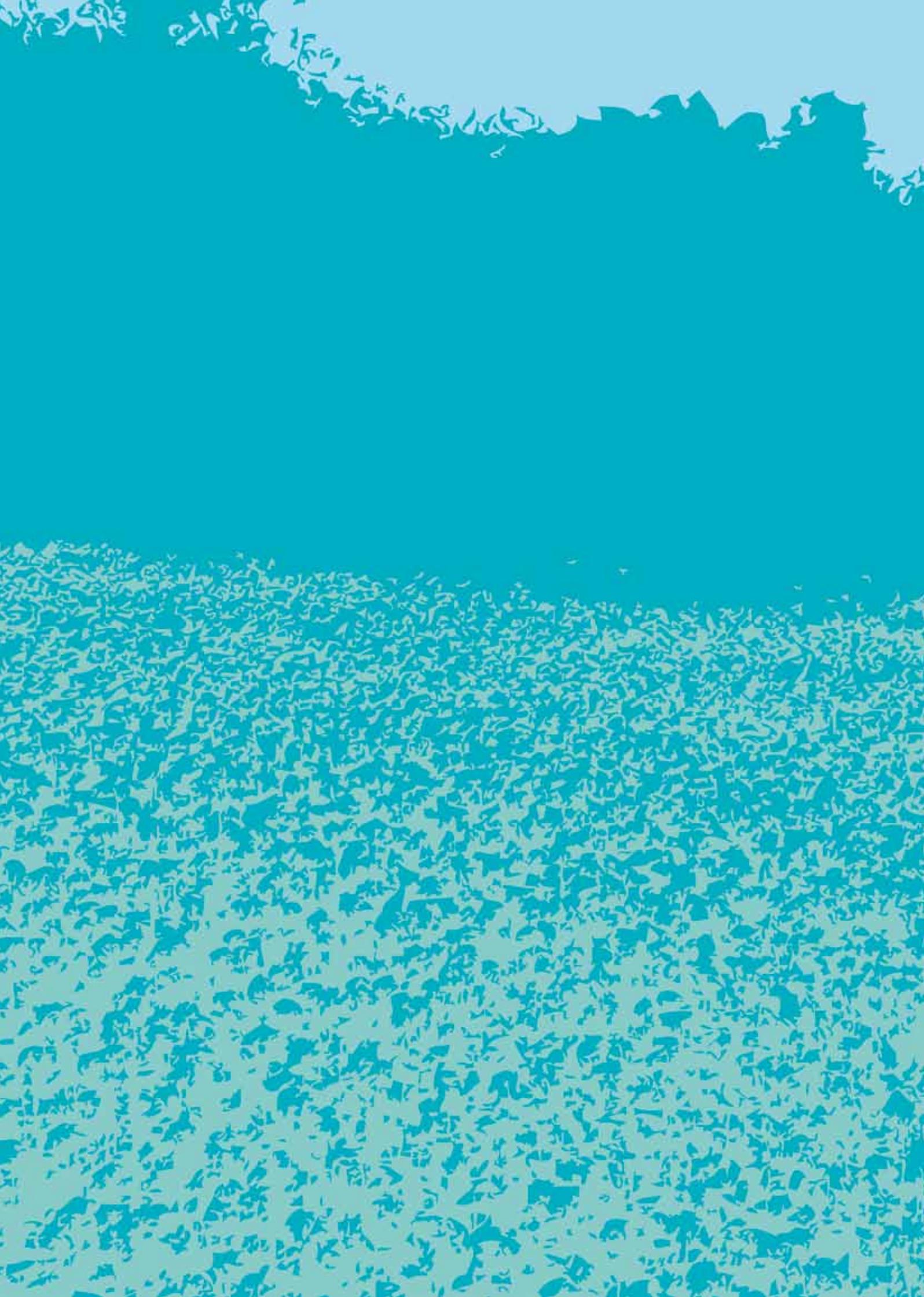


Environment and Civil Involvement

How Can We Connect Education for Sustainable
Development and Active Citizenship
Empowerment?

A Handbook by EcoLab



Arpine Galfayan, Sebastian Wehrsig, Nils-Eyk Zimmermann

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Citizenship Empowerment?

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A joint publication of MitOst and the program partners of EcoLab Armenia

MitOst

**Theodor
Heuss
Kolleg**

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Sustainable Development in Civic Education

Sustainable development, global fairness, and environmental protection are topics that are generally accepted as relevant to wide audiences today. And this implies not only green-party voters from the trendy parts of Paris or Berlin driving their hybrid cars to the next organic supermarkets. It also includes animal activists from Spain. Policy experts from Central Asia who regulate national security and water management. Or activists in Armenia who actively oppose mining companies' practices.

Even in everyday life and politics, these topics are frequently subjects of discussion. The more citizens, political figures, and media address ecology and sustainable development, the more people reflect on their visions for sustainable society.

With this handbook, we want to motivate people to think about and participate in sustainable development and civil activism. It outlines a model for a program for Education on Sustainable Development that focuses on the empowerment of young people for volunteer project work. This model is called EcoLab and is a joint program of the Theodor-Heuss-Kolleg and its four Armenian partner organizations, The Institute for Democracy and Human Rights, Journalists' Club Asparez, Peace Dialogue, and Syunik Benevolent NGO.

The first chapter provides a brief overview of the idea of sustainable development (SD), definitions of it and models used to explain it. We also investigate how involvement in sustainable development is connected to the idea of civil society.

The second chapter is an introduction to the most important strategies, challenges, and problems concerning sustainable development in Armenia, where we have developed the program EcoLab. Armenia also serves as an example to show what challenges are raised when one seeks to implement global goals under the economical, political, and

social circumstances in a country that does not have a long tradition with environmental issues.

In the later chapters, this handbook offers tools for the next steps – using visions and inspiration to create concrete action. The United Nations has popularized citizens' actions with "Education on Sustainable Development." The Theodor-Heuss-Kolleg's background is in education on civil involvement. We introduce EcoLab's qualification concept as a synthesis of both and offer inspiration on how to implement non-formal education activities as a facilitator. Every step in our qualification model includes a model for trainings and methodological inspiration.

In the last chapter, we offer you an overview on other inspirational sources and organizations that are helpful in implementing dynamic and creative non-formal educational activities.

We have written this handbook based on our experience in facilitating meetings on sustainable development, civic education, and project management. You might use some of the ideas and advice you find in this book. But without question, you will also have your own experiences, you will try out new methods, feel inspired by your participants' projects, and get to know interesting people involved in sustainable development.

We are curious to hear about your ideas, methods, and experiences: ecolab-handbook@mitost.org

Arpine Galfayan,
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Nils-Eyk Zimmermann

Theodor-Heuss-Kolleg

The Theodor-Heuss-Kolleg supports young people who want to become engaged as active and independent citizens. It provides seminars, further education, support for volunteer work in projects, and guidance through mentorship. With its empowerment concept, the Kolleg concentrates on individuals' personal development, strengthening their social skills, and encouraging them to assume responsibility. In its areas of focus, it works collaboratively with partners in local or cross-border programs. It is a program facilitated by the Robert Bosch Stiftung and the MitOst Association.

www.theodor-heuss-kolleg.de

Institute for Democracy and Human Rights (IDHR)

IDHR aims to contribute to the development of democracy in Armenia based on the principles of human rights, social justice, and solidarity. IDHR's mission is to empower and mobilize actors of social change in the country, and its main focus is on the youth. IDHR conducts civic education for young activists, supports civic self-organization and community work, and provides analyses and monitoring of public policies, all with a focus on social and economic policies. IDHR has been active in Save Teghut and other environmental and human rights campaigns; it works closely with a large number of activist groups.

www.organize-now.am

Journalists' Club Asparez

This organization promotes and protects journalists' professional rights and interests. Freedom of speech is its primary focus – "Asparez" organizes press conferences and discussions, professional development and capacity building, and monitoring and analytical activities. It has been involved in anti-mining campaigns, especially for Save Teghut.

www.asparez.am

Peace Dialogue

The organization's mission is to support the active participation of civil society in the processes of peaceful conflict resolution and promotion of respectful dialogue among members of conflicting societies, with the long-term aim of contributing to peaceful regulation and prevention of new conflicts. Peace Dialogue has been active in the Save Teghut campaign.

www.peacedialogue.am

Syunik Benevolent NGO

Syunik NGO implements various projects that aim to develop and strengthen local communities. These projects foster youth development, rural development, provide health aid and legal aid, and offer education and training to students and community members (language and computer classes, various thematic club activities).

www.syunikngo.am

Sustainable Development

Don't you sometimes think that the term "sustainability" has become so green-washed that it's losing its color? For example, for the eighth year in a row, BMW has been the "Dow Jones Sustainability Index Leader." Really? Hearing this news, an Armenian peasant selling his wares at a local market became green with envy. For him, sustainability has been an existential principle for 30 years, but it is not often part of any big campaign. Non-governmental organizations, trusts, and politicians compete for the position of intellectual, capitalistic, and spiritual world leader in sustainability. What is driving them?

We've asked ourselves this question as well, what is driving us? It is the action component. We think that sustainability has the most impact in everyday actions. For example, every citizen should have the capacity and freedom to influence whether regional food production should continue or low-priced, standardized, globalized production should come out on top. In finding solutions to such political dilemmas, abstract terms like sustainability become more meaningful by proving how relevant they are.

The first chapter gives a short overview of the genesis of the term and the elements that compose the idea of sustainability. By demonstrating our understanding of another abstract term - "civil society" - we want to point out which actors contribute to sustainability - and how an individual's or a minority's concern can become the subject of a broad social discussion, leading to far-reaching decisions.

So, what does sustainability mean? A few brief definitions will allow us to locate the term more precisely

“Sustainability is improving the quality of human life while living within the carrying capacity of supporting eco-systems”

IUCN/UNEP/WWF¹

“Sustainability is friendship among generations.”

Robert Spaemann, German Philosopher

“We do not inherit the earth from our ancestors, we borrow it from our children.”

Quote of unclear origin²

The most popular and most widely accepted definition comes from the World Commission on Environment and Development (also called Brundtland-Commission, named after its chairwoman, the former Norwegian Prime Minister Gro Harlem Brundtland). In its 1987 report, the commission concretized it more precisely:

“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”

Brundtland-Commission³

The Commission established two key concepts in its definition: The concept of *needs* – without needs there is no need for sustainability. The other is the idea of *limitations*: Without limitations, present and future needs cannot be fulfilled.⁴

As you might have noticed, the first definitions are about *sustainability* but the last one is about *sustainable development*. So what is the difference? While sustainable development is a process of societal change, sustainability is the result of this process, a status.⁵

How will this distinction make its way into your practice as a facilitator? As a facilitating person in active citizenship education, you foster sustainable development by empowering, qualifying, and motivating people for civic engagement.

On a societal level, such an effort is one of many contributions to create a sustainable society. And when your encouragement leads your participants to become involved as active citizens – and remain involved – it means that your approach is also sustainable.

Since we see facilitators as playing an active role in the learning and *empowerment process*, we prefer to use the term sustainable development.⁶

At this point you are aware of various definitions of both sustainability and sustainable development, and you know the difference between the two terms. To aid in the understanding of sustainable development, to explain it to your participants and discuss it, models can be used to put sustainable development into a context and give it structure.

However, you should always keep in mind that models simplify complex reality (in order to make it understandable) and therefore never include all its aspects.

The Four Circles of Sustainability

Most models of sustainable development are multi-dimensional, which means they involve different spheres of human life. The most popular model shows that a society's sustainable development is carried by its social, economic, and ecological demands – it is a broad and interdisciplinary concept.⁷ The three pillars are linked and influence one another.

The *social* aspect involves the way we live together and how we organize our social coexistence. This includes politics as a framework for living together, common rules within the law, human rights, respect, and democratic values.

The *economic* aspect is about the way we work

Sustainable development is a process of societal change, sustainability is the result of this process, a status

and create wealth. How do I organize my business – a small shop, a company, or even an NGO – to earn money? How do I meet my clients' needs? What kinds of values do we want to create – merely profit? Or are there other values at stake, for example well-being?

The *ecological* aspect concerns the environment. This involves natural resources like water, fresh air, soil, and energy, but also animals, plants, and mountains. Since the environment is the basis for all life, some experts say this is the most important aspect of sustainable development.

Working in international and intercultural contexts and with participants from diverse backgrounds, we see *culture* as an extra specific category. The cultural aspect involves the way we behave and treat one another. This can refer to traditions in a certain country or region, religion, education, sexual orientation, or even hobbies.

We also employ the concept of *fairness* in our model of sustainable development. It includes an *intergenerational* and a *global* dimension. To put it simply: We should live in a way that also allows our children (inter-generational fairness) and other people (global fairness) to live good lives.

If we use natural resources carefully (such as with renewable energies), act considerately of others (by buying goods that have been produced under fair conditions), and rethink some of our standards of living (such as the model of economical growth), we are confident that this will be possible.

An action, project, or organization acts sustainably and fosters sustainable development when all aspects are taken into account. This is symbolized by the star in the middle of the model.

Critical Aspects of Sustainable Development

We do not promote the term “sustainable development” without a critical eye. Thus we suggest that critical reflection on this concept also be part of meetings or trainings.

Sustainable Development – a New Idea?

The idea of Sustainable Development has its origins in forestry and fishery. European authorities and people in the 18th century faced a **timber shortage** and developed ideas as to how to deal with this problem, like the mining officer **Carl von Carlowitz**. In 1713, he realized that most trees in his part of Germany had been cut down to build wooden constructions for mines and to create fields for agriculture. The forests could not recover quickly enough and soon there would be no trees left. Grasping the implications of this situation, he made a plea for sustainability: Only as many trees should be cut down as could then **re-grow to replace** them.

About 250 years later, the 1970s environmentalists' movement expanded the idea of Sustainable Development to other fields of human life. One important milestone was the book **The Limits to Growth** by the Club of Rome, which reflected on the increase in world population, growth of economy, and environment pollution on a global level. In 1987, the UN's **Brundtland Commission** published its report **Our Common Future**. This opened the discussion to global politics and wider audiences. Another important milestone was the United Nations Conference on Environment and Development in **Rio (1992)** with ideas about implementing Sustainable Development on the local level (local agenda 21) and through Education for Sustainable Development (ESD). Further UN milestones have included the **Millennium Declaration** to reduce poverty and foster education and cooperation between rich and poor countries (2000), as well as the climate conferences, e.g. in Kyoto (1997) and Durban (2012).



Figure 1. Four Overlapping Circles of Sustainability

Complexity

Sustainable development is a very complex term. It tries to bring many different aspects together under one roof. As a result, it is difficult to provide education on sustainable development and to act sustainably in everyday life.

However, since we live in a complex world with complex problems and challenges (poverty, energy supply, globalization, climate change, discrimination etc.), we need solutions that can speak to this complexity.

We offer a concept that includes both the negative and the positive aspects: Questions of whether or not it is possible to live sustainably in everyday life and how this could be done concretely can be very inspiring for your participants.

Ambition

Sustainable development is based on preconditions that are not easy to fulfill and that do not exist everywhere. Working mechanisms of democracy and a democratic culture are helpful for putting

sustainable development into practice. Or respect for human rights and peaceful coexistence with neighboring countries.

The example of Armenia can give you an impression of the challenges Armenia and other societies face. In dramatic conflict situations, no one cares about social policies, economic fairness, or ecology. Furthermore, when democratic mechanisms do not function properly, people are excluded from decision-making. And some parts of the elite are more concerned with other developmental topics – especially their own personal ones.⁸

At this point, we want to emphasize once again a balanced discussion of social, cultural, political, and economical realities.

Open to Abuse

Sustainability is a neutral term. Advertisements and newspaper articles will depict everything from sustainable toothpaste to sustainable car engines to politicians' pleas for sustainable efforts to overcome the crises.



The abstract concept implemented in your environment.

Which preconditions are necessary to establish or foster sustainable development in your village, city, region, or country? Do people in your region need sustainable development? How can they develop an approach that suits their concrete needs?

Realistic Sustainable Development. Discuss the positive and negative aspects of Sustainable Development. How possible is it to implement Sustainable Development in your everyday life? What can be done concretely in your household, your project or city? What might you have to give up?

Therefore, we sometimes discuss greenwashing, what means labeling things as sustainable merely in order to sell them. What is the difference between sustainability and greenwashing? And how can your participants learn to distinguish greenwashing from real efforts to strengthen sustainability and sustainable development?

Eurocentric

Some critics argue that sustainable development is a Eurocentric concept, popularized by a jet-set of liberal European politicians. Even though global equality and the needs of poorer countries are important issues within sustainable development, it is based on the Western idea of development. It is often connected to the belief in knowledge through scientific methods and critical thinking. Thus, sustainable development contributes to “a cultural asymmetry between the ‘West’ and the ‘Rest.’”⁹ Traditional knowledge, particularly non-Western knowledge, is seen either as “backward” and problematic or romanticized as “sacred wisdom” and therefore considered in terms of its future value.¹⁰

But at the same time, sustainable development is compatible with many traditions, cultures and religious principles throughout the world. All religions address the question of the relationship between mankind and nature. The Koran emphasizes nature as a gift from God that mankind has to maintain, Buddhism sees humans embedded in nature, and

Christian churches have started to criticize the Western idea of consumption and unlimited growth over the last few decades. Other examples of non-Western influence on sustainable development are the Living Democracy Movement in India and the Islamic Convention on Sustainable Development that emphasized the need to fight against poverty in 2002.¹¹

In the end, it is important to open the concept of sustainable development to different cultures in order to develop global ideas. Which ideas work for your society? Where do you see ideas of sustainability in your culture, religion, or society? How can you integrate aspects of your culture into the concept of sustainable development?

Sustainable Development and Civil Society

Sustainable development and civil society both have positive components but rather unclear definitions. This chapter will provide a brief overview as to what civil society means and how it is connected to sustainable development.

Vandana Shiva's Living Democracy Movement
www.navdanya.org/earth-democracy

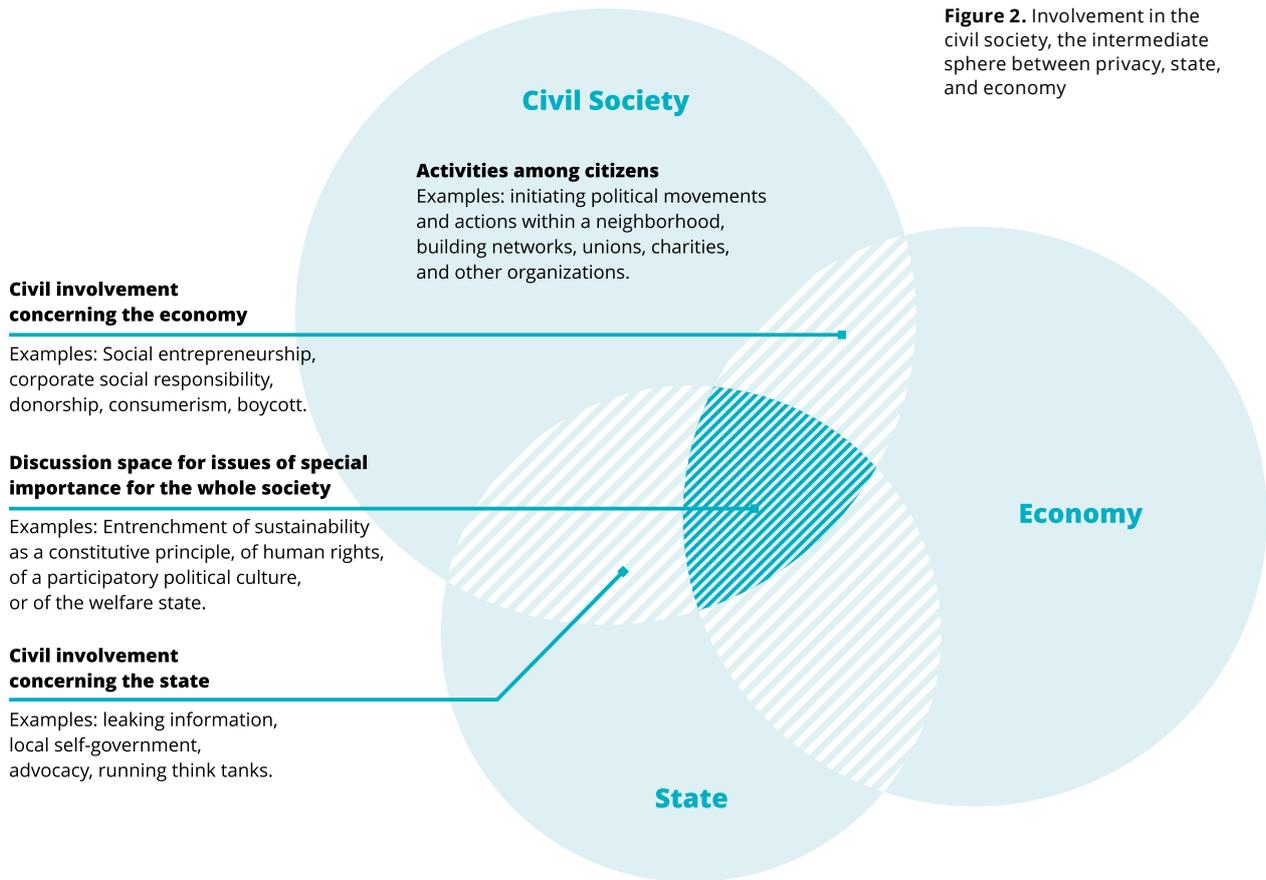


Figure 2. Involvement in the civil society, the intermediate sphere between privacy, state, and economy

Civil Society as a Third Sector

There are several different notions of civil society. One popular and narrow understanding of it describes civil society as a third sector located between the state (first sector), the economy (second sector), and private life, where organizations and groups manifest the interests and will of citizens. In this definition, civil society is mainly characterized by the number and strength of its organizations.¹² It includes non-governmental organizations (NGOs – the Red Cross, Amnesty International, or Greenpeace), foundations (the Robert Bosch Stiftung, the Calouste Gulbenkian Foundation, the Rockefeller Foundation), trade unions, and religious groups.

A Space for Citizens

We subscribe to a broader definition that describes civil society as “a space within a society in which citizens can *organize themselves* according to *democratic rules* and influence the manner in

which the community evolves.”¹³ Civil society can form a *political realm* and is composed of active citizens that participate in and shape the communities they live in.¹⁴ Civil society is therefore not only a sector within society but also defines a way of acting. Civil society is a *public arena*¹⁵ in which citizens act together and in *communication with the other subsystems*, the state, and the economy. Regardless of their organizational capacities, NGOs; foundations; citizens’ groups; trade unions; religious, cultural or political associations; advocacy groups; unorganized activists; and protestors are all part of civil society.

Citizens form the core of society: They elect politicians. They work in companies and state institutions, they buy products and services, and they are involved in projects, movements, or organizations. And last but not least, they form communities through their private circles of family and friends.

- People organize themselves in political movements

- Environmental activists oppose companies destroying the environment
- Trade unions strive for better salaries for employees
- Neighbors start local initiatives for improving their communities.

The State

The first sector is the state and it includes parliament (the legislative branch), government (the executive branch), courts (the judicial branch), and administration (including police, hospital, schools etc.). The state provides a framework for society by making and controlling laws and by providing basic services for its citizens such as security, health, and education. State leaders are chosen by citizens through elections. The public can also affect the state through civic action.

- A public servant can publish information about corruption within the government.
- States establish local self-governing structures.

The Economy

The second sector is the economy and it comprises private companies striving for profit and competing with other companies. These companies produce goods and services, provide work, and pay taxes. The economy is regulated by the state, but it also bears an influence on the state. The public interacts with the economy as well through its work as employees, activists, or consumers. Here are some examples of interactions between the economy and the public:

- Companies pay fair salaries (even though it is not required by law)
- Companies support civil society through funding

Civic engagement: voluntary, for the common good, public and cooperative.

- Companies relinquish an order because it is corrupt.
- Social entrepreneurs run businesses that contribute to the public good

Acting Between the Spheres

Where the borders between these sectors lie is a subject of much discussion. It is less important to understand where these borders are exactly than to think about how these different spheres interact – which is specific to the culture they are part of. There will always be people whose work and activity is difficult to define in terms of which sphere they belong to. When someone opens a private enterprise that helps people to apply for public grants, he or she is an entrepreneur and is part of the second sector, the economy. When the same person creates an association through providing this the same service, instead of starting a business, he or she is a part of the non-profit sector. For us, determining which sector he or she is part of is not as important as how he or she is actively contributing to the common good. The same is true for political parties: Should they be considered part of civil society or the state? We could consider them a hybrid: in a positive sense, they function as a translator and initiator in both directions, in the worst case - as an exclusive club – in only one direction. In any case, this example leads us to a very important capacity for



Civil society - a watchdog, advocate, and public space for sustainable development. Which examples of civil society actors supporting sustainable development can you think of? What do they do? You could ask participants to bring examples from their cities and towns in response to this question.



Figure 3. Activists in the Social Leader Forum for Joint Civic Education, 2012

achieving sustainability. Organizations must be able to *build bridges* to other actors and sectors – in order to give and receive impulses for change.¹⁶

Tasks for Civil Society Actors

A fundamental task for organizations, enterprises or other agencies is providing *complementary services* that are not provided by the state (e.g. caring for homeless). However, critics argue that these services should be the state's responsibilities and that civil society should not be required to provide them.

Another function of civic involvement is to control the state and businesses as a *watchdog* representing the critical public (e.g. trade unions control working conditions in companies or Transparency International).

Advocacy is another function of civic involvement. Advocacy means encouraging the state to act a certain way through support for certain issues such as implementing stricter environmental protection laws. Companies can also attempt to influence citizens' and state's action.

Self-empowerment means people organize themselves to act regarding their concerns. People

with a specific disability meet and motivate each other. People repair their bicycles in local non-profit workshops.

Additionally, people seek to *foster civic values* such as respect, community spirit, cooperation, and democracy. This can be described as interpersonal adherence.

Civic Values

This system can only work sustainably with rules for interaction that include all participants. To act in a civic way involves demonstrating values such as respect, community spirit, cooperation, and democracy. Civil society is also an attitude and a way of taking action. Sometimes we need civil courage and need to become active even though passivity is more comfortable or less dangerous. People who act in civil society do this through civic engagement, which is characterized by the following qualities:

- Acting voluntarily (this excludes being forced),
- Supporting the common good,
- Acting publically (this excludes private parties with friends) and
- Acting cooperatively.¹⁷

There is some discussion as to whether not making a profit is another essential criterion for distinguishing civil involvement from other forms of involvement. For certain activists it is clear that payment would be contradictory to the nature of voluntary work. On the other hand, it is difficult to argue that social entrepreneurs are not legitimate actors of societal improvement. And one can also ask if larger non-profit organizations actually act like for-profit businesses – with management positions similar to commercial enterprises, with organizational structures that primarily reflect fundraising needs.

Civil Society – The People’s Voice?

In contrast to the government or the parliament, non-governmental organizations, protesters, or social enterprises are not necessarily selected by citizens. Hence, they can influence political decisions, but they should not act as an alternative to government. From the point of view of a political representative it makes sense to limit the powers and influence of NGOs, foundations, or other actors of civil society because they are still private actors.

Actors in civil society should also ask themselves if they represent *public interests* and how they can make sure that their issues represent society’s real concerns. Deeply rooted local movements with strong membership obviously have a broader *societal foundation* than the NGO-cracry, “where professional leaders use access to domestic policy-makers and Western donors to influence public policies, yet are disconnected from the public at large.”¹⁸

Civil society includes more actors than just NGOs, even though NGOs range from small organizations with a limited and specific mission to broad movements. When talking about NGOs, a more detailed look helps us to understand their specific contribution to the common good. Some analysts make a distinction between membership and service NGOs. Others make a distinction between the type of funding they receive – foreign, governmental, or private donations. Last but not least – one can focus

on the intensity of the link between organizations and individuals.

Civil Society and Sustainable Development

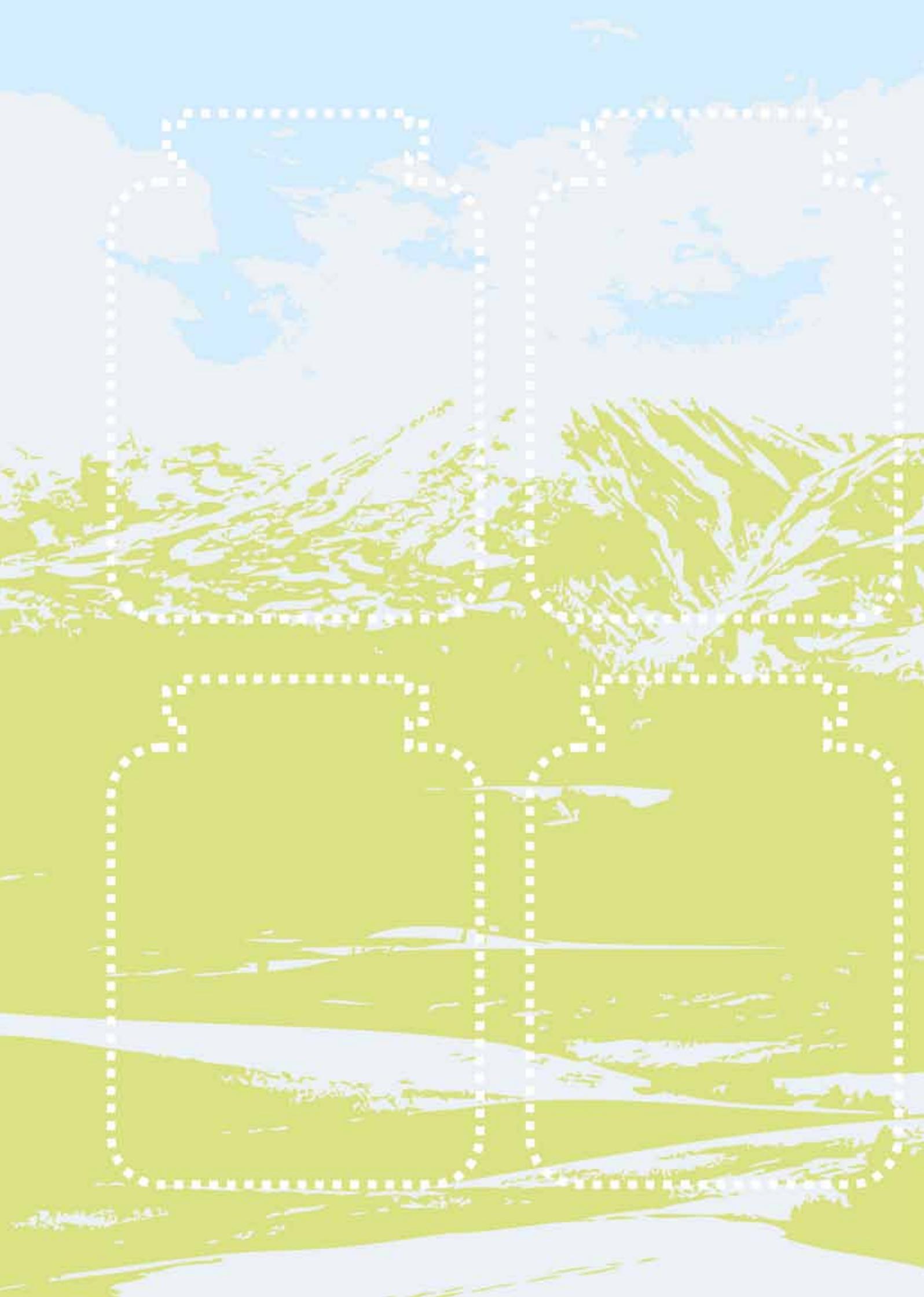
How is civil society connected to sustainable development? Activists protesting against building an open mine in Teghut (see next chapter), Amnesty International campaigning for human rights throughout the world, and numerous labor organizations that strive for better working conditions – these are just three examples of how civil society fosters sustainable development.

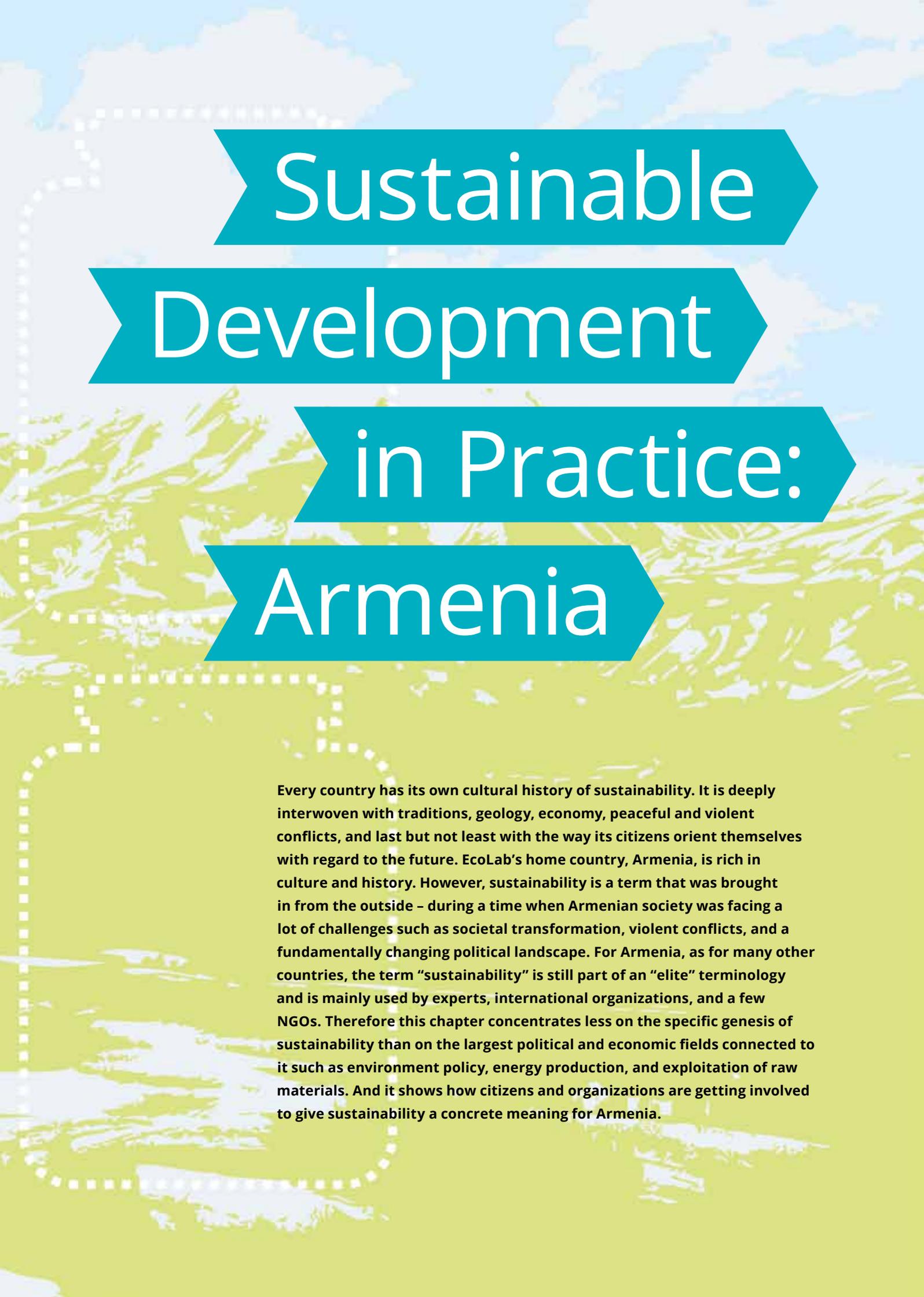
Achieving sustainable development is a complex task. For this reason, in addition to efforts made by the state and international organizations like the UN (top-down), creating sustainable development will also require support from civil society (bottom-up).¹⁹

Looking back on the history of sustainability, civil society has long been one of the major drivers in developing and implementing this concept: With its famous book “The Limits to Growth,” an NGO (“The Club of Rome”) stimulated discussion of sustainable development in the 1970s.²⁰ Many other civil society actors made contributions, especially those dealing with environmental issues like Greenpeace, Friends of the Earth, local movements against polluting industries, national protests against nuclear energy. Since the 1992 UN-Earth Summit in Rio, which finally established sustainable development at a global political level, civil society has been deeply involved in the development and implementation of sustainable development. For example, through their use of public campaigns, networks like the “Clean Clothes Campaign” force global corporations such as Nike and Adidas to improve working conditions.

As advocate organizations, they raise public awareness of sustainability issues by putting it on the political agenda through research or protest.

Individual activists and organizations provide public spaces for discussion and information about sustainable development, e.g. by organizing seminars for young people and teachers or presenting information in the media.²¹





Sustainable Development in Practice: Armenia

Every country has its own cultural history of sustainability. It is deeply interwoven with traditions, geology, economy, peaceful and violent conflicts, and last but not least with the way its citizens orient themselves with regard to the future. EcoLab's home country, Armenia, is rich in culture and history. However, sustainability is a term that was brought in from the outside – during a time when Armenian society was facing a lot of challenges such as societal transformation, violent conflicts, and a fundamentally changing political landscape. For Armenia, as for many other countries, the term “sustainability” is still part of an “elite” terminology and is mainly used by experts, international organizations, and a few NGOs. Therefore this chapter concentrates less on the specific genesis of sustainability than on the largest political and economic fields connected to it such as environment policy, energy production, and exploitation of raw materials. And it shows how citizens and organizations are getting involved to give sustainability a concrete meaning for Armenia.

Economic Conditions

Armenia has a relatively low gross domestic product (GDP). It is ranked at 134. In comparison: Moldova is ranked 148, Georgia 118, Azerbaijan 75, Germany 6, Poland 21.²² There is little production in the country. Among the few things that Armenia exports is raw material from mining such as copper molybdenum.

Since gaining independence in the early 1990s, the Armenian government has carried out massive programs of privatization, receiving political support and loans from the World Bank and the European Union. This often leads to a transfer of state companies and public property into the pockets of Armenian politicians who are teaming up with international partners, often Russian corporations. It is no wonder, therefore, that among the ten richest Armenians in 2006, six were politicians, including the current and former presidents.²³ The parliament and the government are composed of other major oligarchs who exert significant control over political and economic power and resources in the country.

Corruption is an issue that has not yet been broadly addressed in Armenian society. Transparency International's corruption perception index ranks Armenia as 105th among 176 countries.²⁴

State Strategy on Sustainable Development

The Armenian government's central social-economic program is called a Sustainable Development Strategy, a renamed version of the Poverty Elimination Strategy which was published in 2009. Despite its name and history, the program's focus is on economic growth; the program largely ignores social justice, environmental protection, and fair economic redistribution. Politics and policy-making are not participatory. The public is alienated from the decision-making process; formal participatory structures are often structured to accept advice from the World Bank and similar institutions. The result is nothing more than creating an image of public engagement, while in reality, these institutions only

permit opinions in their favor and marginalize any opposition. So governmental "sustainable development" strategies are contradictory to the theoretical principles of sustainable development.

Discussing sustainability and making use of examples from Armenia is an extremely important task. This need not make trainers and participants feel depressed or disillusioned, but rather should provide them with a wider perspective and inspire them to organize for action.

The discourse on sustainable development in Armenia is generally limited to environmental issues. The social, economic, and cultural aspects related to Sustainable Development are not fully understood by the public at large and are not given enough attention in media or politics.

Deforestation and Desertification

Only 6-8% of Armenia is forested (government reports 10-11%). Illegal logging is not uncommon, and is sometimes done for industrial reasons. Moreover, some mining projects (e.g. Teghut copper-molybdenum mines) are carried out in mountainous forest-covered areas. The mountain forests of Armenia are home to dozens of animal and plant species, some of which are registered in The Red List of Threatened Species. Forests are also important generators and preservers of water resources; cutting down forests results in desertification and landslides.

Nuclear Energy

Armenia has a nuclear power plant (NPP) that was constructed in the 1970s and now, on an international level, it is considered to be old and unsafe.²⁵ The NPP is to be shut down and a new one constructed in its place. There is very little public discussion about this issue in Armenia. The NPP is discussed not only as a source of independent energy but also a strategically important protection from the threat of war (that could potentially arise from political tensions with neighbors Turkey and Azerbaijan).



Figure 4. Molybdenum mine in Agarak, Armenia (2008). Source: Save Teghut Civic initiative.

Mining

Since 2007, there has been much public discussion of environmental issues and especially problems with mining. This was initiated primarily by civic initiative groups, which are self-organized and horizontally structured youth groups that started to come together at the end of 2007. They became a new phenomenon in Armenia's civil society and started playing an important role in forming public agendas.

Mining is probably the most urgent issue in public discourse within the framework of sustainable development. It unites activists, organizations, and experts from various sectors. In 2007, the Armenian government gave mining priority as an economic sector. This decision was seconded in the government's Sustainable Development Program, Armenia's official social-economic strategy.

It turned out that over the course of many years, a large number of mining licenses had been issued essentially in secret, without ensuring public information and public participation in the decision-making process. Armenian politicians, foreign corporations, and companies registered offshore turned out to have shares in mines. The mining laws of Armenia are quite loose – they are subject to little state regulation, low taxation, little responsibility for mining waste, and are not subject to its social effects.

The government tries to justify mining by saying that it creates new jobs and ensures large budget revenues. Civil society, experts, and official data²⁶ claim that mining provides less than 1% of jobs in Armenia and over the long term it creates more economic damage than income.

In reality, every mining project lacks proper environmental impact assessment and calculation

of possible economic alternatives, despite legal requirements for both.²⁷ Mining is carried out without respect to international standards and has negative health effects on workers and the population of the surrounding areas. Industrial dust and toxic waste are not properly contained; the mines are too close to populated areas; the dumps associated with them contain millions of tons of heavy metals and leak into rivers, underground water sources, and soil. Mining jobs destroy agricultural jobs – because of pollution, significant reduction in soil fertility, and the difficulty of selling local crops in the market.

Finally, all the mining areas in Armenia are poor and rife with health problems, primarily oncologic diseases.²⁸ Mining companies are only responsible for the waste they produce during the period of their operation; afterwards, the state has to allocate vast sums of money to maintain safety in these areas. There has not been a single example of responsible mining in Armenia. In fact, all (at least large mines) work with massive violations of national and international law, taking advantage of the country's corruption and oligarchy.

Example: Mining in Teghut

The Teghut case is one of the most remarkable examples of irresponsible mining in Armenia and, more clearly than any other example, it demonstrates Armenia's unsustainable development. The problem is large in scale and is rooted in the Armenian government's economic policy, which, starting in 2007, announced mining and export of raw materials as key economic priorities without instituting adequate measures to protect the natural environment and public health. The Teghut issue involves environmental problems with social justice, economic development, healthcare, corruption, human rights, cultural heritage protection, human development, etc.

Teghut is the largest forest in the North of Armenia. It has a rich ecosystem and is home to dozens of rare animal and plant species. Two villages with a human population of 3600 lie adjacent

to the forest. The land is fertile and the weather is favorable to growing a large diversity of crops. Traditionally, locals also keep bees and collect various berries, herbs, nuts, and mushrooms from the forest for domestic use and for sale. The Teghut area is rich with cultural heritage: Recent archaeological excavations have discovered artifacts dating back to the Middle Ages and antiquity. All of these aspects of life in Teghut are being threatened by a copper-molybdenum mining project.

In 2007 the Armenian government approved a mining project in Teghut and allocated nearly 1500 hectares of land to the Armenian Copper Program (ACP) mining company, without tender. A Russian businessman with Armenian origin owns 19% of the company, and Vallex F.M. Establishment, a corporation registered in Liechtenstein, owns 81%. This fact makes it almost impossible to conduct research on the corporations' shareholders. There are suspicions that high-level Armenian public officials are the real owners. The project's funding is ensured by loans from the VTB Russian bank; European banks (such as EBRD) refused to provide loans for the project because of its risk of causing an environmental disaster.

Ecologic Aspects

More than 1200 hectares of the land is covered in forest. A 600-meter deep pit will replace the forested mountains, and up to 500 million tons of tailing (toxic waste containing heavy metals) will be disposed of in the gorge of Dukanadzor River. Since the mine is located in a highly seismic zone, there is a significant risk that the tailing dump will collapse and toxic waste will spread to contaminate a larger area, including neighboring Georgia through the Debed River.

Social Aspects

Part of the land allocated for mining was the private property of villagers and was taken under eminent domain for a pitiful compensation (about 10 cents per square meter). Since the villagers have lost their land and the forest is being chopped down, mining jobs are becoming the only remaining

Figure 5. Civic activities for sustainable development: Honey from the centre of mining protest, Teghut, was sold in Yerevan to raise awareness of the goals of the Save Teghut Initiative. Photo: Arthur Sakhalyan



way for a person to earn a living. Those who do not work in the mine have been deprived of their traditional jobs. Some of the villagers claim that the mining company hires at least one person per large family in order to keep control over the locals and keep them somehow dependent. There are often conflicts among family members because some have mining jobs and want to keep them, while others have lost their jobs because of the mine. In the mine, the local village population works for around 200-300 USD per month. Workers and their families have no health insurance.

With the most optimistic forecasts, the mine will operate for a maximum of 80 years. During this period, the environment will become so contaminated that the area will not be viable for healthy agricultural activity. In fact, the contaminated area will also be dangerous for daily life – mainly because of land and water pollution. This distressing picture is already a reality in Alaverdi, the copper-processing town near Teghut,²⁹ and even more so in Kajaran in the South of Armenia where the largest molybdenum mine in the country has been operating for several decades. Despite the promises that mining will bring prosperity to the area, after almost half a century of mining, Kajaran and its population face serious environmental and health problems and is impoverished.³⁰

Political Aspects

According to Armenian activists, NGOs, and experts the Teghut mining situation represents a number of human rights violations, including the right to food, the right to health, the right to clean water, and the right to a safe and healthy environment. In a letter to the UN Human Rights Committee, 29 signatories criticized ignorance of social and health issues that contradicted environmental impact assessment laws. They also complained of property rights violations. Last but not least, they saw a lack of “effective public participation with respect to decisions,” which is also connected with “no access to justice for public organizations.”³¹

In their opinion the project ignores several of the Republic of Armenia’s laws, as well as international conventions (laws on Environmental Impact Assessment, Seismic Protection, Flora, Fauna, Land Code, Water Code, Mineral Code, not including UN Conventions).

*Information on the activities in Teghut:
www.teghut.am/en/legal-processes*

Civil Society in Teghut

Since 2006, civil society has self-organized in various ways to prevent mining in Teghut, and the protest is ongoing. The mining has not started yet, but preparatory activities are progressing fully. Activists have made huge efforts to make the issue the subject of public discourse and to raise the local population's and decision makers' awareness of the negative consequences and illegality of Teghut mining. Various activists, groups, and organizations have made major contributions to the fact that environmental and social justice issues as well as green economy have appeared in public discourses and are also quite high on the public agenda now. Activists have made efforts to block the funding and loans for Teghut mining and have succeeded in delaying it for some years. The organizations Transparency International, Anti-Corruption Center, Ecodar, and Helsinki Citizens have initiated actions to achieve justice in national and international courts.

While Armenian courts did not grant independent organizations legal standing for the protection of public rights, the UN Aarhus convention compliance committee has already made two rulings in civil society's favor and is putting pressure on the Armenian government. The Aarhus Convention seeks to regulate "access to information, public participation in decision-making, and access to justice in environmental matters."³² Activists are communicating with similar groups outside Armenia, making the issue more prominent in the media, getting high-level experts involved, as well as celebrities and opinion-makers.

In addition to this media strategy, they also developed bottom-up activities. They organize creative actions, create and develop other alternatives with villagers. The Teghut civic struggle is now a showcase inspiring other groups throughout Armenia, such as the Melik village, where villagers and workers protested against expansion of a tailing dam.

In effect, several projects have been frozen (though only temporarily). Groups are fighting against a potential iron-mining project, a gold mining project in Jermuk Amulsar, and against the molybdenum mining in Kajaran.

Hydroelectricity and Water

There is currently increased discussion about and protest against small hydroelectric power plants (HPP). Armenia has a large number of rivers in mountains that provide good opportunities for developing hydro energy in the country. However, construction and exploitation of hydro-electric stations is done by neglecting legal requirements and norms. As a result, dozens of rivers have actually ceased to exist as ecosystems because they have been outfitted with as many HPPs as possible. Local communities are no longer able to use the water for irrigation and drinking. Renewable and clean energy discourses are as of yet marginal. Experts claim that Armenia has a huge potential for developing solar energy; however, the government claims that solar energy production requires very large investments in the early stages that the country cannot afford. Meanwhile, even private investments in renewable energy are not encouraged. Oligarchs control the import of gas and oil (mainly from Russia); geopolitical and economic interests do not work in favor of clean energy.

The discourse on water is focused on various problems, be that pollution from mining waste, drainage of water sources from deforestation or hydroelectric power plants, and importantly, the preservation of Lake Sevan, the largest spring water reserve in the Caucasus.

Example: Small Hydroelectric Power Plants

There are 113 small hydroelectric power plants in Armenia and another 86 approved licenses have been provided by the Ministry of Nature Protection for the construction of new HPPs. Hydroelectric energy is considered to be the cleanest and safest among those generated in Armenia. The problems connected with hydroelectric power began to be critically discussed in 2011 when Trchkan, the largest waterfall in Armenia, nearly disappeared because a small HPP was constructed nearby. Public protest, radical direct action by activists, interven-

Figure 6. Protests against the Teghut mining project in front of the Ministry of Nature Protection.



tion by lawyers and environmentalists stopped the HPP's construction.³³ From then on, the issue of HPPs became part of a public discourse. Questions started to be raised: Do the HPPs conform to legal and environmental standards? Are the environmental impact assessments carried out properly? Are affected communities able to participate in decision-making? Are international standards being respected?

It turned out that the Ministry of Nature Protection sometimes fails to carry out proper reviews of the environmental impact assessments, that there is a lot of corruption involved in the process of providing HPP construction licenses, and that public participation – although required by law – is carried out as a formal procedure, without affected communities being properly informed, and without taking their opinions into consideration. As with many other issues, active citizens are the ones trying to address these issues through self-organization.

The success story involving the Trchkan waterfall and other successful actions by environmental and civic activists have inspired other communities to speak up about and stand up for the issues they believe in. Thus in 2012, Getahovit villagers (Tavush region, east of Armenia) rose to protest the

construction of a small HPP near their village – they claimed that even the HPP's preparatory stage caused a serious shortage of water in the river, which was the village's main source of drinking and irrigation water. In case of Getahovit, too, the project had started without properly informing and involving villagers in decision-making. Post factum, the Ministry organized a public hearing in the village which was extraordinarily well attended and, contrary to normal proceedings, the villagers spoke out against the HPP construction and refused to consent to the project. The issue of small HPPs continues to be high on public agenda. The small HPP owners have organized a union to protect their business interests, but the larger expert and activist community is making a strong push to radically and critically reform the field by prescribing and adhering to standards that would protect the ecology of the area where the small HPP is to be constructed and by bringing attention to consequences for the local population, such as sufficient water supply.

Actors and Projects

Alternative Market Teghut

In autumn of 2012, activists organized an alternative market, buying honey and fruits and other products from the two villages adjacent to the Teghut forest and selling them in Yerevan via social networks, with no commission and without getting involved in the taxing system and official registration. Both activists and villagers are interested in continuing and expanding.

www.teghut.am

American University of Armenia

AUA organizes research, conferences, and other events concerning Sustainable Development issues and perspectives. The Turpanjian Rural Development Program, the Akopian Center for Environmental Research, the Center for Health Services and Development, the Engineering Research Center and others are particularly relevant. AUA is affiliated with the University of California.

www.aua.am

Armenian Environmental Network (AEN)

An American-Armenian organization was founded as a response to the lack of environmental information available to Armenians in the Diaspora. It aims to increase information sharing and distribution, to facilitate partnerships through the responsible involvement of Diaspora, and allocating international resources to promote sustainable development in Armenia.

www.armenia-environment.org

Calouste Gulbenkian Foundation

The Calouste Gulbenkian Foundation is a private Portuguese institution of public utility whose aims are in the fields of arts, charity, education, and science. Directly or in partnership with other organizations, the foundation provides several programs and projects in its four statutory aims in Arts, Health and Development (Charity), Education and Science.

www.gulbenkian.pt

Caucasus Environmental NGO Network CENN

A non-governmental regional organization specialized in the fields of civil society development, institutional improvement, environmental research and policy, resource management, compliance management, communication, and environment.

www.greenoffice.cenn.org

The Children of Armenia Fund

This fund uses community-led approaches to reduce rural poverty, with a particular focus on children. It funds and implements education, health, social, and economic development programs serving about 25,000 people in rural villages of Armenia.

www.coafkids.org

EcoEra

This non-governmental organization provides environmental education, raises awareness on mining hazards, especially with regard to Teghut mining.

Ecological Rights NGO

A newly established organization focused on judicial protection of the right to a safe environment and related human rights and constitutional rights.

Ecolur informational NGO

Ecolur is an informational resource that provides news coverage and investigative facts about ecological issues in Armenia. Recently Ecolur has also started organizing discussions, round tables, and press conferences in order to facilitate face-to-face meetings among officials and members of civil society to increase the level of accountability among decision-makers.

www.ecolur.org

Hetq Investigative Journalists

Hetq is an online publication by an NGO of investigative journalists. They provide professional and credible investigative information on a wide range of social, economic, and political issues. Sustainable development is one of the areas covered by Hetq.

www.hetq.am

Ministry of Nature Protection of Armenia

The official state authority responsible for environmental issues. It develops and implements environmental policy. It is supposed to control and approve environmental impact assessments for all economic projects that require such assessment according to the law. Civil society activists often call it “Ministry of Natural Destruction” – too often the Ministry represents private or corporate interests instead of protecting the environment and public interests.

www.mnp.am

OSCE Office in Yerevan

The Office supports the government in its efforts to set up and operate Public Environmental Information Centres (Aarhus Centres). The 15 OSCE-funded Aarhus Centres support the implementation of the three pillars of the Aarhus Convention – Access to Information, Public Participation in Decision-Making, and Access to Justice in Environmental Matters – by raising awareness and by carrying out activities that involve public participation. The Office also assists the national component of the Environment and Security Initiative (ENVSEC), the purpose of which is to provide a framework for co-operation between neighboring states on security-related environmental issues. Furthermore, OSCE supports a number of economic projects in Armenia.

www.osce.org/yerevan

Regional Environmental Center (REC) for the Caucasus

REC Caucasus assists information sharing among environmental stakeholders and provides premises for organizing various events in line with Aarhus Convention principles (UN Economic Committee’s Convention on Access to Information, Public Participation in Decision-Making, and Access to Justice in Environmental Matters).

www.rec-caucasus.org

Save Teghut Civic Initiative

This is an activist group focused on preventing the copper- molybdenum mining project in Teghut. They are among few local groups who connect environmental issues with broader social, economic, and democratic ones.

www.teghut.am

Shen

Shen carries out community development projects in remote areas of Armenia. These projects involve foresting, organic agriculture, capacity development, community service, etc.

www.shen.am

Transparency International Anti-Corruption Center (TIAC) Armenia

TIAC’s mission is to promote good governance in Armenia through reducing corruption and strengthening democracy. They serve as a consultancy body for governmental and non-governmental actors in policy development. TIAC supports effective anti-corruption policy and transparent and accountable governance; they promote reasonable, transparent, and accountable public resource management, including the management of state and community property and financial resources. TIAC activities also involve mining and environmental policies in the above-mentioned perspectives.

www.transparency.am

United Nations Development Program (UNDP) Armenia

UNDP works on a wide range of issues, focusing on (a) achieving the Millennium Development Goals and reducing human poverty; (b) fostering democratic governance; (c) managing energy and environment for sustainable development; and (d) supporting crisis prevention and recovery. UNDP’s projects, among others, address climate change impacts on mountain forest ecosystems, sustainable energy services in communities, and sustainable use of natural resources.

www.undp.am



Education for



Sustainable



Development

Individual interest groups, politicians, or companies – each makes a contribution to societal development. On the other hand, it is often the case that important actors cannot articulate themselves or are prevented from bringing their concerns to a societal level. This is frequently followed by a period of stability, although sooner or later the concerns that are seen by many people as important or urgent will break out. What does this history of reforms, transformation, revolution, taboos, and oppression have to do with sustainability?

When a society wants to make essential changes to its way of being and functioning, as seen in the sustainability principles mentioned in the first chapter, it needs actors who can think in a new way and carry out concrete actions. Education on sustainable development starts at this interface between citizens and sustainability. In this section we will give an overview of how individuals can be empowered to take the idea of sustainability into the places they live and transform them.

The former UN Secretary-General Kofi Annan spoke on the role of education in this:

“Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy, and sustainable human development.”³⁴

To foster Education for Sustainable Development the UN has proclaimed the “World Decade on ESD” from 2005-2014. For these ten years, the UN and its members are running and supporting projects involving sustainable development, the members are to integrate Education for Sustainable Development in their national educational concepts and a host of conferences are to be held.³⁵

ESD empowers people to *foster sustainable development*. Even though the background is theoretical, the practical part of Education for Sustainable Development is very concrete. At its heart, it is focused on providing people not only with knowledge but with the *competencies to act*.³⁶

On a practical level, Education for Sustainable Development includes many didactical principles and methods from environmental education or civic education. Below you will find practical principles to implement Education for Sustainable Development.

Shaping Competences

As mentioned above, it is not enough simply to teach knowledge. Alternatively, “shaping competences” plays a role. Psychologists have established that knowledge alone does not necessarily lead to a change in behavior.³⁷ Competency describes a person’s capacities for directed, autonomous, and targeted action.

“A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context.”³⁸

Background Information on the UN Decade for Sustainable Development can be found in the English sections of www.bne-portal.de

A competency-centered learning model is especially useful for trainings to create changes in behavior and an active implementation of this change in participants’ everyday lives and societies. Competencies cannot simply be taught; they are the result of autodidactic and experiential learning.

Attaining competencies can be supported through specific learning scenarios. We refer to four aspects that help in this way. First of all, participants need chances to practice, or in other words – trial and error in form of project work, study visits, or simulations. The spirit of cooperation is especially important in making social change sustainable – participants in trainings can learn to involve relevant stakeholders and the public or apply more conscious communication strategies and styles. This begins at the team level, where diverse opinions are moderated and transparent decision-making is applied.

The other important aspects in attaining competencies are the capacities to observe (analyze) and to draw conclusions based on observation (evaluate). These capacities for reflective observation and abstract conceptualization help us transform experience into behavior, which in turn is the basis for new experience.³⁹

The competencies required for people to become involved in sustainable development are closely related to universal *key competences*, an approach promoted by the OECD.⁴⁰ Key competencies are competencies that any autonomous, responsible, and participating individual needs. De Haan puts it systemically:

“This means being able to draw conclusions about ecological, economic, and social developments in their interdependence – and to make, understand, and implement decisions [...] that help realize sustainable development processes.”⁴¹

Our competency model is not only based on sustainable development, but also on normative aspects. We promote those civic competencies that allow people to become active, responsible citizens in a society that respects the rights and the involvement of its individuals.

“Civic competencies enable people to act in a responsible way in society, in interaction with other individuals, and according to values like transparency, openness, and social responsibility.”⁴²

The following model for shaping competencies was originally designed to put Education for Sustainable Development into practice in schools.⁴³ But we think it is also well suited to non-formal education and applied it. However, it should result in a set of competencies that ask critical questions about the normative conditions for involvement in sustainable development. In practice, it is mainly the style in which projects are carried out and in which activists work. What distinguishes them from the corrupt and violent forms of public involvement that are responsible for many of the problems we observe today? To answer this question, we recommend not only reflecting on the required leadership skills, but also on the specific quality of involvement.

Empowerment for Active Citizenship: The EcoLab Program

Given these shaping competencies and general objectives, we have formed an empowerment program with the following goals:

- to empower young people to become active in their civil societies...
- ...and to foster sustainable development
- to support participants in identifying the unsustainable challenges in their concrete social environments and coming up with ideas as to how to meet them
- to foster competencies in volunteer project management

A Four-Step Qualification Concept For Active Citizenship

The Theodor-Heuss-Kolleg

The basic principle behind the Theodor-Heuss-Kolleg is to empower people for civil involvement by means of trainings, self-directed learning, volunteer project work, and networks of like-minded people. As diverse as the initial ideas and the realized projects are, all of them begin by facing similar problems, quickly benefit from targeted qualification programs, and are able to transform a project into practice thanks to professional development. Therefore, a four-step qualification concept was developed and implemented in a variety of thematic and cultural contexts. EcoLab is an Active Citizenship Education program that follows this approach.

1. Idea for Change

The first step begins with an idea for social change and taking the first steps to make it functional in the form of a volunteer project. Training, experiential exchange, and coaching support the participants.

2. Implementation – Project Concept

The project begins to take shape – teams, concepts, and ideas for implementation become more and more concrete. Project teams receive support both through training in project management and for other skills they need for independent work. Additionally, they are provided with a small project grant.

3. Independent Learning and Project Work

Project teams are accompanied by mentors throughout their activity. This is based on an individual mix of counseling and coaching, and thus supports self-directed learning, a central element of the Theodor-Heuss-Kolleg's approach.

4. Reflection and Perspectives

Reflection makes a project's success story visible beyond its results or outcomes. Reflective trainings and encounters also highlight success in individual learning and can help in conducting evaluations after project work has concluded. Here, project-managers also receive inspiration for further involvement and meet relevant stakeholders.

Short	The participants have developed the competency to...	Explanation The participants...	Implementation The facilitators...
Relevance	...learn by being open to the world and by changing their perspectives	<ul style="list-style-type: none"> • know and understand different concepts of SD, e.g. from the perspective of the state, civil society, economy, different countries or cultures • can present various perspectives on Sustainable Development (scientific, traditional, day-to-day) on global and local levels • can assess whether or not a project or action is sustainable 	...provide participants with basic knowledge about the necessity, role, and capacity of civil society. Facilitators promote consciousness of diversity.
Long Term	...think about the long-term	<ul style="list-style-type: none"> • are familiar with methods of futurology (e.g. simulation games, future workshop) to analyze unsustainable developments and develop sustainable alternatives • can judge results of futurology with regards to the ecologic, social, cultural, and economic dimension of SD. 	
Conflicting Goals	...deal with conflicting goals	<ul style="list-style-type: none"> • can make decisions when there is a conflict between opposing goals of SD • recognize and can assess different interest groups (poor and rich people/countries, different religions) 	
Interdisciplinarity	...learn and act in an interdisciplinary way	<ul style="list-style-type: none"> • can discuss Sustainable Development in different arenas like economy, technology, mobility, consumption, recreation, everyday life • can describe and assess the differences between renewable and non-renewable resources • understand human rights and know their relevance • can see the connections between ecology, economy, politics, conflicts, poverty, and their causes 	
Risk	...work with risks and complex information	<ul style="list-style-type: none"> • can analyze and assess the risks associated with unsustainable actions • can make good decisions with complex or limited knowledge 	
Team	...plan and act in a team	<ul style="list-style-type: none"> • can discuss Sustainable Development in a group and solve conflicts in a democratic way • can describe prejudices, stereotypes, and discrimination and develop ways to address them 	...promote responsible leadership and transparent decision-making processes.

Table 1. Key Competencies in Sustainable Development Education

- to provide participants with basic knowledge about sustainable development with a focus on civil society
- to promote responsible leadership, democratic values and consciousness of diversity including global and intergenerational fairness
- to contribute to the participants’ personal development with respect to self-confidence, self-reflection, and sustainability

EcoLab is a cooperation program among five organizations from Armenia and Germany. It transfers the Theodor-Heuss-Kolleg’s qualification

concept (see page 31) into the Armenian context and combines it with the approach of Education for Sustainable Development.

Ideas and Motivation

The initial step within the first meeting focuses on the participants’ ideas and motivations. We ensure that the content of this first meeting addresses our participants’ everyday lives. Thus they can bring their own experiences to the table and implement what they have learned during the meeting later on.⁴⁴ In EcoLab, we implement this first step in form of an *eight-day kick-off-meeting*. At the end of this

Short	The participants have developed the competency to...	Explanation The participants...	Implementation The facilitators...
Participation	...participate in collective decisions	<ul style="list-style-type: none"> • see solidarity and consideration for the future as important societal tasks, both for humans and the environment • can make good and fair decisions in a group • can deal with different opinions and solve conflicts constructively 	...support participants/ fellows in acquiring skills to identify challenges in their social environments and coming up with ways to address them.
Motivation	...motivate themselves and others to take action	<ul style="list-style-type: none"> • find ways to learn about and address Sustainable Development both independently and in a group • are motivated to take part in democratic decisions and to get involved (e.g. against poverty, discrimination, pollution) • can motivate and empower themselves and others for sustainable life and economic development 	...empower motivated young people to become active in civil society, and promote responsible leadership.
SD Principles	...plan and shape guiding principles	<ul style="list-style-type: none"> • describe a way of life that is characterized by sustainable consumption, ecological and social mobility, as well as free time and health • realize and assess how their way of living affects others • have knowledge and can think intelligently about the ecological, economic, and social aspects of particular products 	...contribute to the participants'/ fellows' personal development with respect to self-confidence and ability for self-reflection.
Social Responsibility	<p>...act in a fair way</p> <p>...demonstrate empathy and solidarity towards others</p>	<ul style="list-style-type: none"> • can gauge the consequences of their actions and the impact they have on others • are considerate of other persons • can identify conflicts concerning fairness between generations and develop solutions • describe ways to act with empathy and solidarity towards underprivileged people and societies on the local and global levels • are familiar with ways to act empathetically with nature and use them 	...support participants in acquiring social skills and skills to identify challenges in their environment and to get an idea how to meet them.
Personal Responsibility	...plan and act independently	<ul style="list-style-type: none"> • are knowledgeable as to their rights, needs, and interests as well as their limits with regards to others, SD, and future generations • realize their own project on Sustainable Development – thus they prove their ability to plan and act independently • create a personal sustainable life plan and realize concrete projects 	...facilitate competencies in volunteer project management.

meeting there is a concept of how the participants' motivation can be put into action in an independent volunteer project.

Concretization and Implementation

The second step is related to this initial concept and involves project implementation. Teams form, and supporters are garnered. Financial plans and schedules are concretized. Further training programs that take into account the peculiarities of project management in non-profits assist the project teams in their demanding work. In EcoLab we support this with a *seven-day practice meeting*.

Independent Learning and Project Work

After the practice meeting, the project teams implement their projects. They do this independently. However, there are some program resources available to assist them. Successful actors in related fields can play helpful roles as *peer mentors*. Mentorship in the form of an individual mix of counseling and coaching is one unique facet of the Kolleg's programs.⁴⁵ In EcoLab, the fellows' teams work together with local partners. Committed alumni fellows can get further involved in the training process by serving as mentors. Therefore mentoring supports networking of like-minded activists.



Values and Civil Activism. Discuss the ethical qualities of civil activism. What distinguishes civil activism from nepotism and elite networks? What does it mean for your project work: How do equal, fair, and non-hierarchical teams organize their work and decision-making processes? What do transparent reporting and accounting look like? How do you discuss important issues like these with other members of society?

In addition, *special trainings* can be useful when participants have had some experience and have a better sense of what knowledge they need: for moderation, fundraising, finding support, or skills in working with the media.

Reflection

In our society, project work is frequently assessed by its results. Often, the problems encountered along the way go unmentioned or are redefined as “challenges.” For participants, however, they are decisive elements in the qualification process. That is why we emphasize highlighting individual success in learning and evaluating them after the project work has been concluded. A *six-day reflective meeting* also focuses on perspectives for the future.

Facilitating and Empowering Trainers

People’s participation is a central principle in civil society. Therefore we have to incorporate it into our trainings as an important methodical principle.

As a *participative facilitator* you create a framework for the education process (by setting goals, choosing methods, asking questions, and creating a good setting), while your participants determine how they contribute⁴⁶. Or in other words: You are helping a new project come to life. You are very close to the project but you are neither its father nor its mother. Therefore you are not responsible for how it grows.

Learning with Head, Heart, and Hands

Our understanding of education is holistic: Participants learn best when their heads, hearts, and hands are involved⁴⁷. If you plan a meeting, you should choose methods that require your participants to use their heads (e.g. through cognitive understanding, thinking, judging, interpreting stimuli, discussions, or readings), their hearts (e.g. through emotional experiences, visiting groups or places, experiencing a connection to the group, valuing outcomes), and hands (e.g. practice, learning by doing, simulation games, implementing projects).

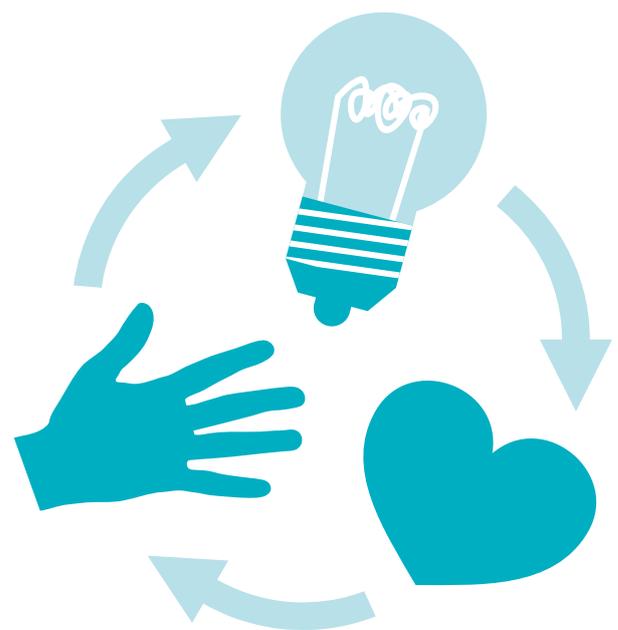


Figure 8. Holistic education – head, heart and hand

Alternating between Active and Passive Phases in Events

When facilitators shift from offering information or sharing their own experiences to giving participants a chance to actively share their ideas and knowledge, the learning process can develop dynamic energy. It can be tiring for the participants to be too active, just as it can for the facilitator or experts.

The training plan should involve a balance between the two. In example, after two hours with presentations in front of the group, your participants wish to breathe deeply. Offer them a less interactive phase. On the other hand, after some hours of teacher-centred lectures on important topics, a group of young people likes to express and become active. Then it is on the trainers to have a

Getting Involved! The Theodor-Heuss-Kolleg's virtual toolbox for project work. It is started by activists and facilitators from Central, East and Southeast Europe, from the Caucasus and Central Asia. The published content stands under the Creative Commons License Model (CCBY-SA 3.0): feel free to make copies, but notice the origin and share it under the same conditions.

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break. But instead of just drinking coffee, you can find a method for connecting the collective request for action with the main goals of the training like group work, experiential games, or simply changing the place.



Figure 9. Project Development Training

Planning

One person might like to prepare everything in detail. He reads texts, copies material that might be useful, and is the one to arrange everything in planning meetings. When changes to these carefully laid plans occur, he works up a sweat. He does not like when things do not go according to plan. Another team colleague might work in a different way. She loves spontaneity. In the fever of performing a task and in team building during a training, new opportunities and perspectives arise for her. Hours of preparation get on her nerves, while unexpected situations are stimulating for her.

Every person is different, and our facilitators and participants each have preferred planning styles. "Planning" is the art of considering three dimensions in an optimal way: your goals, your topic, and the participants and the facilitators. Planning does not mean determining everything in advance and preventing surprises - the way we often experienced curriculum plans in school. We introduce a model that allows you to plan meetings according to this idea. It focuses on the goals of your activity, is flexible enough to include spontaneous innovations, and reflects the participants' needs and those of the facilitators.

Following the Thread: General Goal and Subgoals

When you plan a meeting we recommend using a goal-content-method table. You will find a template on the next page. What is your meeting about? First describe the general issue you are dealing with in the meeting and how it is linked to sustainable development.

After you have got a topic, continue by defining one general and a few (approx. 5) subgoals for the meeting. This is the thread you can follow to give your meeting organizational shape. Formulating goals is helpful for participants because they should learn something and develop through the meeting:

"The participants have learned/experienced/done..."

Goal-Oriented Planning of Topics and Methods

After you have a thread to follow, you can go into details. That means you can plan different units or didactical steps for the meeting. First we look at general goals and then we define concrete goals. The first question that can always help you define this is:

What do I want to achieve with this method or topic?

Practically speaking, it will often be the case that you already have a concrete method in mind that you want to pursue. This is the other way round – you start with a methodological approach and then try to see how it fits in with your general goals. However, there are disadvantages to this approach.

The first is that you might not necessarily be able to describe what the sense is behind the unit that you are teaching. In this case, you have to offer your participants an explanation along the lines of: "We're playing a game – you'll understand later on." This is neither transparent nor especially professional. A person involved in training others does not always know how an exercise will develop over time.

But he or she should always know why he or she is doing something.

The second is that you need criteria for reflection. If you do not know what you wanted to achieve, then it is difficult to measure success via observation. And if you do it too often, you risk losing track of your general objectives.

The main advantage of a goal-oriented approach is that it makes you flexible and free to interact with your participants. Imagine a situation in which you have to change quickly – new topics have to be integrated or your participants are interested in focusing on a different topic than what you had planned. If you have goals in mind, you can act more spontaneously and try out new things – goals help you decide quickly if everything is moving in the right direction or if there is anything you should stop or change. After having set the goal and the content, it is time to choose a method:

How will I achieve the goal?

Methods have to correspond to their goals. Often, there are many methods that can be used to achieve a single goal. When you need to choose from among several possibilities for how to teach a topic, you can ask:

Which of the methods will provide the best way to achieve my goals?

After finishing your first draft, verify that you addressed head, heart, and hands, like mentioned on page 34. Similarly, we recommend to check the balance between active and passive phases.

Content

The next step is to define the content.

How can I achieve this goal? What do I want to facilitate?

Here you can set up an icebreaker and write down questions or key words related to the content.

Roles of the Trainers

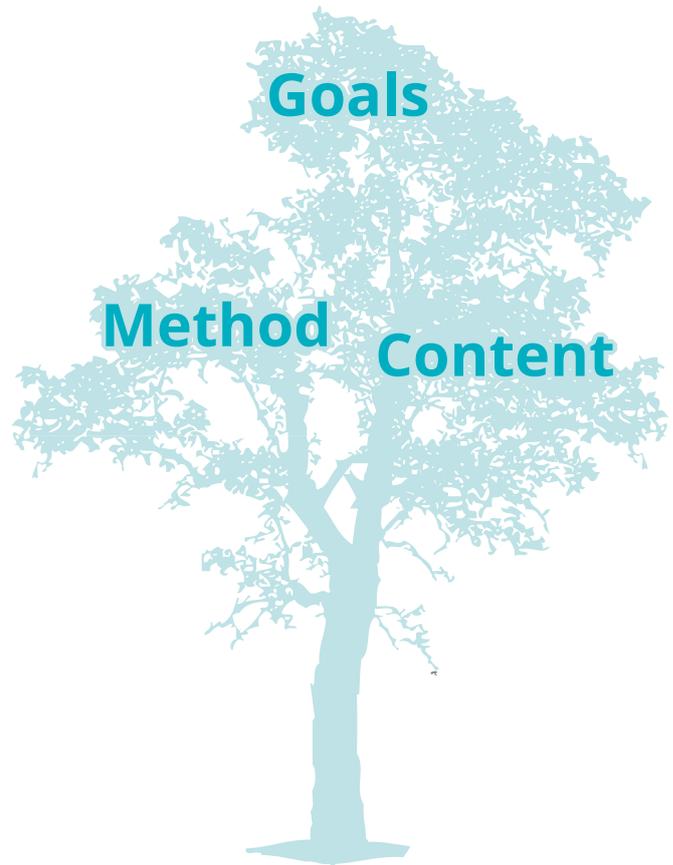
A larger team can include one facilitator and a supporting co-facilitator – this is also a good way to learn, since the co-facilitator can provide feedback afterwards. If you are running a meeting as a team, it makes sense to agree on goals, while the facilitator responsible for the unit decides on content and methods.

Time

Don't forget to take into account the time you need for different units. Try to be realistic, add a buffer of about 20% and also allow time for breaks. This will be relaxing for you and the group.

Material and Remarks

You can also add the necessary material and remarks to the table. This can be helpful during preparation.



Time	9:00 – 9:30	9:30 – 10:00	10:30-12:00
Goals What do I want to achieve?	Participants have learned each other's names ..and have got learned a little about the group ..and have gotten to know one another in terms of the topic at hand		
Content How will I achieve it?	Active icebreakers to learn names... Questions: How much do you know about Sustainable Development? How old are you?		
Method How will I facilitate the unit?	Shoe game: P. take off one shoe, throw it into the middle; P. each take a shoe out of the "pile of shoes," find the owner, and talk. Sociometric line-up: P. form a line according to their answers to these questions		
Who?	Arpine, Yana		
Material and remarks	Requires sufficient space Mark +/- on the floor for orientation		

Table 2. Planning a meeting – goal-content-method table

Step 1

Motivation and Idea Development – Kick-Off Meeting

This plan describes a one-week meeting, designed based on experience from an EcoLab Armenia kick-off meeting. The goals of this meeting are:

- to experience sustainable action and democratic principles
- to understand what Sustainable Development is and civil society's role within it
- to reflect on one's own attitudes and actions regarding sustainability
- to practice critical thinking and questioning so-called authorities
- to acquire knowledge about global and intergenerational fairness and the ability to work with diversity
- to design a project concept fostering Sustainable Development
- to become familiar with methods of teamwork

Meeting Library

Prepare a library with books, articles, pictures, and films on Sustainable Development. You can also show a film about Sustainable Development one evening. The last chapter of this book provides ideas for such activity. Before the seminar begins, you can ask your participants to bring materials and books that they find inspiring. Don't forget to prepare a collective list of useful resources that all the participants can add to (in form of a poster or a digital list).

Vegetarian Day

Establish one or two vegetarian days during the meeting without telling participants this is going on. Will they notice? How is vegetarianism or the consumption of meat rooted in your society? What does this mean for us as individuals? Participants' reactions can lead to discussions of the connection between meat consumption and Sustainable Development.

Concept Map

A concept map is a graphical tool for organizing and presenting knowledge and showing links among different concepts. The idea is to create a map throughout the duration of the meeting. As participants add aspects to it every day, it will document the group's shared knowledge. Concepts maps are less spontaneous than "associative maps": The point is not to write down every association you have, but rather to structure and show links between different ideas and concepts.

Participants can use a personal or a group Sustainable Development map as a place to write things down every day/in every new meeting/after specific experiences. In the end, it will show the knowledge and experience participants have gained.

The concept map can be used as a personal tool and for smaller groups (about five persons).

Time/Day	Morning 9.00		Afternoon 15.00 – 18.00		Evening 19.30 – 21.00
1st Day			<p>Getting to know one another, program philosophy</p> <p>Expectations and program presentation</p>		Sustainable welcome dinner
2nd Day	City rally on SD		<p>Presentation of rally-results and info on Sustainable Development Team</p> <p>Reflection: Working on SD map or personal portfolio Self-responsibility, SD Principles, Relevance</p>		Team building activity
3rd Day	Various workshops on Sustainable Development and civil society	Lunch	<p>Simulation game SD Principles, Social & Self-responsibility, Participation, Conflicting Goals, Relevance</p> <p>Reflection: Working on SD map or personal portfolio Self-responsibility, SD Principles, Relevance</p>		Info: What is a grassroots project in civil society? Motivation, Relevance, Social Responsibility
4th Day	<p>Inspiration for projects (best practices)</p> <p>Developing first project ideas</p>		<p>Game: Sustainable Development and global aspects – intercultural communication/diversity Relevance, Social Responsibility, SD Principles, Conflicting Goals</p> <p>Reflection: Working on SD map or personal portfolio Self-responsibility, SD Principles, Relevance</p>	Lunch	
5th Day	<p>Info on SD and Civil Society</p> <p>Meeting sustainable development activists and visiting a mining project (like in Teghut) Relevance, Conflicting Goals, SD Principles, Interdisciplinarity, Social responsibility</p>				Reflection: SD map or portfolio Self-responsibility, SD Principles
6th Day	Concretizing projects and finding teams		<p>Working on projects – coached by facilitators Team, Participation, Conflicting Goals, Self-responsibility</p> <p>Discussion on SD – the final SD map SD Principles</p>		
7th Day	<p>Input on funding and mentoring</p> <p>Working on projects – coached by facilitators Team, Participation, Self-responsibility</p>	Lunch	The final project draft		Dinner and Party
8th Day	Evaluation & Goodbye				

Table 3. Proposal for the Kick-off Meeting

The more people are involved in editing a concept map, the more complicated the process becomes. Different concept maps in the same room represent different perceptions of the topics and the seminar. So the maps can also be used as tools for evaluation and reflection.

Goals: Participants reflect on their shared experiences with and knowledge of Sustainable Development in the group. They start to have a structured overview of their experience and knowledge. Open questions have been clarified. Trainers gain information about the participants' level of knowledge.

How to do it: Prepare a big piece of paper (e.g. flipcharts glued together/packaging paper/white

wall paper) . Write Sustainable Development in the middle. Add aspects related to Sustainable Development – e.g. every participant can write one aspect on a card. Structure the aspects with the group: general terms and information should be close to the center, details, concrete facts and examples farther outside. Connect the various aspects with lines or arrows to show their relationship; you can also add words to the lines to describe their relationships and use symbols, pictures, or photos of places you have visited instead of words.

Time: 20 minutes

Persons: individuals or smaller groups

Materials: Big paper (3-4 Flipcharts) / moderation cards / glue / flipchart pens / lines and arrows

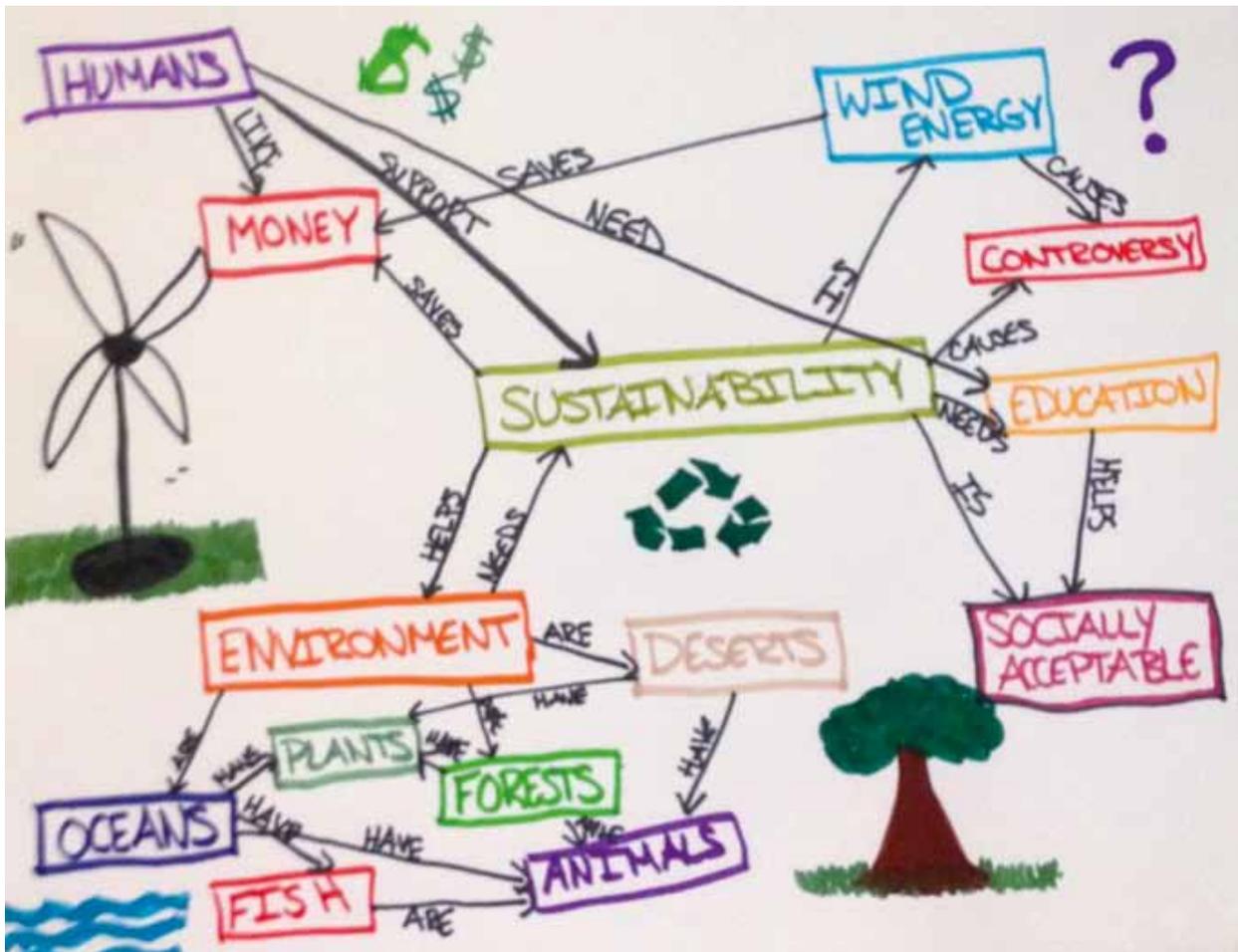


Figure 10. Simple concept map on SD

Personal Portfolio on Sustainable Development and Project Management

Portfolios can be seen as the concept maps' "little sisters." It helps the participants to reflect on their way of learning and on Sustainable Development on a personal level. No one is going to look at it – it's a personal (structured) diary. In contrast to the map it not only contains thoughts, knowledge, and feelings about Sustainable Development, but also about project management. Thus it will accompany the participant through their year of volunteer activity. Use the personal portfolio as an alternative to the Sustainable Development map.

Goals: Participants reflect on what they have learned about Sustainable Development and project management. Document their thoughts, ideas, and feelings on a personal level.

How to do it: Before the meeting starts, prepare a booklet for every participant (bound papers with a nice cover) with different questions and tasks for reflection. Explain the idea on the 1st or 2nd day – you might also provide a brief explanation on the 1st page. Give the participants 15 minutes to work with their portfolio at the end of every day, you can play music during this time. The portfolio is an individual instrument for reflection, ideas, and feelings (like a structured diary), thus the participants are free to use it however they wish: they can write, draw, etc. Of course, they can also add more to it in their spare time or at home.

Time: 15 minutes at the end of every meeting day

Persons: 5–50

Materials: 30 sheets of paper for each participant (1 page per meeting day plus extra pages), printer, stapler or string for fastening together the sheets, colored pens, scissors and glue for writing or drawing.

Keep in mind: Remind the participants to bring their portfolio to all the meetings.

Possible questions and tasks: Why am I taking part in the program/meeting? Draw a picture that stands for Sustainable Development. Write down five practical pieces of advice for more sustainable action in everyday life.

- Today I learned... (name three things – it can be something about Sustainable Development, project management, yourself, others, or whatever you think is important to you)
- Looking back on the meeting/my project/this program period
- These are the three most important things I learned
- When I'm back at home, this is what I want to change in my life to act more sustainably
- These people/actions/places inspired me in the meeting.

City Rally on Sustainable Development

City rallies help everyone become more familiar with the place where the meeting is held, help you and your participants get to know one another, and provide information on sustainable development. Participants form small teams that receive instructions for a trip through the city. After their independent work they present their results to the other participants.

Goals: Participants get to know one another / plan and act in a team. Discover the new environment. Start to work with Sustainable Development.

How to do it: Split participants into groups of 4-5 persons / give them various tasks concerning the city and Sustainable Development (see examples) and have them present their results and findings creatively. An unit about Sustainable Development can follow.

Time: 5 hours: ½ hour explanation, 3½ hours rally and introduction, 1 hour presentation and reflection

Persons: 10–40

Materials: Prepare the tasks beforehand (best: walk through the city for inspiration), print them, prepare lunch packets or money for lunch, emergency numbers.

Keep in mind: By choosing different tasks you can address various levels of learning such as topical, touristic, creative, cognitive... Keep in mind that participants need time and resources for recreation, lunch, shopping.

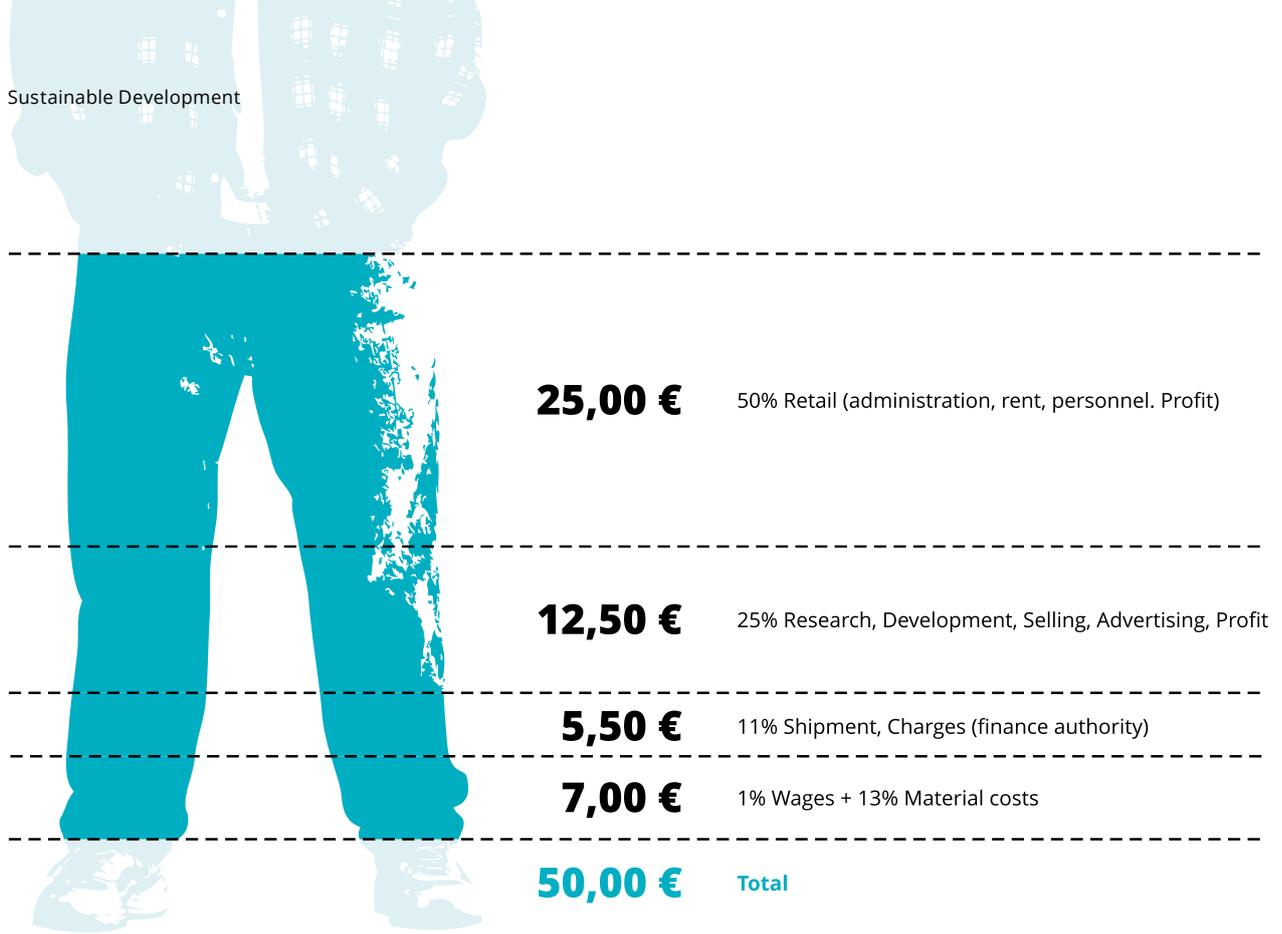


Figure 11. Value added chain of a pair of jeans. Source: www.denimtarian.blogspot.de

Examples for tasks:

What is the oldest building in town? You've got a lemon. Exchange it with someone for something else (you can exchange as many times as you want)

Ask five different people what comes to their mind when you say "sustainable development"
 Make three photos of something that is in your eyes not sustainable

Put together a creative five-minute presentation of your experiences (poster, theatre play, song...)

Workshops on Sustainable Development

There are two days on which facilitators offer three or four different morning workshops. These workshops help participants gain insight into different aspects of Sustainable Development. The sustainable Code of Conduct (CoC) in particular helps to translate the theoretical issue into the practice of a meeting.

Goals: Participants learn about and experience different aspects of Sustainable Development / learn more about civil society

How to do it: Present the various workshops topics and ask participants to choose two the evening before / conduct the workshops based on the topics / at the end of the day, give the participants time to reflect and share their experiences in the whole group

Time: three hours

Persons: 5 - 10 persons per workshop

Materials: vary depending on the topic

Keep in mind: Preparing a workshop on a certain topic is great, but it takes time. You should prepare this before the meeting starts. If there are experienced participants at your meeting, one or two of them could also offer a workshop. Ask them at least two days before the workshop-day if they would like to do it. Potential topics:

Sustainable Code of Conduct: Which rules and incentives can we establish to act sustainably during our meetings? Ask participants to brainstorm ideas for your CoC. You can provide inspiration by discussing CoCs from NGOs, companies, or governmental organizations.

We propose working on the various aspects of Sustainable Development in small groups. Create

the shared CoC on a flipchart. Since the code should apply to the whole group, make sure that everybody agrees to it and feels ownership over it.

Renewable energies: What forms of renewable energy are there? What are their strengths and weaknesses? What is the situation in Armenia like? Build a renewable energy park with a lamp and small solar panel, ventilator or hair drier and pinwheel, geothermal power station made with drinking straws on a plate of polystyrene.

Globalized Production: Fairness and economy are illustrated with the example of the way a pair of jeans begins with cotton grown in Africa, then is manufactured before it is sent to a shop in your country. There are documentaries available that illustrate this.

Textile manufacturing is increasingly globalized industry. The primary countries for production of jeans are: Bangladesh, China, Mexico, Pakistan, Turkey, and Tunisia

On the other hand, the reasons that certain countries are favored for production usually entail:

- disregard of workers' rights
- workers are often women and children
- very long working hours (> 60 hrs. / Week) and low wages (not enough to cover basic needs)
- poor safety and hygiene conditions
- discrimination against women (they earn less than men).

Into the Wild: Excursion with the participants into nature. Concentrate on different kinds of awareness in nature (hearing, smelling, seeing, feeling): Feeling the bark on different trees; try to walk like a fox; based on this experience in a second step provide information about diversity and its reduction.

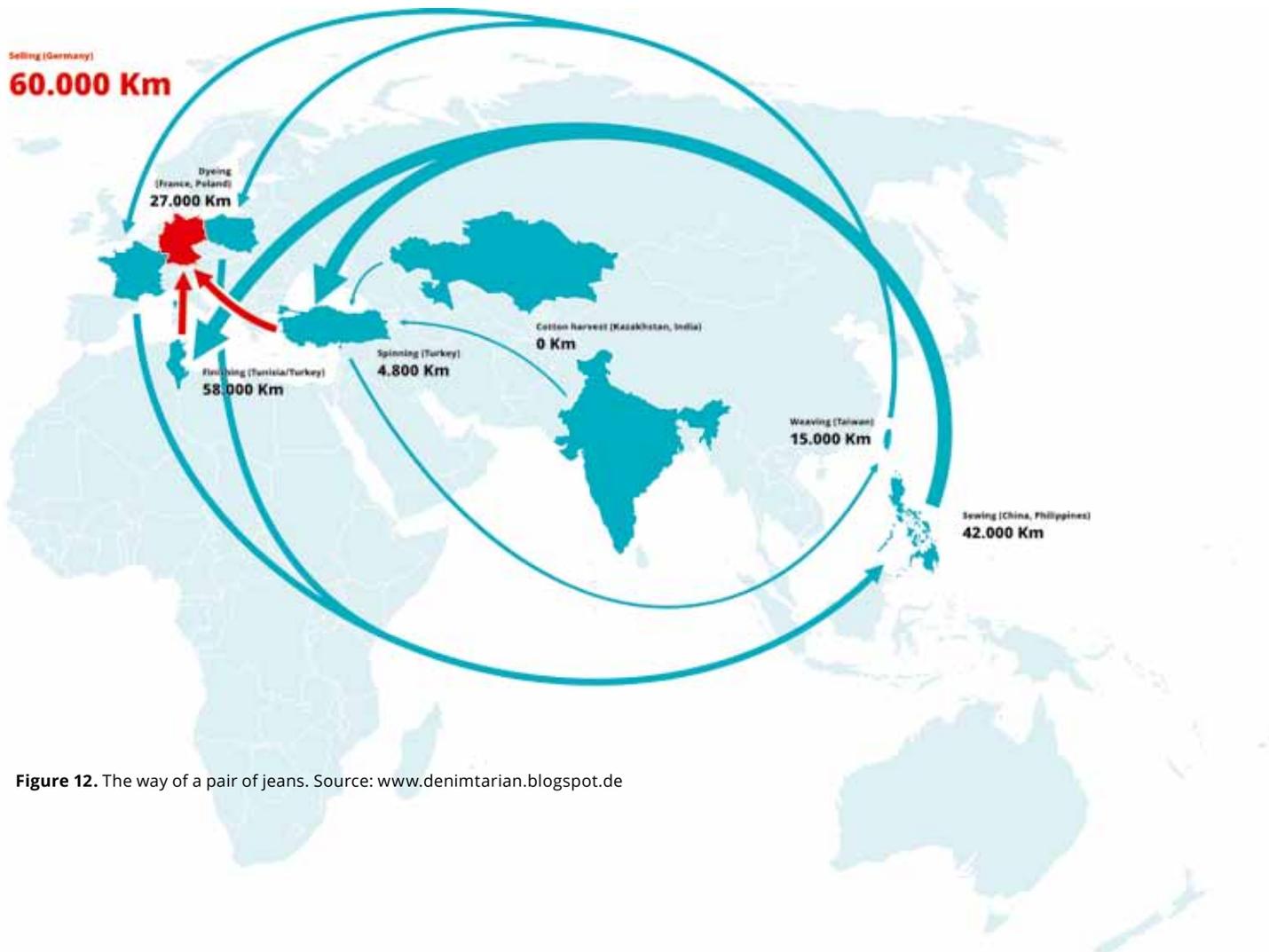


Figure 12. The way of a pair of jeans. Source: www.denimtarian.blogspot.de

Handbook "travelling cultural diversity":
www.salto-youth.net/rc/cultural-diversity/publications

Global Aspects, Intercultural Communication, and Diversity

Sustainable Development is a topic that has many global dimensions. Many of its aspects work on different levels – local events, personal impact, national or global policies. Subjects like raw materials (rare earth, oil, diamonds) or food production and trade (coffee, bananas) give us the impression that beyond global economics, cultural dimensions are also involved: how people and societies communicate among different cultures.

Social aspects of inclusion-exclusion and discrimination are related to this. They play a role on a global level such as with colonialism and on the micro-level of a meeting group as well. Here, public involvement entails an ethical mission and we focus on those types of civic engagement that contribute to a democratic society that respects diversity and equal rights for its citizens. Therefore, the topics of diversity and intercultural communication are the basis for future activity. There are many methods of working with your participants on intercultural communication and diversity. There are already very good explanations on the internet, so we will provide some links and give some advice for navigating them.

Goals: Participants reflect on their styles of communication. They improve their communicative skills. They think about exclusion and discrimination on a personal level, in their society, and globally. They become familiar with the concept of pluralistic societies.

Project Inspiration

Projects are a good framework for gaining experience, making a societal impact, building networks, and putting democratic or idealistic principles into

practice. Therefore it is a good idea to encourage participants to seek out volunteer project work. The minimum criteria for such projects are that they

- relate to the thematic issue of sustainable development
- are focused on clear goals and impacts
- they have a defined time frame

That means they should be *implementable* within a certain period, which in the EcoLab program is the period between the initial meeting and the reflection meeting. There are additional criteria that influence the success and sustainability of project work: How *motivated* the people working on the project are to achieve its goals.

It also seems to be very relevant for projects to focus on civil society. Since civil society involves intergroup communication and interaction between individuals, our projects should *involve the community* as well. Concretely this means doing something with other people – not just doing something for them. When one treats other people as clients and

Criteria For Civil Society Projects

Values: how values are reflected in the goals (working for what) and in the operative concept (how to work)

Responsibility: the team members are independent and feel responsible for their activities.

Development of personal capacities: team members use their learned capacities

Societal relevance: the project links individual action with societal outcome.

Authenticity: a project represents an individual thought or concept as an answer to societal needs.

the project as a service, then the impact decreases when the project is over. Involving other persons means motivating them as well, contributing to and even increasing the importance of the idea in their future activities.

These criteria make clear that even small changes are beautiful – and that even big projects can fail if they do not reflect these criteria. So we do not place emphasis on how much funding a project has.

Change Your World with 50 Euro

Goals: This game anticipates two arguments that people often give when explaining why they are not engaged in volunteer activities. From this perspective, “involvement doesn’t matter, only elite people and experts” would have the power to change anything.

The goal is for participants to realize that money is not the primary aspect of success and for them to begin to feel like experts themselves. Therefore, the trainer takes a symbolic amount of money as an example – 50 EUR for instance (you can also use a smaller amount in your currency) – and asks for inspiration as to what one can do with this amount.

Participants brainstorm possible project ideas and develop a concept consisting of goals, methods, and resources. The trainer emphasizes monetary and non-monetary sources for fundraising, motivating participants to become independent project designers.

How to do it: Explanation of the task: Make a suggestion of what you can change with 50 € in a

day/in two hours/in two days in your environment/ on a specific issue/in your university/... The winners will get a prize.

Participants divide into teams and plan their concepts. Afterward, all the ideas will be presented and all the participants will vote for the best two or three concepts. Surprisingly they will actually receive the sum of 50 € to implement the selected project ideas.

Time: 2–3 hours

Persons: This game is suitable for even larger groups like classes.

Remarks: This method illustrates on a small scale what happens more elaborately in programs like EcoLab. Civil involvement, developing from personal individual motivation – finding all kinds of support, implementing a concrete project locally instead of theorizing and criticizing others. The project’s success does not depend on the initial 50 €. You can even use a smaller amount in another currency that might be even more symbolic to your participants.

A Shared Ideascap

Working together creatively over a longer period of time, participants develop ideas that serve as the groundwork for their personal project concept.

Goals: Participants become inspired, collect and evaluate ideas for future activities.

Preparation: Prepare a room with several “imagination stations” – for example with topics such as:

- family and friends
- school and university
- people
- environment and surroundings
- my city
- creativity and hobbies
- myself, my dreams, and my interests
- perspectives

A balcony with a good view can be a station for *perspectives*. A spot under a tree can be the “dreams and interests” station. The stations can be decorated with accessories, photos, articles, and objects



that relate to the topic they represent. Supply every station with sheets of paper/moderation cards, pens, chairs and blankets, and a bucket or box where participants can place their responses. Each station should be labeled clearly with a number and the topic it represents.

Introduction: You can introduce this activity with a brief meditation. Tell participants: "Go to a station and let yourself get inspired. Write down any ideas that come to mind and throw them into the buckets/boxes."

Fantasy phase: Participants do this silently. During a 30-minute break, the trainers empty the buckets/boxes, cluster them together in a general way and put them up on a large wall or board. Note: Allow enough space for the next step!

Review phase: In a second step, the participants read the ideas that have been written. Now they add questions, new inspirations, or comments in form of a mind map, drawings, and text.

Evaluation phase: The participants identify the ideas/topical fields that inspire them most for their project work. They place evaluation dots, small round stickers, next to these aspects (or they make dots with markers).

Small group phase (max three people). A brainstorming/mind map/idea collection takes place in each of these groups. In a second step, they perform a critical review: What is actually possible to implement. In a third step they elaborate on a feasible project concept and create an outline on a poster.

Presentation phase: Each group presents its results. After the presentation, you can add a phase of evaluation with stickers or a kind of feedback phase.

Time: depends on the group, but anywhere from 3–4 hours to a whole day.

Materials: Moderation cards, sheets of paper in several colors, pens, big papers, evaluation dots (stickers). A bucket/box for each imagination station.

Persons: a big group

Keep in mind: You need space for this activity. One big room, several small rooms. Also use a balcony or a quiet spot outside. The fantasy phase

has to be conducted silently. The imagination stations should be located near one other.

A Project Concept

Simulation games, creative expression, and interactive discussions support participants in identifying new opportunities.

In the following step, to create a more concrete project concept, we will use a basic template for a project proposal. In this way, participants learn to work like professionals that apply for grants from donor organizations. The challenge is to transform a broad and often not yet very detailed idea in a type of text that demands logic and structure.

Ask your participants to create such a text step-by-step. This is a very realistic approach – a concept template like this can be elaborated upon by adding other aspects like evaluation criteria or public relations concepts.

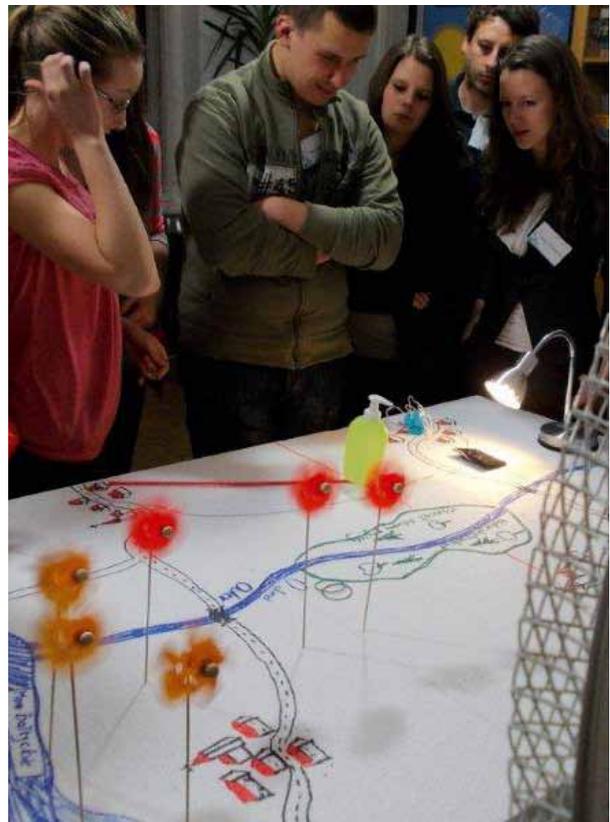


Figure 13. Kick-Off Meeting of EcoLab Armenia

Project Concept

Project team & other persons participating in the project

First and last name, telephone, cell phone, E-mail, Skype or other contact info. Describe their roles.

Project title

Project budget

(Including all needed money)

Core-funding

(From you/the program. Detailed numbers in a separate calculation sheet)

Personal goals

- What specifically are you going to learn during the implementation of this project?
- What skills are you going to develop?

Describe these goals in a few words and describe how you are going to know if you have achieved them – extend the list if necessary.

Societal goals and sustainable development

- What specific challenges will you come across within your own societal environment?
- What are you going to change as a team?

Describe these challenges in a few words and describe how you are going to know that you have had an effect on them – extend the list if necessary.

Project description

How are you going to adjust your personal goals to the societal challenges you identified?

1. Current Situation. Describe the current situation in 3 to 5 sentences
2. Project workflow. What should happen during the project in order to have a positive effect on the situation? (3 to 5 sentences)
3. Target groups. Who are the project's target groups? (one to two sentences for each)
4. Stakeholders. Who are the people and organizations actively supporting the project (include ones that are already confirmed and potential ones – one or two sentences for each)
5. Methods. How are you going to achieve your goals? What methods do you want to implement?
6. Location

Simulation Games

Simulation games help people to understand the need for Sustainable Development through experiential learning. We offer links to simulation games that address different aspects of Sustainable Development.

Simulation games differ depending on the length and complexity of the scenario involved. Thus preparation time also differs.

Beyond a clear scenario and realistic and understandable roles, the success of a simulation depends on the quality of experience and emotional and cognitive reflection. Therefore, facilitators must be able to structure the evaluation and to show respect at every level.

Taking a Step Forward

The aim is to promote empathy among people who are different, to raise awareness of the inequalities in society, to foster an understanding of potential personal consequences of belonging to certain social minorities or cultural groups. Participants imagine what it is like to be someone else in their society. The issues addressed include social inequality as a frequent source of discrimination and exclusion as well as empathy and its limitations. To enhance the impact, we recommend adjusting the roles in order to reflect on the realities of the participants' own lives. See: chapter 2.38 in Compass

*Compass – a Manual on Human Rights
Education with Young People
www.eycb.coe.int/compass*

Figure 14. Competencies addressed by simulation games⁴⁸

**Experimenting
Learning
Change of perspective
Empathy
Self-reflection
Conflict-handling skills**



Lemons

The game illustrates the concept of diversity by demonstrating the diversity among lemons. Every participant gets a lemon and examines it closely. Although we all assume that every lemon looks like any other, participants will be able to identify their piece of fruit even among many other lemons. By the end of the demonstration, the participants understand that judging people can be misleading and is often distorted by generalized assumptions.

SALTO | youth: Toolbox for Training and Youth Work: www.salto-youth.net/tools/toolbox



The Fish Game

Participants assume the roles of people fishing in a lake that can only support 20 fish. They have to feed their families for 10 days with the fish they catch. Through this game, participants learn what unsustainable (taking too many fish) and sustainable (people only taking as many fish as they need) actions mean. The game specifically addresses the economic dimension of SD.

*Oregon State University – STEPs
www.steps.oregonstate.edu/sustainability*



The Chocolate Trade Game

Assuming the roles of cocoa farmers, chocolate companies, consumers, and journalists the participants learn to identify difficulties in farmers' lives, develop skills for cooperative working and learn about the benefits of fair trade.

christian aid learn: Resources for teachers and youth leaders: learn.christianaid.org.uk/YouthLeaderResources/



Breakfast of the World

This activity is primarily about global contexts. It gives your participants a glimpse of what inequality means in the context of sustainable development by showing different breakfast tables throughout the world. See: Peacebag, chapter 5.

*Peace Bag for EuroMed Youth
www.peacebag.org/articles/toolkit.html*

Step 2

Concretization – Practice Meeting

The following concept of the practice meeting primarily entails teaching issues that are important during the implementation of a volunteer activist's project. The goals of the meeting are:

- Step-by-step conceptualization of a project to foster Sustainable Development
- Understanding strategies to involve partners and the local community
- Understanding methods to inform the public and stakeholders about the planned activities
- Applying a timeline to integrate project implementation in everyday life
- Acquiring skills to plan and control a budget and to settle accounts
- Understanding methods to manage team processes and conflicts
- Acquiring special competencies depending on the specific project ideas
- Experiencing sustainable actions and democratic principles
- Reflecting on personal attitudes and actions regarding sustainability

In contrast to the kick-off meeting, the practice meeting only provides a little time to work explicitly on Sustainable Development because the focus is on project management. Since learning project management, working in a team, and dealing with conflicts can all also be seen as competencies for fostering SD, they do in fact involve aspects concerning sustainability.

So far, this schedule involves the civic competency dimension in such a way that works with not only project management technology but the working-mode or style of project implementation.

Sustainable Development in Projects

Small groups of participants collect ideas as to how sustainable development can be integrated in their projects in very concrete ways. They do this using the dimensions of ecology, social life, culture, economy, and fairness. The end result is a wide selection of useful tools.

Goals: Participants gather inspiration for ways to reflect on Sustainable Development in their project concepts. They understand where Sustainable Development can play a role in their projects.

How to do it: Split participants into five groups to work on the following aspects of SD: ecological, social, cultural, economic, and fairness. Every group develops tools to consider their aspect of Sustainable Development in projects and writes notes down on moderation cards or presents these tools and puts them into an "Sustainable Development Project Toolbox." Every group chooses a few tools from this toolbox for their project.

Time: 1½ hours

Persons: 10 – 30

Materials: Flipchart paper and pens, moderation cards, scissors, tape

Time/ Day	Morning 9:00 am–1:00 pm	Afternoon 3:00–6:00 pm	Evening 7:30–9:00 pm
1st Day		<p>Getting to Know One Another Team</p> <p>Presentation of projects and expectations</p> <p>Sustainable code of conduct for meeting Team, Participation, Personal responsibility, SD Principles, Relevance</p>	<p>Sustainable welcome dinner</p>
2nd Day	<p>Presentation of SD-map from the introductory meeting</p> <p>SD in your projects</p> <p>Work on projects – coached by facilitators Team, Participation, Personal responsibility</p>	<p>Team work: role in the team, planning & delegating responsibilities Team, Participation, Social & Personal responsibility</p> <p>Work on projects – coached by facilitators Team, Personal responsibility, Participation</p> <p>Collegial consultation & reflection in groups (working on SD map or portfolio) Team, Social & Personal responsibility, Participation Interdisciplinarity</p>	
3rd Day	<p>Public Relations: Involving partners, defining target groups & presenting projects to the public SD Principles, Social Responsibility, Long-term, Conflicting goals, Relevance</p> <p>(individual) work on projects – coached by facilitators SD Principles, Social & Personal responsibility, Participation, Interdisciplinarity</p>	<p>Project planning & time management Personal responsibility, long-term, conflicting goals</p> <p>Work on projects – coached by facilitators Team, Social & Personal responsibility, Participation</p> <p>Collegial consultation & reflection Team, Social & Personal responsibility, Participation, Interdisciplinarity</p>	<p>Walk in the mountains</p>
4th Day	<p>Dealing with difficult situations & conflicts Personal responsibility, social responsibility, Team, Risk, Conflicting Goals</p> <p>Individual work on projects – coached by facilitators SD Principles, Social & Personal responsibility, Participation, Interdisciplinarity</p>	<p>Hiking in the mountains with a guide Team, SD Principles, Motivation</p>	
5th Day	<p>Methodical training for competencies needed for the project implementation (in small groups with topics defined by the participants) Team, Social & Personal responsibility, Participation, Interdisciplinarity</p>	<p>Methodical training for specific competencies (needed for the project implementation, in groups)</p> <p>Collegial consultation & reflection Team, Social & Personal responsibility, Participation, Interdisciplinarity</p>	<p>Cycling</p>
6th Day	<p>Budgeting, reporting Social & Personal responsibility</p> <p>Mentoring Personal responsibility, Long-term</p> <p>Work on projects – coached by facilitators Personal responsibility, Participation, Team</p>	<p>Finalizing project and signing agreement Reflection groups</p>	<p>Dinner and party</p>
7th Day	<p>Presentation of projects New aspects in the SD-map Evaluation</p>		

Table 4. Proposal for the Practice Meeting



Sustainable Development In Your Project Work.

Food: Serve local food and water at presentations/events, serve tap water, use both sides of paper and moderation cards. **Social:** integrate different people into your project (different social backgrounds, ages, disabled people, women and men). **Cultural:** challenge your target group to question their own ways of thinking by presenting new perspectives. **Economic:** find additional supporters to extend the range of your project. **Fairness:** integrate a global perspective – what effect might your project have on future generations?

Hiking

Sustainability is also about feeling, seeing, and experiencing the natural world.

Goals: Participants learn about the area where the meeting takes place and get inspired.

Steps: Easy/medium hiking tour in the surrounding area. Find a local guide for sustainable development who can talk to the group about the history, culture, and ecosystems in the area, as well as introduce its plants and animal species.

Time: 3-4 hours

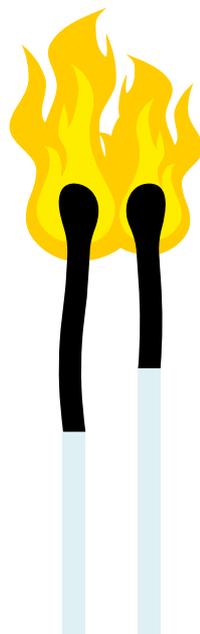
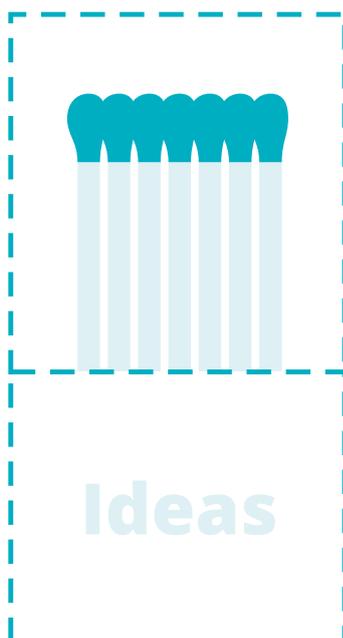
Persons: 20-30

Materials: Comfortable shoes and clothing, camera, if visiting far away places a bus might be needed. The hiking route should be planned in advance with a local person (one of Syunik NGO's local staff members might be helpful).

Concept Maps and Portfolio

It is possible to re-use the concept maps that were developed in the first meeting. This can help the participants remember many aspects of Sustainable Development and also works as an introduction to this topic for those who might be new to the group. At the end of the meeting you can add new aspects to the map.

Such concept maps can be complemented by personal portfolios. Those have a special focus on reflection on project work and project management – issues that are less related to Sustainable Development.



*How to write a proposal for donors:
[www.getting-involved.net/wiki/
 Writing_a_project_proposal](http://www.getting-involved.net/wiki/Writing_a_project_proposal)*

Concretize: Ideas that Match

The more possibilities for development you consider, the more likely it is for the project concept to lose clarity. Project managers also have to be aware that they should be able to explain their ideas to other people or stakeholders. This method introduces the need for focus and for concentrating on a few aspects. We use wooden matchsticks as a way to make it interesting.

Goals: Learning to focus on a few aspects, improving presentation skills, adjusting the presentation of a concept to a target audience.

Steps: The participants stand in a circle. The trainer tells them: "Present your project concept. You have as much time as it takes for a long match to burn." After a short pause the trainer gives the first person a package of matches. This person lights the first match and starts. When the flame goes out, he or she stops.

Time: 45 minutes

Persons: up to 20

Materials: Safety matches

Keep in mind: Alternatively you can do an elevator speech – but under real conditions. Have small groups of 3-4 people go into an elevator: One is the donor, a second the project manager. The donor should be convinced to support the project during the time it takes the elevator to travel from ground floor to the top floor. Reflect on the expe-

rience and give feedback to the project manager. Then repeat it, exchanging roles. The third person can work as an observer and give feedback as to how the situation appeared to him or her.

Project Concepts

When concretizing ideas on the basis of a written project concept, you can gradually transform it into the form of a real project proposal for one relevant donor. Use the ones available to you as inspiration. Your participants will slowly begin to see that writing project proposals is not as difficult as they imagined – and that they have already taken some very important steps.

Step 3

Project Work

During the practice meeting, participants complete the planning of their projects and gain various skills for project management. Now is the time for them to implement the projects in their cities and villages. These projects can vary in appearance: Some participants may decide to create an EcoBus out of an old bus as a place to meet, share ideas, and create actions for sustainable development. Others create activities for children like a summer kindergarten so that very young people have a chance to experience and learn about nature. Another approach is to start a small social business by selling milk from farmers in villages to tourists and people from the city.

Like the idea of active citizenship itself, the project teams are very much based on the idea of "learning by doing." Thus, the participants will deepen the various formative competencies they have already been working on during the meetings. In particular, they will improve competencies to plan and act in a team, to motivate themselves and others to become active, to plan and act independently, and to be empathetic and form solidarity with others.

The independent learning that takes place in the project-teams can be more successful if it is also supported. We prepare former participants in

our programs to become peer-mentors for project managers. They take on the role of a passive supporter or offer advice concerning relevant aspects of project work like fundraising, planning an event, activities for a workshop, or a theater play and how to solve conflicts in a group. They also keep aspects of sustainability in mind.

Mentoring

Independent learning that takes place in project-teams is more successful if it also has a strong foundation of support. We prepare people who have previously participated in our programs to become peer-mentors for project managers. They take on the role of a passive supporter or offer advice concerning relevant aspects of project work like fundraising, planning an event, activities for a workshop, or a theater play and how to solve conflicts in a group. They also keep aspects of sustainability in mind.

You do not need to implement a complete mentoring program to support those activities that your participants develop. Sometimes the most helpful thing you can do for a participant is to remind him or her of the plans he or she made earlier. After returning from a program, participants have a lot of other issues like work, studies, friendships, or familial duties to attend to. A motivating reminder might be

- Meeting in a nice café to discuss projects after one or two months, with no obligation to attend.

Theodor-Heuss-Kolleg's Mentoring Handbook
www.theodor-heuss-kolleg.de/mentoringhb/

- An invitation to a leisure activity such as going to a museum, concert, or bar
- A birthday greeting
- Present from the past

It is very important that you feel and show confidence in your participants' capacities. If you are not confident, because you think the project is too challenging, for example, then it would be better to help them by finding a way to reduce complexity.

Our Mentoring Handbook provides more information for supporting activists and their project work as well as for accompanying project teams.

Reporting

In-between reporting can also help your participants to find structure. Although it is a very effective instrument for achieving discipline, it is less useful for supporting your participants' intrinsic motivation. Therefore, try not to supervise them too much.

If your participants also receive financial support through you, then you can request a progress report that shows their outcomes up to the present day. Another option is to ask them for a small snippet for PR after approximately two months, publishing it on your website or in social media.

A Present From the Past

Goals: Participants document the aspects of a meeting that are most essential for their future

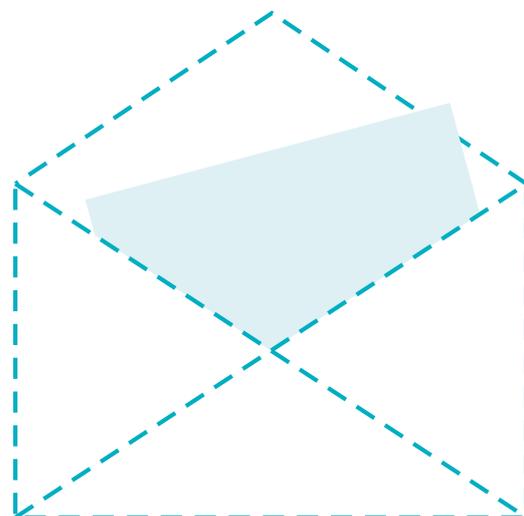
activities. They remember these aspects and gain motivation after the meeting

Time: 20-30 minutes

Steps: Participants are instructed to write a letter to themselves to be mailed in the future. This message is intended to remind them of their goals and should motivate them. The content of the message can be a drawing, an object, a text – anything that fits into the envelope. Each participant seals the envelope and addresses it properly. Use larger envelopes if your budget allows you to send them by mail.

Persons: individual work that can also be done in a group

Materials: drawings supplies, collages, ...



Step 4

Reflection

The reflection meeting is the participants' fourth and last step. It connects the past, the project work and its outcome, with the future, the participants' new perspectives and next activities. The goals of the reflection meeting are:

- Being able to evaluate a project with its outputs, outcomes, and impacts
- Being able to assess the individual learning process
- Being aware of further civic involvement with a focus on Sustainable Development
- Being familiar with the alumni network.

Collage: Fostering Sustainable Development in My Local Environment

Goals: The participants have developed concrete ideas as to how to foster Sustainable Development in their local environments. They have developed ideas for how to motivate and integrate others.

Steps: Give participants a sheet of paper with the following categories: at home – food and consumption – family and friends – work and university – civic engagement and society and the following two questions: How can I act more sustainably? How can I motivate others to act more sustainably? You should allow 20 minutes for writing down concrete ideas for each category (you may play some music at this time). Allow 10 minutes for sharing ideas and gaining inspiration

in groups of two persons. Allow 25 minutes for participants to create a collage on another sheet of paper using photos, postcards, old magazines, and newspapers. The collage should express the ideas developed thus far in a visual way. Participants hang their collages on the wall and walk through the “Museum of Sustainable Action” (20 minutes). Participants indicate which three of their actions they are going to implement within one month.

Time: 2 hours

Persons: 20-30

Materials: Sheets of A4 paper with the categories mentioned above, sheets of paper A3 paper for collages, old magazines, newspapers, postcards, photos, scissors, glue, tape, laptop with music and speakers

Keep in mind: The participants can put the collage on the wall at home and put the table with the sustainable actions in their portfolio. You can set a date (e.g. one month after the end of the meeting) for partners from the group to call each other or write an email to ask which actions the other has implemented.

Visiting NGOs and Political Organizations

Participants get inspiration for sustainable action by visiting non-governmental organizations, social entrepreneurs, or experts in the state administration.

Time/Day	Morning 9.00–1:00 pm	Afternoon 3:00–6:00 pm	Evening 7:30–9:00 pm
1 st Day		Welcome, Expectations & Program, SD-map Sustainable code of conduct for the meeting Team, Participation, Personal responsibility SD Principles, Relevance	Sustainable welcome dinner
2 nd Day	Internal project presentation Personal responsibility, Team, Relevance, Long-term	Evaluation in the project team Evaluation with the mentor Reflection groups SD Principles, Social & Personal responsibility, Participation, Team, Relevance, Long-term, Conflicting goals	
3 rd Day	Reflection of the individual learning process over the whole program SD Principles, Social & Personal responsibility, Participation, Team, Relevance, Long-term, Conflicting goals	Lunch How can I contribute in fostering SD in my local environment? Ways to motivate others Motivation, Relevance, Participation, Social & Personal responsibility, SD Principles Reflection groups	Dinner
4 th Day	Preparing a public presentation SD Principles, Social Responsibility, Long-term, Conflicting goals, Relevance	Public Presentation of the projects	
5 th Day	Visiting NGOs, political organizations, perspectives for involvement Long-term, Personal responsibility	Initiating alumni activities (plus information to become mentor or facilitator) Reflection groups	Party
6 th Day	Completing the SD-map Evaluation		

Table 5. Proposal for the Reflection Meeting

Goals: Participants learn about activities of political and social organizations and learn about perspectives for involvement.

Steps: The EcoLab partner organization in Gyumri, Journalists' Club "Asparez," can be asked to host a meeting on their premises and to invite other relevant organizations and groups from Gyumri. In 15-20 minutes, the hosts will present what their main activity is, what the main challenges are, and ways that young people can get involved. Later, the floor will be opened for questions and discussion.

Time: 2-3 hours

Persons: 20-30

Materials: Prior arrangement for the meeting is required (at least 3-4 days in advance), notebooks and pens, cameras, prepared questions and ideas!

Completing the Sustainable Development Map

Goals: Participants finish their Sustainable Development maps and thus develop concrete ideas on what Sustainable Development is based on their knowledge, their own experiences, information from other people, and their projects.

Steps: A facilitator or two participants summarize the SD-map briefly by referring to the three program meetings / the group clarifies any unclear aspects or aspects they want to add / at the end every participant gets a photo of the map for their portfolio.

Time: 1.5 hours

Persons: 20-30

Materials: Sustainable Development map,

moderation cards, pens, glue, camera to take a photo of the map, printer to print the photos (if this is not possible the photos of the map will be mailed to the participants later on).

Reflection on Self-Directed Learning

Goals: Participants reflect on their own learning processes. They identify what they have learned, why and how they learn.

Steps: Each participant gets a sheet of paper. The facilitator gives an example of a learning curve: The x-axis represents time, while the y-axis represents intensity of learning.

Participants develop these project curves individually. They trace their projects to reflect on when the most important learning took place: What did I learn? Why did I learn something from this situation? What will I do with this lesson learned? They should especially consider extremities (positives and negatives) or the points that are not (yet) easy for them to identify. The learning curves are individual, but the participants can share some lessons learned in their project teams or in small groups.

Time: 45 minutes

Persons: 20

Materials: Sheets of paper, pens, flipchart, and some music to play while the participants are drawing their curves

Keep in mind: The method can also be used for interpersonal reflection and exchange experience

in a group. Be aware that trusting relationships among participants is a necessary condition. This works especially well among people who know one another already and share similar experiences.

From Now To Tomorrow

Goals: Participants summarize their learning processes and evaluate their competencies. They connect evaluation with a prospective perspective on their future involvement and self-development.

The present moment: Every participant gets a sheet of paper. He or she draws a person (representing him or herself) in the center of a target. In 10 minutes the target will be completed by the answers to the following questions. The answers can be positioned closer to or farther away from the person in the center of the target. In a smaller group the answers can be shared after the individual work. (20 minutes)

Questions:

- Where am I now? Who and what influences my life (people, circumstances, etc.)?
- What is important to me right now?
- What is my role under these circumstances? What can I do, influence, shape, have an effect on?

Strengths: The participant draws symbols on a sheet of paper that describe the strengths and competencies he or she has gained (10 minutes). In a smaller group the answers can be shared again. (20 minutes)

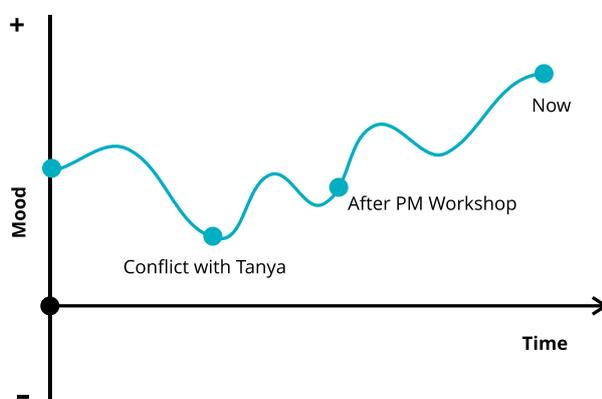


Figure 14. Learning Curve

Questions:

- What are my strengths and competencies?
- What have I become more aware of?

Perspectives: Participants draw a house on a sheet of paper. It works as a symbol for their personalities. There are clouds around the house. They contain the ideas that will be the focus in the time to come. (10 minutes)

There is also a road. This is the path to implement ideas in the future.

Questions:

- Where do I want to go in the next 12 months with my qualifications and competencies?
- What do I need to reach these goals?

Final plenum round

Time: 2–2.5 hours

Persons: From small groups to larger groups like classes.

Materials: sheets of paper, possibly with questions for every phase in small print at the bottom of the page.

Resources

Resources and Organizations

Toolbox: Getting Involved

The Theodor-Heuss-Kolleg's virtual toolbox for project work was started by activists and facilitators from Central, East and Southeast Europe, from the Caucasus and Central Asia.

www.getting-involved.net

Teaching and Learning for a Sustainable Future

This is one of the UN's multimedia education programs. It includes an introduction to the global realities and imperatives for sustainable development as well as ways to integrate Education for Sustainable Development in citizenship education. Furthermore, you will find information and methods concerning topics like culture and religion, women and SD, world hunger, sustainable communities, globalization, and climate change.

www.unesco.org/education/tlsf/index.html

Tool Kits

On the website of the Youth Partnership from the European Commission and the Council of Europe, you will find handbooks and methods dealing with intercultural learning, project management, funding and financial management, citizenship, and other topics. Most training kits are available in several languages.

youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/T_kits

Change Agency Education and Training Institute

This is an independent social movement initiative based in Australia with some involvement in international projects. The website provides valuable resources for activist educators.

www.thechangeagency.org

Clean Clothes Campaign

An international campaign for improving working conditions in the global garment industry.

www.cleanclothes.org

Fairtrade

This international organization works with the spirit of fair trade – an alternative approach to conventional trade, based on a partnership between producers and consumers.

www.fairtrade.net

Christian Aid Learn

The Christian organization from the UK offers in their "learn" section resources for teachers and youth leaders.

learn.christianaid.org.uk/YouthLeaderResources/

Seeds For Change Network

This is a non-profit training and support co-op helping people organize for action and positive social change. Their website contains excellent training resources for campaigning, organizing groups and co-ops and much more.

www.seedsforchange.org.uk

MitOst e.V.

Handbooks and background material regarding Active Citizenship Education with a focus on Central and Eastern Europe. Mentoring, Project Development, and Project Management.

www.mitost.org

Story of Stuff Project

This creates short, easily shareable online movies that explore some of the key features of our rela-

tionship with stuff – including how we can make things better. It provides high quality educational resources and programs to everyone from teachers and people of faith to business and community leaders, and it supports learning and action for more than 350,000 members of the Story of Stuff community.

www.storyofstuff.org

The Ruckus Society

Provides environmental, human rights, and social justice organizers with the tools, training, and support needed to achieve their goals through the strategic use of creative, nonviolent direct action.

www.ruckus.org

Training for Change

Increases capacity around the world for activist training that helps groups stand up more effectively for justice, peace and the environment. They deliver skills directly that people working for social change can use in their daily work. The website contains manuals, training resources, and other tools in various languages.

www.trainingforchange.org

Peace Bag for EuroMed Youth

Provides an online toolkit with concepts, models, and methods concerning intercultural dialogue, dealing with conflicts, ideas for action, and more.

www.peacebag.org/articles/toolkit-index.html

Worldmapper

Provides different maps of the world showing, for example, the population, the income or the number of internet users by re-sizing countries and territories. It is helpful in explaining issues connected to globalization such as global inequality.

www.sasi.group.shef.ac.uk/worldmapper

youthxchange towards sustainable lifestyles

Looking for inspiration? Visit this website: It is designed to help facilitators and individuals understand and communicate about sustainable lifestyles. Explore more than 130 examples of organizations,

innovative ideas, funny stories, and motivated people active in making day-to-day life more sustainable.

www.youthxchange.net

Ecobasa

This is an online social networking platform aimed at connecting people who are looking for alternative ways of living that include eco-sustainability, self-sufficiency, living without money, skill sharing, and independent learning. It includes an open directory for eco-villages, eco-sustainable communities, farms, and projects, maintained by the people who live there.

www.ecobasa.org

Navdanya

Dr. Vandana Shiva's blog, an Indian environmental activist and anti-globalization author. This is also a network of organic producers and seed keepers and a program for the Research Foundation for Science, Technology and Ecology (RFSTE).

www.navdanya.org

World Resources Institute

Informative website with interesting projects and publications on Sustainable Development from all over the world. You will also find figures and numbers about Sustainable Development here.

www.wri.org

United Nations Sustainable Development Knowledge Platform

Website with publications, an overview of initiatives dealing with SD, and information about the UN.

www.sustainabledevelopment.un.org

International Institute for Sustainable Development

Website with scientific articles and research reports on very different topics from Canada.

www.iisd.org

Movies

Earth

2007/90 min

USA

Directors: Alastair Fothergill, Mark Linfield

www.nature.disney.com/earth

A feature-length movie from 2007 with great pictures about Earth's nature and animals.

Koyaanisqatsi

1982/82 min/US

Director: G. Reggio

www.koyaanisqatsi.org/

"Koyaanisqatsi" is a Hopi Indian term for "life out of balance." A documentary without words with music from Phillip Glass. First part of the Qatsi trilogy.

Home

2009/120 min/FR

Director: Yann Arthus-Bertrand

www.homethemovie.org/en

Almost entirely composed of aerial shots of various places on Earth. It shows the diversity of life on Earth and how humanity is threatening the planet's ecological balance.

Inconvenient Truth

2005/100 min/US

Directors: Al Gore, Davis Guggenheim

www.takepart.com/an-inconvenient-truth/

Oscar-winning documentary about climate change and global warming.

Food Inc.

2008/90 min/US

Director: Robert Kenner

www.takepart.com/foodinc

Documentary about the way we eat and produce food on an industrial scale.

We Feed the World

2006/90 min/AT

Director: Erwin Wagenhofer

www.we-feed-the-world.at/

A journey to the origins of the food we eat. The journey includes France, Spain, Romania, Switzerland, Brazil, and back to Austria.

China Blue

2005/87 min/DE

Director: Micha X. Peled

www.teddybearfilms.fatcow.com/2011/09/01/china-blue/

Shot secretly in China under difficult conditions, this documentary shows how the clothes we buy are actually made.

Гамбургер без прикрас

2005/14 min/RU

www.vita.org.ru

A short Russian language film about meat consumption and animal protection from the Russian Organization Vita.

The Story of Stuff

2007/20 min/US

www.storyofstuff.org

From its extraction through sale, use and disposal, all the stuff in our lives affects communities at home and abroad, yet most of this is hidden from view. The Story of Stuff is a 20-minute, fast-paced, fact-filled look at the hidden side of our production and consumption patterns.

A Story About Sustainability

www.youtube.com/user/SkyworksHD

A fairy tale about sustainability. A hybrid of a educational and a promotional clip (2:30)

Sustainability in 2 minutes

www.naturalstep.org

A promotional/educational clip from The Natural Step International

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Footnotes

- 1 IUCN/UNEP/WWF 1999
- 2 This quote is often cited as a native American proverb, spoken by Sitting Bull and many other people. Although source of this quote is not completely clear, this sentence is helpful in talking about sustainable development, so we decided to cite it as “quote of unclear origin.”
- 3 UN 1987, p.41
- 4 UN 1987, p.41
- 5 Grunwald/Kopfmüller 2012, p. 11.
- 6 Rogers 2007, p. 12
- 7 UNESCO 2002, p. 13
- 8 EU 2013: Like Armenian activists, as well the EU Commission reports repeatedly a lack of efforts for fighting corruption substantially.
- 9 Banuri 1990, p. 73-101
- 10 Nurse 2006, p. 36
- 11 Grunwald/Kopfmüller 2012, p. 227-229
- 12 Evers 2010, p. 283
- 13 German Bundestag 2002 a, p. 4
- 14 German Bundestag 2002 b, p. 33
- 15 Habermas 1992
- 16 We follow the categories of Robert D. Putnam. He disticts between bonding and bridging social capital. Putnam 2001
- 17 German Bundestag 2002, p. 38
- 18 Lutsevych 2013, p. 1; p. 16
- 19 Grunwald/Kopfmüller 2012, p. 197
- 20 Grober 2007, p. 8-9
- 21 Grunwald/Kopfmüller 2012, p. 197- 203.
- 22 CIA: The gross domestic product specifies the „value of all final goods and services produced within a nation in a given year“
- 23 MK.am blog 2006.
- 24 Transparency International 2012
- 25 World Nuclear Association 2012
- 26 American University of Armenia 2012 a.
- 27 Law of the Republic of Armenia on Environmental Impact Assessment 1995
- 28 American University of Armenia 2012 b
- 29 American University of Armenia 2012 c.
- 30 Yenoqyan, T (n.y.)
- 31 Save Teghut Civic Initiative: „Urgent appeal to UN Human Rights Committee“
www.teghut.am/wp-content/uploads/2012/07/Teghut-appeal-to-the-HRC.pdf accessed 1013/06/27
- 32 UNECE 1998
- 33 Institute for Democracy and Human Rights 2012
- 34 UNICEF 1999, p. 4
- 35 Fischer 2012, p. 6-7
- 36 Diekmann/Preisendörfer, 1992
- 37 Diekmann/Preisendörfer, 1992
- 38 OECD 2003, p. 4
- 39 Kolb/Kolb 2005
- 40 OECD 2003
- 41 De Haan, quoted in Preußner 2006, p. 19
- 42 Zimmermann 2012, p. 32
- 43 De Haan 2008
- 44 Molitor/Marwege 2012, p. 8-9
- 45 Zimmermann 2012, p. 34
- 46 Siebert 2006
- 47 Fischer 2012, p. 8
- 48 CRISP (2011), p. 5-6

A photograph of a field of green plants, possibly a crop field, with a blue sky and a silhouette of a person in the background. The text is overlaid on the image.

How can you
connect Education
for Sustainable
Development and
Active Citizenship
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