

Saving the Planet One School at a Time
Pilot Activity Report

Project Number	RDP003
Project Name	Saving the Planet One School at a Time

Date	November 2019	Author	TSW Jones
Pilot Number	1	Subject	Creating a manual for change

Outline the pilot activity

Creating a manual for change. School and community need to evolve new ways of thinking and operating to able to adhere to the Paris Accord (<https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement>) Key climate and energy targets are set in the 2020 Climate and Energy package and the 2030 climate and energy framework (https://ec.europa.eu/clima/policies/strategies_en) and the Wellbeing of Future Generations goals, how will they achieve this?

What are the objectives of the pilot activity?

Trial activities across school and community to explore how to effectively engage on these issues. The intention is to contribute to the transformation of the school curriculum to incorporate the changing priorities for humanity due to the climate crisis.

How did you go about setting up the pilot activity?

The project has grown out from many years of grass roots community work. The key stakeholders had been identified and consulted with at the earliest stage of development of this point

What resources were required to set up and run the activity? Did you need to rely on others for this?

Sector39 collaborated with a broad cross section of our community, building relationships and objectives over a period of 7 years to create the momentum to allow this project to happen. These 3 years of project work with OSOP enabled us to convert this experience into a something much more tangible, long term and that contributed across the wider community. It represents a decade of work, but the only real resources required was the paid time that allowed the investment in people that could facilitate and accelerate this process.



What were the timescales of the pilot?

September 2016 – October 2019

What were the challenges of the pilot?

Our principle idea was to work closely with the school as a way to access the wider community to raise issues around how we can work together to meet our Paris Accord objectives.

How did the pilot activity work in practice?

In summary, the assumption was that to reach our community the best route was via the school. The experience was that it was most effective to reach the school via the community. By establishing on going activities such as the orchard and willow coppice, mainly supported by community donations the school was able to join in as and when appropriate.

If repeating this pilot activity, what would you do differently?

We would not have relied so much on one school. As it turned out Llanfyllin High School had 4 head teachers in 3 years, it was an unsettled time for the school on top of other seismic changes. Other schools in the vicinity might have been more receptive, however this was only apparent after the fact.

Is this pilot activity sustainable? If not, how could you make it more sustainable next time?

Yes, it has made much more progress than we could have ever imagined. In many ways this could be extended, more funding of course would be effective as we have learned so much in the project duration. The curriculum in Wales is changing and the work we have pioneered here will fit well into the new frame work that will begin in 2022.

If this activity were to continue, what steps would you look to take next?

Set up pilot training modules in a series of key local schools, no more than 6. Use social media to create a schools #small&slow meme to test out and share climate response ideas, projects and aspirations.

