but participants take 30 minutes or more. This means that the programme must be continuously amended. A lot of the planning that has gone into the seminar will have been in vain. Worst of all, punctual participants will have to sit around waiting for the seminar to begin. This is no way to host a successful seminar.



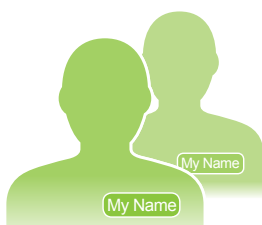
A refreshment break should last around 30 minutes and a lunch at least one hour.

We strongly recommend that you avoid setting an unrealistic schedule. No educator wants to start before all participants are present. If you do that there is a risk that a lot of people will have missed the whole point of the seminar as they will have missed crucial steps in the beginning.

Do not shorten refreshment or lunch breaks. Breaks are needed and they give participants an opportunity to network. A refreshment break should last around 30 minutes and a lunch at least one hour.



*The interpreter is the ear
and voice of the trainer.
This is a demanding task
for professionals.*



Interpreter

The interpreter should preferably not be a facilitator. The interpreter does not need to know the content of the issue at hand. What is needed is good knowledge of the local and English languages and proficiency as interpreter. The interpreter shall communicate exactly what is said and nothing else. Interpretation is a demanding profession usually not understood and respected. Make sure work sheets and presentations are translated to the language to be used during the seminar.

Nametags

It will be easier for participants if everyone displays a nametag. Use bold and distinct lettering so the tags can easily be read at a distance.

Elements of success

To circumvent problems with people arriving late and not respecting the schedule, you might want to start the workshop by agreeing upon rules for the time you will spend together. You can call this part of the programme “Elements of Success”. After a short discussion you’ll have a list of several points.

The following points are just examples:

- let the person speaking come to the point before you start asking questions
- when somebody is speaking, just listen, don’t talk or do other things
- don’t use a mobile phone during the seminar
- be on time
- everybody is expected to attend all the time
- everybody should take notes
- all PowerPoint presentations will be shared
- etc.



5. How to close a workshop

A final summary

Endings are also important. A good seminar must have an upbeat ending! Your summary should be held in a 'light' vein with a philosophical or humorous twist. Poetry, interesting images, and fairy tales are good things to have in your repertoire, in other words things that touch people and put them in a good mood. The final impression often colours the entire seminar.

If at all possible, give the participants an idea of what is coming next in the project/process. You can call this a follow-up plan. This might be a coming seminar, a newsletter or a group mail. Something that ties the seminar to future or on-going events makes the participants feel that they are part of the process and that this specific seminar is not a just transient episode.

Create a questionnaire to give to all participants at the end of the seminar, to find out if the workshop was successful.



A nicely designed formal certificates give the seminar a higher status and strengthens the participant.

A quick and easy evaluation of four steps:

The participants receive small papers.

1. Start by marking a plus sign +. Write down two things that were positive during the workshop.
2. Highlight a minus -. Write down two things that were negative.
3. Select an exclamation mark! Name one thing that was especially interesting.
4. The facilitator collects the notes and summarizing the comments on a flip chart or similar. What are the next steps?

Sharing knowledge with participants

The presentations used during the seminar should be shared with participants to promote outreach activities. Distribute a DVD or use Dropbox or a similar service.

Documentation of conducted activities

As the trainer or facilitator of the programme, you must carefully document all activities. It is not enough to just archive the programme. You must document what really took place. Usually you will need to change the programme during the seminar to adapt to different circumstances. After the seminar is over you believe you will remember what you did. You will not! When it is time for next seminar with the same group you must be sure you do not repeat the same activities or presentations.

Good luck!

When you are designing a workshop, then think about to ...

- ensure level of ambition is appropriate for audience, group, task, time and outcomes
- think about "what if?"
- test the activities and questions
- have back up plans/activities
- plan in extra time
- keep in mind that it takes twice the time to design as to deliver ie two days for one day workshop
- use the opening/exploration/closing process for design
- check your content against ESD criteria
- know your group
- what equipment is needed
- how will you design the meeting room
- design in time for reflection for example a quick pulse check

Supporting materials



Please go to our website wwf.se/education and look at following materials:

- Learning sustainable ways
- Methodologies for the future
- Handbook in Entrepreneurship
 - how to start an eco-friendly small-scale business
- Handbook in Local Relevant Themes LORET
- Sustainable schools
- From vision to lesson



About the authors

Staffan Svanberg is a Swedish teacher with 22 years of teaching experience. He is a specialist in Environmental Education (EE) and Education for Sustainable Development (ESD). During the last 15-20 years he has worked with school development projects in 17 countries outside of Sweden and he has conducted more than 250 seminars in those countries, for policy makers and teachers. Staffan is a member of the Institute for Research in Education and Sustainable Development based at Uppsala University (IRESD).

Per Sund is a senior lecturer in science education at the School of Education, Culture and Communication (ECC), Mälardalen University. Per's particular research interest is EE/ESD, often from a teacher perspective. Per is a member of the Swedish National Network for Researchers in Education and Sustainable Development. He is the Link Convenor for network no 30, Environmental and Sustainability Education Research (ESER), at the European Association of Educational Research (EERA). Per coaches teachers and teacher students in Education for Sustainable Development at a national as well as an international level.

Editor in chef: WWF Sweden

Author: Per Sund and Staffan Svanberg

Contribution: Ann Finlayson, SEEd, London

Photos: Staffan Svanberg,
Germund Sellgren (page 1), Vivek R. Sinha / WWF-Canon (page 9)

Illustration on page 2,6 and 21: Mattias Käll

Format and design: Brandline AB

Published: 2014 by WWF Sweden

Copyright: WWF and the authors, 2014

All right reserved

WWF is one of the world's largest and most experienced independent conservation organizations, with over 5 million supporters and a global network active in more than 100 countries.

WWF's mission is to stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature, by conserving the world's biological diversity, ensuring that the use of renewable natural resources is sustainable, and promoting the reduction of pollution and wasteful consumption.

SIX CORNER STONES

1. Lifelong learning

The progress towards a sustainable society is a continuous process where we constantly have to reflect, rethink and reform. It will require a lifelong learning.

In what way can you, as a facilitator, support the participants to rethink and be innovative?

6. Different perspectives

People develop different perspectives depending on when and where they are living.

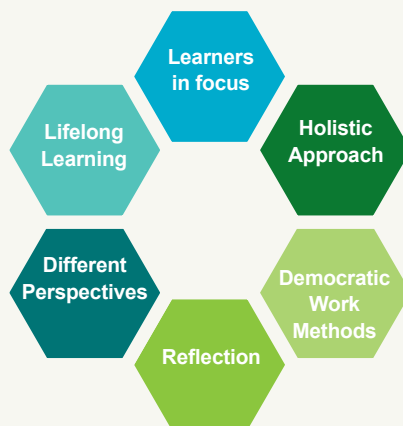
Today we can follow what is happening in foreign countries whenever we like. We can communicate at lightning speed by means of mobile telephones and the Internet. At times we live in a borderless world. In terms of education this means cultivating openness to different perspectives and points of view.

How do you manage the participants to look at the world with open eyes from different perspectives?

2. Learners in focus

I create knowledge in a lifelong learning process in conjunction with my social environment. Learning takes place all the time, and in a social and cultural context.

Of what importance is a participant's pre-knowledge, questions and knowledge emphasized during the workshop?



5. Reflection

Reflection can take many forms. It can be a quiet, continuous and inner dialogue. It can also be a structured discussion with others. The forms can vary. Listening, talking, writing, artistic creativity, and so on, are important tools in the reflection process.

In what way do you encourage the learners to think in a critical way and develop visions for a sustainable future?

3. Holistic approach

An Education for Sustainable Development that feels relevant, meaningful and is based on reality is facilitated by a holistic approach.

How can you link environmental, social and economic aspects when you for example are facilitating?

4. Democratic work methods

Sustainable development presupposes participation and commitment on the part of everyone. We affect social development in our different roles, as consumers and producers, and as politicians and voters. We are not naturally democratic. Democracy is something that we have to learn in our formative years.

Emphasizes you as facilitator that democratic methods are used during the workshop?



FACILITATION PLAN

Date:

Client:

Overall purpose of event/process:

Participants:

Time	Objective/purpose	What? (activity)	Who?	Outputs	Resources

Five questions on “How to design an ESD workshop”

THREE ASPECTS OF SUSTAINABILITY

Is the workshop embraced on all three aspects of sustainability - environmental, social and economic?

SOCIAL LEARNING

Is the view of knowledge such that an individual create and develop his/her knowledge together with others?

HOLISTIC APPROACH

Emphasizes a holistic and democratic approach?

REFLECTION

Is the focus on individual and joint reflection?

CRITICAL THINKING

Emphasizes critical thinking and seeing the world from different perspectives



Why we are here

To stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature.

www.panda.org

This document has been financed with the support of Sida, the Swedish Agency for International Development Cooperation. Sida does not necessarily agree with the opinions expressed for the content.