

PROJECT PROPOSAL SUMMARY SHEET
Living Lab/Centro de Diálogo y Transformación Inc.
Regional Centre of Expertise on Education for Sustainable Development:
Borderlands México-USA

Maximum length: 4 pages

Name of the Project: CURRENT PROJECT 3: Living Lab/Centro de Diálogo y Transformación: Sustainable Development Interpretive Centre at the Mammoth Museum in Chihuahua, México

Objectives:

Through this Project we aim to:

- ° Develop an interactive educational space where children, their families and their schools can come to interact and to learn about sustainable development
- ° Charge a modest fee so a) that people can afford to come to the center, b) to help make the Interpretive Centre self-sustaining
- ° Paint the walls of the center with the following information written in simple Spanish/English and illustrated with relevant ESD information about, a) local natural and social history, b) education and human development challenges for sustainable development, c) environmental restoration and sustainable usage information, d) local sustainable economic development opportunities and challenges
- ° Develop five experimental stations in the interpretive center, 1) Microscopes with flora, fauna, soils, water and plant specimens for children's viewing, 2) Renewable energy information, sensory tactile toys, and experiments, 3) water and soils experimental station- teaching, water cycle experiment, testing and restoration station, 4) flora-fauna interdependence for food production and sustainable environmental usage, 5) Waste management and recycling station.
- ° Provide a Children's Corner with readings, visuals and sensory tactile objects pertaining to sustainable transport, sustainable cities, urban gardens, school gardens, fair trade, etc.
- ° Acquire mobile display panels to mount and display current information on emerging sustainable technologies
- ° Conduct 'Being an Environmental Scientist' empirical observation where children observe, become aware of, discover the challenges of and the potential for sustainable development in their immediate surroundings
- ° Bring children into the lab dressed as scientists (gloves, goggles, lab coat); give a short lab safety session; allow children to rotate in groups of four among the five experimental stations, the children's corner and the interpretive center
- ° Take group and individual pictures of the children dressed and working as scientists. Send hard copies of the pictures back with the adults accompanying the children. Ask that the pictures be displayed in a prominent place for the children to see themselves 'working' as Environmental Scientists'
- ° Acquire a) three-ring binders (25) and b) writing instruments for each child to use for their empirical observation activities
- ° Acquire lab coats, goggles, lab gloves, a fire extinguisher and first-aid kit for children's use at the Living Lab

1

- Acquire and post signage for the LL/CDT at the Mammoth Museum
- Try to alleviate the lighting problems suffered on the Mammoth Museum premises
- Offer LL/CDT activities to children, families, schools and visitors to the Mammoth Museum
- Develop and offer workshops on request to interested parties

Business Model: How will the Project become self-sustaining before the end of the funding cycle?

- Charge a modest admissions fee for children, families, schools, and museum visitors to enter and interact at the interpretive center
- Charge for workshops and courses designed and implemented through the LL/CDT interpretive center
- Donation box and Guest Book at the entrance to the Interpretive Centre

Activities to date:

For Chihuahua Interpretive Centre:

- Gloves, goggles, lab coats acquired
- Part of the lab equipment acquired
- Frequent Mobile Living Lab visits to communities where we have LL/CDT- RCE BMU sustainable development projects

At our Malaysian Centre:

- UNU-RCE Conference with UNU representative, Ministry of Education authorities, our collaborators and local community members
- Create and operate Fraser’s Hill Nature Club in collaboration with the three local primary schools
- Offer monthly SD activities in the Fraser’s Hill community in collaboration with the local schools
- Run a weekly SD column in the local newspaper—*Utusan Malaysia*-- titled ‘Living Lab@E-Lab’
- Develop and teach a 40-hour teacher training course for ESD for University of Regina, Canada students visiting normal schools in Malaysia
- Host a UNESCO-Malaysia student group SD conference and weekend at our center
- Host European scientists and student researchers at the Living Lab
- Offer Scientific Night Walks in the jungle outside our Living Lab Interpretive Centre
- Conduct SD Consultation activities for WWF-Malaysia concerning Eco-Schools Program implementation throughout the country
- Host a conference of the Asian Association of Biology Educators
- Host University of Plymouth (UK) scientists and environmental science students at our Living Lab Interpretive Centre
- Open our center to the public, to families, children and schools

Looking toward the future: What do you hope to achieve?

- Sow a knowledge of and a love for the natural environment in our visitors
- Create a space where children and adults can ‘play, learn, and love’ the natural environment and the local community
- Offer courses, trainings and workshops that address local needs & concerns related to sustainable development, and to human and environmental wellbeing
- Offer courses, training and workshops that will lead people to know, value, love the myriad sustainable development issues, so that they will adopt attitudes, values and behaviors that lead to

environmental stewardship, sustainable living and a lifelong commitment to human and environmental wellbeing

- ° Generate enough income for the Interpretive Centre to become fully self-sustaining
- ° Offer other services as the need and the interest arise from the local community

Project Implementation Timeline:

TASK	March- April 2019	June 2019	Feb. 2019	Feb.- March 2019	March- April 2019	April- May 2019	Start June 2019	May 2019
Paint & Design Interpretive Centre								
Begin receiving guests								
Paint & develop info & visual son walls/dividers								
Develop materials for experimental-kinesthetic stations								
Develop & Equip the Children's Corner								
Acquire mobile display panels & develop cutting-edge displays								
'Being an Environmental Scientist' Activities								
Acquire three-ring binders & writing materials								

DATES	May 2019	May 2019	April 2019	July 2019	Sept. 2019			
Acquire First-Aid Kit & Fire Extinguisher								
Develop Lab Safety Lessons								
Acquire & mount signage for LL/CDT								
Fund & repair Museum lighting problems								
Develop & offer workshops, courses and trainings on ESD								

Proposed Budget:

Implementation Steps	Quantity	Cost Provider 1	Cost Provider 2	Estimated Cost	Actual Cost	Difference
Paint & Design Interpretive Centre				USD \$ 500.00		
Begin receiving guests				USD \$ 500.00		
Paint & develop info & visuals on walls/dividers				USD \$250.00		
Develop materials for experimental-kinesthetic stations				USD \$800.00		
Develop & Equip the Children's Corner				USD \$500.00		

Acquire camera, printer and photographic materials				USD \$1,000.00		
Acquire remaining lab equipment				USD \$2,000.00		
Acquire mobile display panels & develop cutting-edge displays				USD \$1,000.00		
'Being an Environmental Scientist' Activities				USD \$200.00		
Acquire three-ring binders & writing materials				USD \$100.00		
Acquire First-Aid Kit & Fire Extinguisher				USD \$225.00		
Develop Lab Safety Lessons				USD \$100.00		
Acquire & mount signage for LL/CDT				USD \$250.00		
Repair lighting problems at the Museum				USD \$3,725.00		
					Subtotal	USD \$11,150.00
Living Lab/Centro de Diálogo y Transformación Administrative and Implementation Fee (20%)						USD \$2,230.00
					TOTAL	USD \$13,380.00

Regional Centre of Expertise:

RCE Borderlands México-USA



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Thank you!