



HANDBOOK

Documentation and Evaluation of the LA 21 Project





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Editorial

This project handbook “Bauwagen Goes South” is based on the experiences of the volunteers of the two Bauwagen-projects (2004 and 2006) and the two NGOs Stadtoasen (which means city oasis) – Aachen and SEED – Cape Town, who organized the two projects.

The aim of this handbook is, to guide the future volunteers through their project and to show them the possible problems as well as the possible success of future Bauwagen projects.

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1. Background

1.1 Partnership

The Cities of Cape Town (South Africa) and Aachen (Germany) have a unique Agenda 21 Partnership, which was formally established in 2000. The partnership is a multi-lateral agreement, which reflects the cooperation between Aachen and Cape Town on the following levels:

- local government,
- civil society (NGOs and CBOs) and
- business organizations.

The aim of the partnership is to promote sustainable development and the principles of Agenda 21 through facilitating partnerships and partnership projects that improve environmental, social and economic conditions, with a particular focus on poverty eradication. This should take place not only through a North South Exchange, but also through people living in Aachen working together, and people living in Cape Town working together.

1.2 Aachen

The City of Aachen is the biggest city in the West of Germany, with a population of 258 000 (December 2006). It is positioned on the borders of Germany, Belgium and The Netherlands.

Aachen and surrounds have a temperate climate and lean towards a coastal climate, which means wet weather, a mild winter and relatively stable temperatures. Aachen does not have a recognizable silhouette, however it is very green, lies in a basin and is surrounded by fields, woods and hills.

The name of Aachen comes from the old Germanic word "Ahha" (pronounced "Acha") which means "Water". Before the building of the Aachen Dome, Aachen was known only for its natural hot springs. These springs are rumoured to heal rheumatism and other sicknesses. The springs, among other reasons led Karl the Great to develop the City of Aachen.

The area around Aachen was already populated roughly 3000 to 2500 years BCE. In the first century C.E. the Romans developed a bathing resort "Aquis Granum" at the hot springs. Around 800 C.E. Karl the Great selected the Aachen Court to be his residence and built an imperial palace (where the city hall stands today) and a Royal Chappel (today the Aachen cathedral). From the 9th to the 16th Century Aachen was the place where the German kings were coronated. In 17th and 18th Century Aachen became an important curative and bathing resort and under strong French influence became known as "Aix La Chapelle". In 1870 the University of Aachen (RWTH) was founded. Aachen was severely damaged in the Second World War (particularly from the air raids between 1941 and 1944) with 65 % of the buildings being destroyed.

The most important industries in Aachen are mechanical engineering, tire production, the production of lamps as well as sweet goods, particularly the world-famous Aachener Printen. As well as this there are research institutes and high technology enterprises, often connected to the University of Aachen (RWTH).

Compared to other German cities, Aachen is young with an average age of 39.4 years (the high portion of students, approx. 50.000, contributes to this). 17,7 % of Aachen's population are classified as foreigners, making Aachen a multi-cultural city.

1.3 Cape Town

Cape Town is the third most populous city in South Africa. It is the provincial capital of the Western Cape, as well as the legislative capital of South Africa, where the National Parliament and many government offices are located. Cape Town is famous for its harbour as well as its natural setting in the Cape floral kingdom, including such well-known landmarks as Table Mountain and Cape Point.

The earliest known inhabitants of the region lived there roughly 12 000 years ago, however, Cape Town only developed as a city when the Dutch used the natural harbour of Table Bay as a supply stop for Dutch ships sailing to Eastern Africa, India, and Asia more than 200 years before the advent of the Suez Canal.

Cape Town is presently home to roughly 3 million people. A great number of the people live in townships (informal settlements); however there are also many extremely rich people who live in the very beautiful suburbs of Cape Town. Due to South Africa's history of European dominance, and particularly the system of Apartheid which was enforced from 1948 until 1994, the majority of the people who live in the townships are black and the majority of the people in the suburbs, white.

Capetonians are, on the whole, extremely relaxed, friendly people. Crime is a problem in Cape Town (as it is everywhere), but as long as one takes reasonable precautions there is no need to worry. There are fantastic opportunities for sight seeing and enjoying nature in Cape Town, from Table Mountain to the many beaches; Cape Town really does have a lot to offer. Three languages are widely used in Cape Town, English, Xhosa and Afrikaans (which developed from Dutch).

2. Actors

2.1 Stadtoasen

The non-profit Association „Stadtoasen“ was established in 1999 and developed during the Agenda 21-process in Aachen. The Association consists of interested community members, whose goals are a town that is lively and a joy to live in.

The contribution to Agenda 21 lies in the areas of quality town development, lasting open space design and town ecology. The organisation is independent and non-partisan.

The goals of Stadtoasen are to:

- Improve the quality of life within the city through the participation of the citizens.
- Raise the quality of public and private areas.
- Plan and develop examples, which lead to a holistic solution with regards to town development
- Workshop the ideas of citizens for the transformation of their surroundings.
- Implement the ideas for the transformation of the environment

Accordingly Stadtoasen initiates projects, which make ideas visible and tangible. This is done according to the slogan: “Try out new ways in order to see old ways through a new perspective”.

The organisation supports projects from the initial idea to conclusion. Through feedback, workshops and support, all involved are included at each phase.

The organisation supports citizens' initiatives with specialized knowledge and through working with the media. With temporary events roads become play grounds and areas become city oases. Transformed schoolyards and kindergartens, as well as tenant's gardens and communal courtyard greening, show how these initiatives can improve the residential environment. Identification with the area and "client" satisfaction are the result of the work of Stadtoasen.

2.2 SEED

SEED (Schools Environmental Education & Development) is an NGO based in the Western Cape, but working throughout South Africa. SEED began in 1998 as a pilot project at Bongalethu Primary, a school in Nyanga (a township of Cape Town). The pilot project was a success and SEED began as a full fledged project in 2001.

SEED is facilitating a teacher and school driven movement which builds outdoor learning environments through Permaculture and supports the integration of Environmental Education (EE) into all learning areas, in line with the National Curriculum Statements (NCS).

Permaculture is a contraction of the words "permanent" and "agriculture" or "permanent" and "culture". Permaculture is a design system that utilizes a systems approach to create sustainable human habitats by analyzing and duplicating nature's patterns (ecology).

SEED has six staff members, two of which are based in the office. The four facilitators work daily at the schools, and have the most contact time with SEED's "clients" (the schools). Everyone on the staff has some experience of organic gardening. SEED's main office is located in Philippi, a central location for all the schools SEED works with. The SEED office is fully equipped with all standard office equipment, and also has a small resource library with many interesting resources about Permaculture and teaching environmental education. SEED has two "bakkies" (pickups) which is used to transport just about everything to and from the office and the schools.

3. Bauwagen Aachen – Cape Town

3.1 Reason and subject

The Bauwagen mobilises children, parents and teachers

A "Bauwagen" stands in the schoolyard. In it there are children creating art through drawing, pasting and writing. Their topic: How can our schoolyard become more beautiful? The learner's "Bauwagen" contains all means and tools to execute the ideas from learners, parents and teachers in a concrete manner. But what is this all about?

The Bauwagen literally means a "building wagon", but can be described as a caravan or trailer which is taken from school to school to assist with greening the schoolyards in Aachen. This project is implemented in Aachen by Stadtoasen and it promotes ecological and social sustainability in the sense of Agenda 21. On the one side the social integration within the school is promoted, but in addition to this trees and bushes are planted, walls are

greened and school gardens are laid out, biotopes¹ are created and bus stop shelters are constructed from clay.

This project has been running in Aachen since 2003 and has been implemented in 13 schools around Aachen until the end of 2006 by Stadtoasen with the kind assistance of the foundation of environment and development of North-Rhein-Westfalia and a lot of sponsors (firms, banks, insurance-companies), the provincial and the local government.

During 2003 it was felt that the concept of the Bauwagen should be transferred and adapted for implementation in Khayelitsha. The aim is to encourage children to participate in the planning and implementation of projects. A decrease in vandalism, more responsibility and a meaningful activity for the school breaks should be reached and in addition to this it is useful to grow fruits and learn gardening skills.

The main goal of the Bauwagen Project both in Aachen and Cape Town is to enable the participating learners to have an impression of what Environment Education is about and to involve this concept in their daily life at school. The learners are creating their environment/ school yard anew. They develop ideas together with their teachers, their parents and the Bauwagen Team. Through working with their environment the learners are ideally developing a relationship with their environment and getting to know it better. While working together, (also outside of school time); children are learning to work in teams. Team spirit is improving through the children's work and their connection to their school is improving. The atmosphere or situation at the school can change radically through this. The learners take a lot of responsibility for the self-built school ground equipment and the plants which are chosen by them. Another aim is to decrease aggression during the lunch breaks through improving team-spirit and the awareness around the playground equipment which they themselves have built.

3.2 Project 2004

3.2.1 Background

Two Students of Architecture were supported through the ASA program (Program of Development Policy, InWEnt GmbH) to transfer the Bauwagen Project to Cape Town (1800 €).

The Bauwagen Aachen Cape Town project 2004 contained an intensive phase in Germany (North phase), in which:

- The volunteers from Aachen were intensively integrated into the Bauwagen Project
- Two volunteers from Cape Town were introduced to the Bauwagen Project in Aachen
- The Bauwagen team began preparing a handbook.

Keyword intercultural competence: the volunteers argued intensively in the preparation seminars about country, culture, different mentalities, culture shock etc. All participants' knowledge was enriched by individual reports of the ASA-Tutor.

¹ A biotope is an area with good ecological conditions for a community of plants, animals and sometimes people.

3.2.2 Chronology

The schools were first selected through the previously jointly designed criteria such as school size, number of pupils, current projects, need and existing interest in the project. Two schools were selected, which fitted the prescribed criteria and the pilot project could therefore begin.

The project was presented to the teachers of both schools, and in Zenzeleni School for Creative Education it was also presented and discussed in a Parents meeting.

During the next 2 weeks the schools had time to decide internally on the project and apply to the project team. One of the schools, Zenzeleni School for Creative Education, applied officially for the project, which was decisive for the selection of the school.

A work contract between the school and the Bauwagen team was decided upon, which defined the respective responsibilities. Meanwhile, in co-operation with the school, the scope of the project was prepared in a series of Workshops.

The planning phase of the workshops involved collecting the first ideas for the transformation of the schoolyard by fantasizing and constructive criticism. The results were brought together in another workshop. The results of realizing the various possibilities of the working groups were discussed with regards to financing, climatic conditions, practical feasibility etc. In this way the team prevented the pupils from having unrealistic expectations and hopes.

During the next step, the evaluation of the results of the workshops and the plan resulting from them were presented and discussed with the Teachers.

In order to not separate the first project phase (the workshops) and the implementation phase a visible motivation in the form of a large mural was conceived just before the summer holidays. Mural Global (an international art project) representatives Thulani Shuku and Uta Goebel-Groß together with 10 of the school children and the Bauwagen team painted a wooden hut belonging to Zenzeleni School, which serves as a classroom.

This mural project was inaugurated with a large celebration and tree planting at the end of the school year, on the 3rd of December. The transformation of the schoolyard was completed in March 2005 under the supervision of SEED.

3.2.3 Outcomes

The children were introduced to the topics of environment, nature and recycling and this was clearly reflected in the reduction of waste in the schoolyard in the weeks following the first workshop.

In addition pupils began to identify with their schoolyard. During the preparations for the art project some pupils voluntarily joined the painting of the wooden hut outside of school times. During the art project itself, which likewise took place outside of the school times, there were many people willingly taking part.

Some parents were involved with the first workshops, which gives hope that they will be interested and engaged further into the project.

3.2.4 Challenges

The incorrect estimate of the necessary preparation and execution time:

On the one hand the time allocated was not sufficient due to the different mentalities and on the other hand many of the set dates were shifted again and again. For example the schedule for the workshops was agreed upon with the school coordinator. Just before the workshop was due to begin the time was changed. This led to a poorer quality workshop.

Volunteers:

The idea of people volunteering their time to the project was not ideal given the economic conditions in South Africa. Paid work was given preference over project work despite clear arrangements. This led to low motivation within the team and thus to the task at hand. The pre- and evaluation workshops were therefore affected. This therefore impacted on the team's ability to accomplish the workshops in the given time.

Responsibility:

After the project it became clear that the responsibility was not clearly distributed and/or defined within the Bauwagen team.

3.3 Project 2006

3.3.1 Background

One of the volunteers participated in the project as part of the Volunteer Ecological Year (FOEJ), and was promoted by the Landscape Federation of Rhineland in the Bauwagen Aachen Cape Town project 2006 (monthly scholarship of 257 € + 121 € during the stay in South Africa). He had therefore already participated in some of the School Bauwagen projects in Aachen, as well as participating in preparatory workshops.

The other volunteer was a student of Political Science and participated in the context of a practical course. She was independently prepared and financed.

3.3.2 Chronology

In December 2004 Kuyasa Primary School in Khayelitsha was selected for the second Bauwagen Aachen Cape Town project. The faculty of Landscaping at the Aachen University (RWTH) developed a concept for the entire area of the school, taking into consideration the existing basic conditions and the planned structural extensions. This concept was to be realized during the Bauwagen Aachen Cape Town project 2006.

Due to construction work at Kuyasa Primary School, the school was not ready for the start of the project, and a new plan had to be made. Thus the Bauwagen team decided that the Bauwagen Aachen Cape Town project 2006 was to be implemented at the Khayelitsha Special School, which had already showed interest in the project in 2004 and had applied for the project with SEED.

The timeline for the individual project phases was prepared in close co-operation with the teachers, because as well as the absent Xhosa knowledge of the volunteers, the learners also had individual handicaps (these ranged from learning weaknesses to strong physical/mental handicaps).

The desires of the pupils were workshopped with the help of Mzukisi Zele, at that time a volunteer at SEED (subsequently employed as a School Facilitator by SEED).. The results were drafted by the volunteers taking into consideration the existing budget (RZA 16,500 ~ 2,000 euro), local conditions and the special needs of the children.

During several working days the plans were realized by the Bauwagen team with the commitment of all the pupils and teachers.

3.3.3 Outcomes

With the transformation of the schoolyard, the following results were achieved:

- A large quantity of rubbish was removed
- A large space along the main street was planted with trees, smaller plants and grass, and a patch was covered with stones
- A vegetable garden was established
- High vegetable patches for the children in wheelchairs were built
- A tunnel from tractor tyres was built
- The existing playground equipment was repaired
- Two see-saws and five benches were installed by a playground equipment company in the schoolyard.

3.3.4 Challenges

Flexibility:

Despite the reports from the first Bauwagen project, quick reaction to unexpected incidents became one of the large challenges for the volunteers. This was due to bad organisation being one of the principal reasons that it was necessary to deviate from the original plan.

Budget:

Due to a lack of communication as well as different sources of finance, there were misunderstandings with regards to the individual budgets for:

- Car Rental and Fuel
- Accommodation
- Project implementation costs (pre-allocated funds)

Responsibility:

The responsibility for individual project components, e.g.

- Preparation of the Volunteers with regards to the country, culture, etc.
- Fundraising
- Decision making

Was not sufficiently defined or communicated.

Communication:

It came about that particularly during the preparation time in Aachen a lot was not communicated or misunderstood. It would have been helpful to take minutes of the discussions.

3.4 Conclusions

To make the preparation and organisation of the future projects “Bauwagen goes south” easier the lessons learnt are to be recorded in this handbook (or future versions of it).

3.4.1 Selection of the project school

The school will be chosen by SEED. The project “Bauwagen goes south” will be the final “awarded” stage for a selected school in the 3-year environmental education program of SEED.

The school has to sign a contract before the Bauwagen Project starts at the school. The contract (see example in the appendix) should include the fact that the school is going to take care of the implementations and treat them well.

3.4.2 Selection of the volunteers

The German Volunteers will be selected by Stadtoasen and the other persons involved in the preparation. Besides the subjective appraisal of character of the applicants the following criteria are decisive:

- Good knowledge of English, this will be tested on application (see appendix application form in English), the job-interview will also be in English.
- at least one person in the team should be older than 22 years - the age for renting a passenger car in Cape Town starts at 23 (one of the applicants must have a credit card to hire a car)
- Skills relating to hand crafts and planting and a basic knowledge of Permaculture are an advantage for an applicant
- Being a team player and having the ability to work in an intercultural environment are presupposed.

3.4.3 Bauwagen-Team

Normally the team will be formed by two German volunteers. During the project phase in Cape Town the team can be completed by a SEED-trainee. The SEED trainee will be selected by SEED. The SEED trainee should be able to support the work of the Bauwagen team among other things, by helping to translate (i.e. Xhosa speaker).

3.4.4 Timeline for the Project in Cape Town

The Project phase in Cape Town runs for three months. This is a good amount of time when it comes to organising visas, and experience has shown that it works very well. What needs to be thought about more is when the project should run in Cape Town.

One needs to take into consideration the following:

- The best time for planting in the Western Cape is between March and October. From November until February the Climate is too dry and hot, so it is not possible to plant trees or grass, as they would not survive.
- The agenda of the school-year: The school holidays (the dates of which SEED will always be able to tell) can be a great chance for a break from school work and to prepare and organise the implementations. They can also be an unfortunate gap in the work if nobody has thought about them.

The ideal time for the project phase in Cape Town seems to be the months March, April and May. In the beginning of this time the weather is still quite hot and dry and the workshops with the learners and the school staff are easily held outdoors. The one week Easter holidays

are perfect, as the beginning of April can be used for feedback with the teachers after the workshops, and to start buying materials for the implementation.

3.4.5 Budget

The budget is one of the most important factors (the others are communication and responsibilities), if there is not enough money available, the whole project will not take place! Therefore the budget respectively the fundraising must be finalised before participants leave for Cape Town!

In the consequence this means that the German volunteers don't have to underestimate the project phase in Aachen! The volunteers have to do the fundraising in Aachen – the budget has to be clear as soon as possible! The entire costs of the project must be funded by the volunteers themselves or through fundraising. Stadtoasen can in most cases not contribute financially to the project. SEED can arrange some funding more materials but this has to be started several months in advance and co-ordinated with planning in Aachen. SEED also has to ensure that funding for their trainee is in place.

For the project to be possible, fund will have to be raised. When funds are accepted it is important to note whether they are for a specific use. The following costs are to be covered:

Additional personal costs (for 3 months) as payed 2006	
Foreign health insurance	20 € per person
Inoculation	150 € per person
Passport International student passport	30 € per person
Return flight Germany - Cape Town ²	800 € per person
Accommodation in Cape Town	650 € per person
Food	600 € per person
Car rental	800 € (Beetle)
fuel	500 €
Project Costs	
Workshop material	50 €
Compost	2000 €
Greening	
Plants	
Playground equipment	800 €
etc.	

Funding for the travel and living expenses should be collected in Stadtoasen's account and transferred before the journey to the volunteers. Funding for project costs can be transferred to SEEDs account.

² The „Konkreter Friedensdienst“ scholarship from the InWent GmbH could be a possibility to cover the travel expenses. The decision to award the scholarship is possibly only made after completion of the project. Therefore this cannot be presupposed as reliable source, and may have to be covered by the participants themselves.

3.4.6 Project course – Project phase in Cape Town

- SEED selects a project school.
- The project school and SEED sign a cooperation-contract (see example in the appendix)
- The school's SEED facilitator will introduce the special conditions and the personnel structure of the school to the Bauwagen team (the SEED facilitator will accompany The Bauwagen team one day per week and will help the Bauwagen team with advice and suggestions)
- The Bauwagen team and the teachers agree on a time line.
- The Bauwagen team will carry out a workshop with the children and the school personnel to work out ideas for the transformation of the schoolyard
- The Bauwagen team will then compile on this basis a possible structural drawing and presents this to the school
- While the drawing (plan) is being done, a material's list, budget and a timetable for the renewal has to be developed.
- The necessary materials are sourced
- The construction work is integrated into the normal training times and divided between the classes
- After completion of the work the remaining time is used to introduce the teachers and pupils to the learning possibilities of the play equipment and to test these.

3.4.7 Communication

During the whole project regular meetings with the entire Bauwagen team have to be held. A selected Bauwagen supervisor from Stadtoasen or rather SEED will lead these.

During the project phase in Cape Town constant meetings with the teachers involved, the caretaker and if necessary the Principal should be held in order to guarantee active inclusion in this planning and work.

3.4.8 Reports

- The volunteers oblige themselves to send a weekly report of the process of the project and the next steps to the respective supervisors of SEED and Stadtoasen
- After every meeting the volunteers have to write down minutes of the meeting and have to send the minutes to all participants (including apologies from absent persons)
- With conclusion of the project and before the return of the German volunteers all participants (teacher, volunteers, Stadtoasen, SEED) should receive a written a report on the project.
- The volunteers have to report back in person in Aachen to the Partnership Committee of the Agenda 21-Partnership between Aachen and Cape Town.
- The school should also be contractually obligated to deliver a feedback report after one year to the supervisors of SEED and Stadtoasen.

3.4.9 Responsibilities

The volunteers are the crucial participants in the project. They are solely responsible for the preparation and implementation of the project and their stay in Cape Town. In addition they are encouraged to participate (if necessary at their own expense) in workshops and seminars on topics such as fundraising and project management.

The Volunteers are required to accompany Stadtoasen during a Bauwagen project in Aachen. The Volunteers should participate in at least one project in all phases and therefore become acquainted with the planning, organization and building phases. During regular meetings the check list will be discussed and if necessary advice will be given with regards to fundraising, etc. It is the responsibility of Stadtoasen to call the project off if the volunteers do not work through the check list sufficiently and thus the success of the project is threatened.

The Stadtoasen office and all technical equipment will be at the Volunteers disposal. Stadtoasen will supervise the preparatory phase in Germany.

SEED will support the volunteers in Cape Town primarily through supervision and the weekly cooperation of the facilitator. The Bauwagen team may also use the SEED office and equipment as well as SEED tools and bakkie if they are not being used for SEED projects.

The responsibility of the school that is chosen for the project will involve being held to the contract signed at the beginning of the project (see example contract in the appendix).

3.4.10 Certificate

The German volunteers should receive an appropriate project certificate after the conclusion of the project from Stadtoasen and the Partnership Committee, which they are to get depending upon the recognition required by their training centre (e.g. institute of the university). The volunteers should agree during the preparation of the project with their teacher and Stadtoasen on the intricacies of such an acknowledgment.

3.5 Check List

At least 6 months before start of project phase in Cape Town:

1. Binding selection of the volunteers by Stadtoasen
2. Handing over of the following information material by Stadtoasen for the personal preparation:
 - project-handbook
 - book- and DVD-list
The following books and DVDs can be borrowed from Stadtoasen:
Ach Afrika (Bartholomaeus Grill)
The long walk to freedom (Nelson Mandela)
What's Africa's problem (Yuweri Museweni)
Townships – The spirit of Ubuntu
Tsotsi (DVD)
Red Dust (DVD)
Cry Freedom (DVD)
Der Rivonia Prozess (DVD)
Drum (DVD)
 - adress list for South Africa (SEED, Abalimi, Agenda office of the City of CT) and Aachen (ASI = Aachen South Africa Initiative, InWent, Environmental Office of the City of Aachen, Partnership Association)

- Bauwagen documentation of the Bauwagen projects in Aachen

At least 4 months before start of project phase in Cape Town:

The volunteers have to:

- attend a Bauwagen project in Aachen
- (during that project they have to work with children, to compile methods for child participation, to come to know children's games)
- read the handbook
- attend the monthly meetings of the partnership committee (until the departure)
- inform themselves about Permaculture and the background of SEED
- contact the responsible persons of the project at SEED
- work out a project-budget
- create a project-flyer for fundraising (also on English as give away and around possible advantages)
- create a potential donors list
- book or reserve flights
- request passport if necessary
- Get inoculations suggested by a travel clinic, if necessary (prudent are inoculations against typhoid, tetanus, hepatitis and poliomyelitis).

At least 2 months before start of project phase in Cape Town :

1. The volunteers have to organize their living in South Africa, especially:
 - obtain offers for car rental and compare prices
 - obtain offers for accommodation and compare prices
 - clarify conditions for bakkie and use of office with SEED
 - contact School, write a letter with a photo
 - work out timeline
 - Acquire sketch/plan/photos of the schoolyard if possible (SEED)
2. If necessary further inoculations have to be carried out
3. The volunteers have to do Fundraising:
 - work through the donation list
 - recruit donations of SEED-partners in South Africa (e.g. Abalimi)
 - Come up with creative donation ideas
 - Search for scholarships (e.g. konkreter Friedensdienst)

Half of the budget has to be clarified by this time!

By the day of departure to Cape Town:

1. The volunteers have to continue with their fundraising.
2. **The budget must be clarified completely.**
3. The volunteers have to clarify responsibilities, tasks and expectations of the project and their expectations on themselves. Monthly meetings with the Stadtoasen-supervisor, the former volunteers and members of the partnership will help to find this out.

Appendix 1: Bauwagen Contract with K1 Special School, Khayelitsha

This is a contract between the Bauwagen Project (“the project”) and the K1 Special School in Khayelitsha (“the school”). The contract includes all work done by the project at the school including greening, playground equipment and vegetable gardens.

The reason for this contract is to ensure that the resources that are donated to the school by the project are cared for and maintained. In light of this the contract stipulates:

- All greening and vegetable garden implementations are watered at least twice a week. This is the caretaker’s responsibility. The school is to decide on which water to use for the garden; however they should take into account that municipal water can be very expensive, especially when used throughout the summer time.
- Any vegetables that come out of the garden are to be harvested, and not left to rot. The school may decide how these vegetables are used.
- The greening and vegetable garden implementations are to be maintained at all times (weeded, pruned, etc)
- The playground equipment is to be maintained by the caretaker. The caretaker is to notify SEED if there is a problem that he cannot fix.
- All maintenance and watering is to continue throughout the school holidays. The caretaker will be responsible for this.

Please note that the person who is responsible for these tasks does not necessarily have to do them, however they must ensure they are done.

Failure to comply with this contract will mean all support from the Bauwagen Project and their support partners (SEED and Abalimi Bezekhaya) will be discontinued and K1 Special School will not be considered for future partnerships.

We look forward to a successful and fruitful relationship and the transformation of the K1 Special School grounds.

Signed:

For K1 Special School (Principal)

For K1 Special School (Caretaker)

For the Bauwagen Project

For Abalimi Bezekhaya

For SEED

Appendix 2: Application Form for Bauwagen Volunteers

Question 1

What has made you decide to apply for this project?

Question 2

What does Agenda 21 and sustainable development mean to you?

Question 3

Give concrete examples of your interest in the Aachen-Cape Town-Partnership.

Question 4

What is your opinion about the cooperation between Stadtoasen and SEED?

Question 5

What do you think will be the major challenges you will encounter in a development country and how you will deal with them?

Question 6

What do you consider your biggest success or disappointment in the past twelve months?

Question 7

What has caught your attention in the news lately and why?

Question 8

Please describe yourself in a single word.

Question 9

What are your plans for the future?

Question 10

How does a development internship fit into these plans.

Question 11

Do you have any creative fundraising ideas for the project?

