

I AM A GEOPARKER

A general objective coherent with the aims of the UNESCO Global Geoparks.

To establish, along with the Global Geoparks Network, an international network of young people that define themselves as “**geoparkers: the storytellers of the history of the Earth**”.

Coherence with:

Global Geoparks Network Association. Statutes. Introduction.

Networking and collaboration among Global Geoparks is an important component of the GGN. UNESCO encourages this cooperation especially in the fields of education, management, tourism, sustainable development; regional planning among Network members and especially encourages an equitable geographical development of Global Geoparks.

Operational guidelines for UNESCO Global Geoparks. 1. Introduction.

Education at all levels is at the core of the UNESCO Global Geopark concept. From university researchers to local community groups, UNESCO Global Geoparks encourage awareness of the story of the planet as read in the rocks, landscape and ongoing geological processes. UNESCO Global Geoparks also promote the links between geological heritage and all other aspects of the area’s natural and cultural heritage, clearly demonstrating that geodiversity is the foundation of all ecosystems and the basis of human interaction with the landscape.

Operational guidelines for UNESCO Global Geoparks. 3. Criteria for UNESCO Global Geoparks

(ii) UNESCO Global Geoparks should use that heritage, in connection with all other aspects of that area’s natural and cultural heritage, to promote awareness of key issues facing society in the context of the dynamic planet we all live on, including but not limited to increasing knowledge and understanding of: geoprocesses; geohazards; climate change; the need for the sustainable use of Earth’s natural resources; the evolution of life and the empowerment of indigenous peoples.

(vi) UNESCO Global Geoparks are encouraged to share their experience and advice and to undertake joint projects within the GGN.

The initial idea

The aim of this project is to organize an international club of young people that define themselves as “**geoparkers: the storytellers of the history of the Earth**”. The project wants to be operative in all the global geoparks that promote educative activities as an important work area in their territories.

How to become a Geoparker: Young people that could become geoparkers should come from Primary or High Schools that carry up educative activities linked to a global geopark. They could also come from local Nature conservation-based NGO that produces no formal education activities always linked to a global geopark.

Geopark’s educative activities provide training about the geological processes that shape their landscape and some other aspects linked to their territory. That includes as well the stories that constitute the living memory of said territory as an emotional bond between people and land. After this training, pupils must try to explain these processes as a little story using different

resources: videos, slide presentations, speeches, papers, etc. The explanations may be shared with other youngsters around the world using a common website, a youtube channel or a book with selected stories.

Young people that complete a story become geoparkers and enter in an international club of geoparkers in the whole world. To become a geoparker means to be someone that belongs to an international fellowship that preserve lots of stories about Earth, amazing stories to tell to other kids, anywhere at any moment. To become a geoparker also means to be someone that understands how important the geological heritage is. Furthermore, this understanding found the reason why he or she will decide to look after the planet.

Geoparkers' relationships: Geoparkers must communicate among them. They must recognize one another wherever they live, whenever they could meet. They can try to make join works, keep the opportunity to learn and teach each another about their territories and countries. It will be a creative way to learn sciences and a great way to improve English. The first meeting space will be the playground. The project must build a virtual playground to store and share all the stories produced by the geoparkers.

An initial workgroup to design the project.

At the start point, we have performed a workgroup with different UNESCO Global Geoparks, one per country, in order to have different perspectives and points of views depending on the different education systems in each country. We have tried to have participants from different continents. The initial group and the people now involved are:

| UNESCO Global Geopark | Country | People involved |
|-------------------------|----------|---|
| Grutas del Palacio* | Uruguay | César Goso* |
| Haut-Provence | France | Guy Martini*, Marie-Jo Soncini |
| Terra Vita* | Germany | Harmut Escher* |
| Beigua | Italy | Maurizio Burlando*, Giulia Castello |
| Mixteca Alta | Mexico | José Luis Palacio |
| Hateg Country Dinosaurs | Romania | Alexander Andrasanu |
| Sanqingshan | China | Kejian Xu, Wenjing Zhao* |
| Naturtejo | Portugal | Carlos Carvalho*, Manuela Catana*, Mariana Vilas Boas |
| Villuercas Ibores Jara | Spain | Jose M Barrera, Javier López, Iván Cortijo |

The Guadalupe Group. People and geoparks participants at the meeting of Guadalupe, 10th July, 2017, for the initial design of this project. (*) Geoparks and people that could not attempt the meeting.

Understandable three specific objectives.

Specific objective 1:

To tell the History of the Earth by gathering the stories that the students can tell about their own geopark and their own culture and about the people that live there, using the language and experiences of their own age.

Specific objective 2:

To facilitate the means and the tools to build stories to tell and the spaces to share them.

Specific objective 3:

To make the project visible in the GGN and recognize the efforts made by young people and their educational community (educational ecosystem).

Logical Framework

The logical framework should illustrate the relationships between all the parts of the project: how the causes relate to the focal problem, how the specific objectives relate to the overall objective and, in parallel, how the activities are designed to achieve the objectives in a relation means-goals.

| Problem tree | Objective tree | Methodology | Effect |
|--|---|---|---|
| Focal problem: The GGN should extend its cooperation to educational actors, especially young people, in order to let them to take advantage of the global opportunities of cooperation opened by the GGN itself. | General objective: To perform, inside the Global Geoparks Network, an international network of young people that define themselves as “geoparkers: the storytellers of the history of the Earth”. | General: Transnational cooperation of geoparks educative teams and the educative centres linked with them. | General: Contribution as a network to strengthen the meaning of the E of UNESCO in the UGG program. |
| Causes: | Specific | Tasks | Expected results |
| Individual UGG make important contributions to the make their populations aware about their geological, natural and cultural heritage. All those contributions could be useful for a global knowledge. | To tell the History of the Earth by gathering the stories that the students can tell about their own geopark and their own culture and about the people that live there, using the language and experiences of their own age. | 1. To collect stories-types and educative experiences of the participant UGGs. 2. To promote the project among the educative centres. | a) A collection of stories distributed as puzzle pieces of the History of the Earth. b) A group of geoparks and educative centres able to share stories and experiences with their pupils. |
| New tools are available to tell and to share stories that can be used in an educative environment. | To facilitate the means and tools to build stories to tell and the spaces to share them. | 3. Website as a main space to share and collect stories. 4. To build a tool-box, instructions included, that can be up-downloaded from the website. | c) A virtual playground. d) An improvement of the local methodologies and tools for telling and sharing stories. |
| The GGN could recognize the children who learn about the heritage preserved in their geopark. Even more so if they share that knowledge. | To make the project visible in the GGN and recognize the efforts made by young people and their educational community (educational ecosystem). | 5. To constitute an Educational Workgroup at the GGN and the regional networks for managing this project and other educational activities. 6. Design a common image for diffusion and awards. To choice and to produce the best tools for diffusion. 7. To design the procedures of awarding. | e) The project has a continuous steering workgroup and is able to aggregate as much UGGs as possible. f) A diffusion plan. g) An evaluation system for awarding new geoparkers. |

Groups of tasks.

GT1. To collect stories-types and educative experiences of the participant UGGs.

Expected result: A collection of stories distributed as puzzle pieces of the History of the Earth.

Tasks:

- a. To define, on the experience of the geoparks, the types of experiences that schools do and can share.
- b. To decide how experiences can be catalogued to facilitate their location. For example: by geological period, by age of participants, geographical distribution. The Group decide to postpone this two task till March 2018 for having a practical evaluation of the different stories collected.
- c. Collecting stories: Expected results for the first year: To have some examples before 5th September17 (one per geopark –of the Guadalupe Group-). To have one story per participant geopark before 15th December 2017.

GT2. To promote the project among the educative centres or in the geopark territory.

Expected result: A group of geoparks and educative centres able to share stories and experiences with their pupils.

Tasks:

- a. To define the methodology and procedure of dissemination of the project at the primary or high schools (in the territory of a UGG). For example: list of advantages and opportunities for the educative centres.
- b. To define a small data sheet of participating centres, related to their UGG and to their shared experiences. Data: name, territory, educative project, Geopark responsible for the project and for uploading on the website.
- c. Other.

GT3. Website as a main space to share and collect stories.

Expected result: A virtual playground.

Tasks:

- a. To define the menu: The Project, Stories, Participants, Tools...
- b. To define the web management.
- c. Other.

GT4. To build a tool-box, instructions included, that can be downloaded from the website.

Expected result: An improvement of the local methodologies and tools for telling and sharing stories.

Tasks:

- a. To produce a list of useful methodologies to tell a story. (Video, PowerPoint, etc).
- b. To define the main characteristics of a story (key ideas to share, maximum in time: 3 minutes, maximum in Mb: 25 Mb, 4 pages for text, 10 slides in powerpoint, etc). A filter

for uploading will be useful. All the stories must be sent to Iván Cortijo (Villuercas-Ibores-Jara UGG) icortijo@dip-caceres.es.

- c. To produce a list of internet apps useful for direct exchanges (Skype, e-twinning, youtube, vimeo, facebook and other social networks, etc.).
- d. To produce the tool-box as a list of recommendations with useful links.
- e. Other.

GT5. To constitute an Educational Workgroup at the GGN and the regional networks for managing this project and other educational activities.

Expected result: The project has a continuous steering workgroup and is able to aggregate as much UGGs as possible.

Tasks:

- a. To apply for an Educative Workgroup at the GGN and at the Regional Networks to promote and manage the project. Jose M Barrera will coordinate the diffusion at the EGN, Kejian Xu will do the same at the APGN and Jose Luis Palacio at the LACGN
- b. To have a permanent Steering committee.
- c. To analyse possible cost of the project tasks and the possibilities of participating in whatever EU Funds for Education. A possible project was debated (see in annex).
- d. Other.

GT6. Design a common image for diffusion and awards.

Expected result: To choice and to produce the best tools for diffusion. A diffusion plan.

Tasks:

- a. To decide the main elements of a common design (insignia,..) for diffusion. Ask the participants.
- b. To decide the main elements to design a leaflet.
- c. To analyse other possible channels to disseminate the project (targets, media, etc).
- d. Other.

GT7. To design the procedures of awarding.

Expected result: An evaluation system for awarding new geoparkers.

Tasks:

- a. Simple procedure to award geoparkers. Evaluation in March 2018: evaluation of the project, participants, ways of recognition they imagine, participants proposals. The result of this evaluation will be helpful to design the award procedure.
- b. How to connect the geoparkers. Passing the mascot... when a story is uploaded, randomly the mascot is sent to another participant geopark to promote it for uploading a new story. To propose general themes for participation but letting the pupils express their ideas themselves using their own language.
- c. How to recognize the educative centres and their communities (families, villages) if they have been involved at the educative experience. (letter, digital logo,...)
- d. Other.

DRAFT