Version 19.06.2018

CARD FOR THE COLLECTION OF GOOD PRACTICES

Erasmus+

DEVELOPMENT OF SUSTAINABLE URBAN CENTRES WITH ACTIVE INVOLVEMENT OF VOCATIONAL EDUCATION AND TRAINING (VET)

PROJECT DOCUMENT 4

TABLE OF CONTENTS

SUSTAINABLE DEVELOPMENT CONCEPT OF SUSTAINABLE URBAN DEVELOPMENT

PART 1: EVALUATION AND SELECTION OF BEST PRACTICES

Definition

In order to select criteria in the form of a key, and to identify and subsequently catalogue the good practices that will be collected, as envisaged in the Erasmus project "Vocational Education and Training (VET) for Urban centres", we need to start with the definition of sustainable development contained in the Brundtland report "Our Common Future" of 1987:

"Sustainable development is that development that is able to satisfy the needs of the present generation, without compromising the possibility that future generations will be able to satisfy their own".

Cities are important

Cities will play an important role in achieving the Sustainable Development Goals. An idea for cities has never been as important as it is today. More than half of the world's inhabitants live in the city and this migration is expected to increase. In fact, in 2050 more than two thirds of the world will be made up of urban dwellers. As a result, our success or failure in achieving the goals of eradicating poverty, equality, reducing climate change and ensuring health care will develop under the auspices of cities. It will be the cities that determine our achievement of more inclusive economic growth or our collapse towards greater inequality. It is in cities that people seek opportunities for high-level education and employment. Furthermore, cities will determine whether we will continue our increasing use of resources or whether we will be able to achieve a more sustainable path. In this context, the Sustainable Development Goals (SDGs) approved in September 2015 by the UN and the actions for the implementation of the "Agenda 2030" represent an unavoidable challenge. This is why the goal of sustainable development number 11, "Making cities and human settlements inclusive, safe, resilient and sustainable" is so important. Success in achieving the goals set by Objective 11 creates the foundations to achieve those of many other Sustainable Development Goals.

Three elements for sustainability

Usually, sustainable development is presented as an equilateral triangle whose vertices are the three fields that must necessarily be considered if sustainability is to be achieved. These three fields are: the **environment**, the **economy** and **sociality**. In this specific case, we will consider the sustainable development of urban centres and best practices and methods. We will look at cooperation between local / regional authorities and schools, businesses and service providers, and at links between local planning and VET programs, upper secondary school participation practices and local businesses' and service providers' involvement in urban planning and development processes.

Criteria for identifying best practice

For evaluating relevant project 6 criteria related to the concept of sustainable development, and 11 criteria related to teaching are identified. The educational criteria are in turn divided into three groups: approach, action and participation, as well as relations with the territory.

The use of the key is relatively simple:

➢ For the 6 criteria related to sustainable development we provide an evaluation by placing the project in the gap between insufficient and excellent: - insufficient * sufficient, ** good, ***excellent.

➢ The didactic criteria are just checked by their presence with a yes or a no. In our intentions, the key should allow everyone to identify projects/ processes, methods as good practices according to the same criteria.
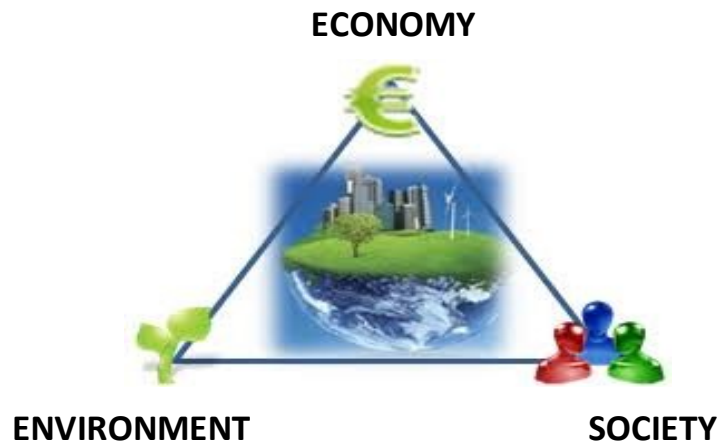
ECONOMY

ENVIRONMENT   **SOCIETY**

Fig. 1: Representation of the concept of sustainable development

PARAMETERS FOR THE SELECTION OF GOOD PRACTICES

A) SUSTAINABILITY CRITERIA

When projects/ activities are to be selected as examples of Best Practice as contribution for a model under Intellectual Output 1, the following criteria should be considered:

Sustainability criteria
1. Content
1.1. Are all the three aspects related to sustainable development present?   a) Economic aspects   b) Environmental aspects   c) Social aspects
Describe:
1.2. Is the relevance of each of the three aspects of sustainability in relation to urban centres clearly highlighted?
Describe:
1.3 Are the three aspects interconnected with each other?
Describe:
1.4 Are sustainability included on different levels (eg. individual, local, regional, national and global)?
Describe:
1.5 Are the topics and project actions critically analysed, highlighting the positive and negative aspects and consequences?
Describe:
1.6 Are there examples of positive actions (or indications on how we could remedy the negative aspects, examples of good practice, examples related to everyday life)?
Describe:

Tab. 1: Sustainability criteria. The first 4 (in grey) are most important.

Comments to table 1

The first four criteria are considered necessary for inclusion in the list of good practices. These are intended to make it clear whether the material being analysed is about the issue of sustainable development. The criteria make it possible to verify the presence of all the three sectors that make up sustainable development; sociality, economy and environment. and to give them as much importance as possible.

- Question 1 verify if the material remains at the centre of the hypothetical triangle representing sustainable development.
- Question 2 verify the relevance; focus on how it is highlighted.
- Question 3 verify if there exist interactions between economy, sociality and the environment.
- Question 4 verify the complexity of relationships and if various levels are involved.

- Question 5 makes it possible to analyse how sustainability is dealt with, that is, if the topic is dealt with in such a way as to allow the elaboration of critical thinking.
- Question 6 makes it possible to ascertain whether the material also contains examples of good practices, perhaps linked to the local daily reality. This in addition to exposing the topics linked to sustainable development. This aspect is considered very important, given the topic dealt with, since problems are often shown, but more rarely possible solutions.

B) DIDACTIC CRITERIA

In addition to criteria on sustainability it is important to add educational criteria to evaluate the quality of the projects/ material selected for best practices. The educational criteria consider the parameters related to approach, action, participation, and relations with the territory.

2. Approach
2.1 Are the framework conditions and objectives of the educational project well defined and clear and feasible?
Describe:
2.2 Are the sources (materials, resources and people) from which information is derived provided?
Describe:
2.3 Is the recipient of the initiative / project clearly defined?
Describe:
2.4 Are the students/participants actively involved in carrying out the project - methodology/ - how are they involved?
Describe:
2.5 Is a final evaluation of the course planned?
Describe:

Tab.2: Teaching criteria

Comments to table 2
The parameters should help defining the conditions for the project and identify the objectives to be achieved.
Much importance is given to the presence of the sources, both to allow them easy access and to allow possible updates or details of the data used. The age of the students who are the beneficiaries of the project or the school years in which it is realized is important. Attention must also be paid to the active participation of the students and to the final evaluation of the work carried out.

3. Action and participation
3.1 Are there spaces for reflection and discussion with the students/participants?
Describe:
3.2 Are there any moments of decision shared with the students/participants?
Describe:
3.3 Does the project allow them to make practical training experiences?
Describe:
2.4 Is a final evaluation planned?
Describe:

Tab.3: Teaching criteria: Action and participation

Comments to table 3
To implement projects related to the theme of sustainable development, it is considered essential to actively involve students on the work carried out, both through discussions and reflections. It is also important to giving them practical experiences. These parameters allow evaluating if the students have an active part and can experiment with various situations.
In projects where schools are not involved a similar evaluation could be done in relation to the involved personnel.

4. Relations with the territory
4.1 Are active involvement of institutions and/or people outside the class/ course expected?
Describe:
4.2 Are the territory / urban centres' resources identified and/or validated?
Describe:

Tab 4: Relations with the territory

Comments to table 4
Sustainability related to urban centres /towns are closely linked to the territory of influence, and to participation and action by its' people. Observations, knowledge and understanding of the realities of the surroundings are important.

Table to be used for evaluation and selection of good practices

Sustainability criteria	
1. Sustainability criteria	**Score (- * ** ***)**
1.1. Are all the three aspects related to sustainable development present? a) Economic aspects b) Environmental aspects c) Social aspects	
1.2. Is the relevance of each of the three aspects of sustainability in relation to urban centres clearly highlighted?	
1.3 Are the three aspects interconnected with each other?	
1.4 Are sustainability included on different levels (eg individual, local, regional, national and global)?	
1.5 Are the topics and project actions critically analysed highlighting the positive and negative aspects and consequences?	
1.6 Are there examples of positive actions (or indications on how we could remedy the negative aspects, examples of good practice, examples related to everyday life)?	
Didactic criteria **2. Approach**	**Presence (Yes /no)**
2.1 Are the framework conditions and objectives of the educational project well defined? Are these last clear and feasible?	
2.2 Are the sources (materials, resources and people) from which information is derived provided?	
2.3 Is the recipient of the initiative / project clearly defined?	
2.4 Are the students actively involved in carrying out the project?	
2.5 Is a final evaluation planned?	
3. Action and participation	
3.1 Are there spaces for reflection and discussion with the students/participants?	
3.2 Are there any moments of decision shared with the students/participants?	
3.3 Does the project allow participants to make practical training experiences?	
2.4 Is a final evaluation planned?	
4. Relations with the territory	
4.1 Is the active involvement of institutions and/or people outside the class expected?	
4.2 Is the territory / urban centres resources identified and/or validated?	

Score:
Evaluation included in a gap between insufficient and excellent: - insufficient, * sufficient, ** good, ***excellent

There is no defined level of scores to include a project, this is meant as a help for evaluation and selection of projects to be presented with Best Practice.

PART 2: DESCRIPTION OF PROJECT WITH BEST PRACTICE

SUMMARY SHEET FOR THE DESCRIPTION OF THE GOOD PRACTICE

All partners in the project "VET in Urban Centres" are expected to identify at least one project, experience/ practice, and described it as Best Practice.

For describing the Best Practice, the table under should be filled in. If relevant more than one project/ experience/ practice might be presented by a partner.
The descriptions will be presented to all partners and discussed in project meetings as a contribution to define a model for intellectual output 1: Local cooperation on development of urban centres, including VET.

Fill in
Each presentation of Best Practice is to be presented in a separate document (Copy part 2 of this document).
The document should have an explaining title, and the partners name.

Relevant information is to be filled into the table and will replace the explaining text which is in *kursiv*.

Title	*Name and acronym of the actual Best Practice (project/ practice/ experience)*

Section 1 - Summary

Date	*Specify date*
Name of the author/ s	*Specify name and surname*
Abstract	*Brief description of the experience / project*

Section 2 - General information on the experience / project

Name of the school / organization/ local authority	*Specify the name of the school/ organisation/ local authority or organization that promoted the project*
City and country	*Specify city and country*
Topic	*Specify the specific topic (s) addressed in the course of the experience / project*
Discipline	*Specify any discipline (s) involved*
Budget (if applicable)	*Indicate volume and source if available*
Organisation type and characteristics	*Please specify the legal status and organisational dependence of the organisation*

Section 3 - Detailed description of the experience / project

PERIOD OF SUBSTANCE AND OVERALL DURATION	*Specify the scholastic year (s), or period, for the implementation of the initiative and the overall duration*
GENERAL AND SPECIFIC OBJECTIVES	*Brief description of the general and specific objectives of the project (max 8 lines)*
RECIPIENTS	*Indication of the recipients of the project: number of students, people, age, gender, special needs, school year and classes*
SIGNIFICANT PROJECT	*Brief description of the project (max 15 lines)*
SHARES	*Description of the main actions (eg training courses, seminars, workshops, internships, events, etc.) (max 10 lines)*
DIDACTIC APPROACH AND METHODOLOGY	*Teaching method and methods of realization*
CHALLENGES / CRITICAL	*Indicate what were the main challenges faced in the course of the experience, the problems encountered and how they were addressed and eventually resolved, trying to distinguish among:* *a) Challenges in terms of the content of the course* *b) Challenges in terms of practices out of the class* *c) Challenges in finding job* *d) Challenges in finding the right course*

TERRITORIAL SCOPE AND INTERVENTION AREA	*Scope of the initiative and areas of intervention (local, regional, national, international)*
AGREEMENTS AND / OR MEMORANDUM OF UNDERSTANDING	*Any agreements and memorandum of understanding envisaged, promoted and signed thanks to the project*
DOCUMENTATION	*Describe the methodological tools (eg, diary, observation grid, checklist, etc.) and the media (eg video) used to document the process If the project has not been documented, please specify*
EXPERIENCE / PROJECT RESULTS	*Results achieved compared to initial expectations, described with reference to measurable and concrete parameters (participants number, products and implemented actions etc)*
SUBJECTS INVOLVED (PARTNERSHIPS / COLLABORATIONS AND TERRITORIAL COOPERATION)	*Public and private subjects involved in the realization of the project*
EVALUATION SYSTEM AND TOOLS	*Specify which levels of evaluation were considered (degree of student satisfaction and / or assessment of learning and / or evaluation of the process and / or evaluation of the product) and with which instruments the evaluation was carried out. Examples of evaluation are the following questions asked to participants of a course on "urban" sustainable development: Do you consider that the course you took has been useful for you? Do you think you had all the information needed at the beginning of the course? Have you experimented any gap between the content of the course and the skills and information you needed to work? If yes, could you please list them?* *The developed tools can be attached to this sheet. If the project has not foreseen evaluation activities, please specify it*
STRENGTHS AND WEAKNESSES OF THE PROJECT	*Briefly describe the strengths and weaknesses of the project*
PORTABILITY	*Specify the transferability conditions of the experience / project*
SOURCES AND INTERNET SITE	*Cite the source from which the good practice and the possible website if it exists*
HIGHLIGHT SUCCESSFACTORS	*Describe element which have functioned well, contributed especially to good results in various ways: achievements, motivation, competance, economy, cooperation, faster processes etc.*