

Comparison of practices and approaches of schoolyard greening (in the province of Barcelona)

Ecological Economics and Industrial Ecology.

This MS Thesis is directed to the ICTA Sustainability Masters students is tightly linked to the COOLSCHOOLS project. It will start from a list of best practice ('good governance') criteria in the design and development of green schoolyards which have been derived in the COOLSCHOOLS project.

The thesis will then aim to collect qualitative data and photographic material on a sample of 15-20 green school compounds projects undertaken in the province of Barcelona. Using, (and also upgrading if necessary), the range of best practice criteria developed in the COOLSCHOOLS project the student will aim to compare and contrast schools in the empirical set, exploring how extensively the landmarks of success (in terms of governance) are being applied in practice. The thesis can also draw conclusions as to the major barriers and paths to the establishment of more open, natural, inclusive, effective and versatile schoolyards.

The data collection would entail gathering:

- i) images and observations as to the level of greening ambition in the school (hence what exactly has been implemented);
- ii) data on how extensively the naturalized space is being used, especially beyond recess hours and by whom;
- iii) data on the way the construction/development process has taken place, especially with a view of participation and inclusion of those with less (administrative) power;
- iv) data on how this space is inserted in the local community (hence, questions of parental participation, accessibility beyond the school community and hours, and the extent to which issues of green inequality, or nature-poverty, at the level of the neighbourhood)

Suggested, (though not extensive) literature:

- Van Dijk-Wesselius, J.E., Van den Berg, A.E., Maas, J & Hovinga, D. (2020). Green Schoolyards as Outdoor Learning Environments: Barriers and Solutions as Experienced by Primary School Teachers. *Frontiers in Psychology*, 10(2919).
- Stevenson, K.T., Moore, R., Cosco, N., Floyd, M.F., Sullivan, W., Brink, L., Gerstein, D., Jordan, C., Zaplatosch J. (2020, March). A national research agenda supporting green schoolyard development and equitable access to nature. *Elementa Science of the Anthropocene*, vol 8(1), 10.
- Giezen, M., and Pellerey, V. 2021. Renaturing the city: Factors contributing to upscaling green schoolyards in Amsterdam and The Hague, *Urban Forestry & Urban Greening*, Volume 63
- Dymont, J. (2005) Green School Grounds as Sites for Outdoor Learning: Barriers and Opportunities, *International Research in Geographical and Environmental Education*, 14:1, 28-45

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