

TRADE SCHOOL

2009

2019

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ATHENS



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NEW YORK



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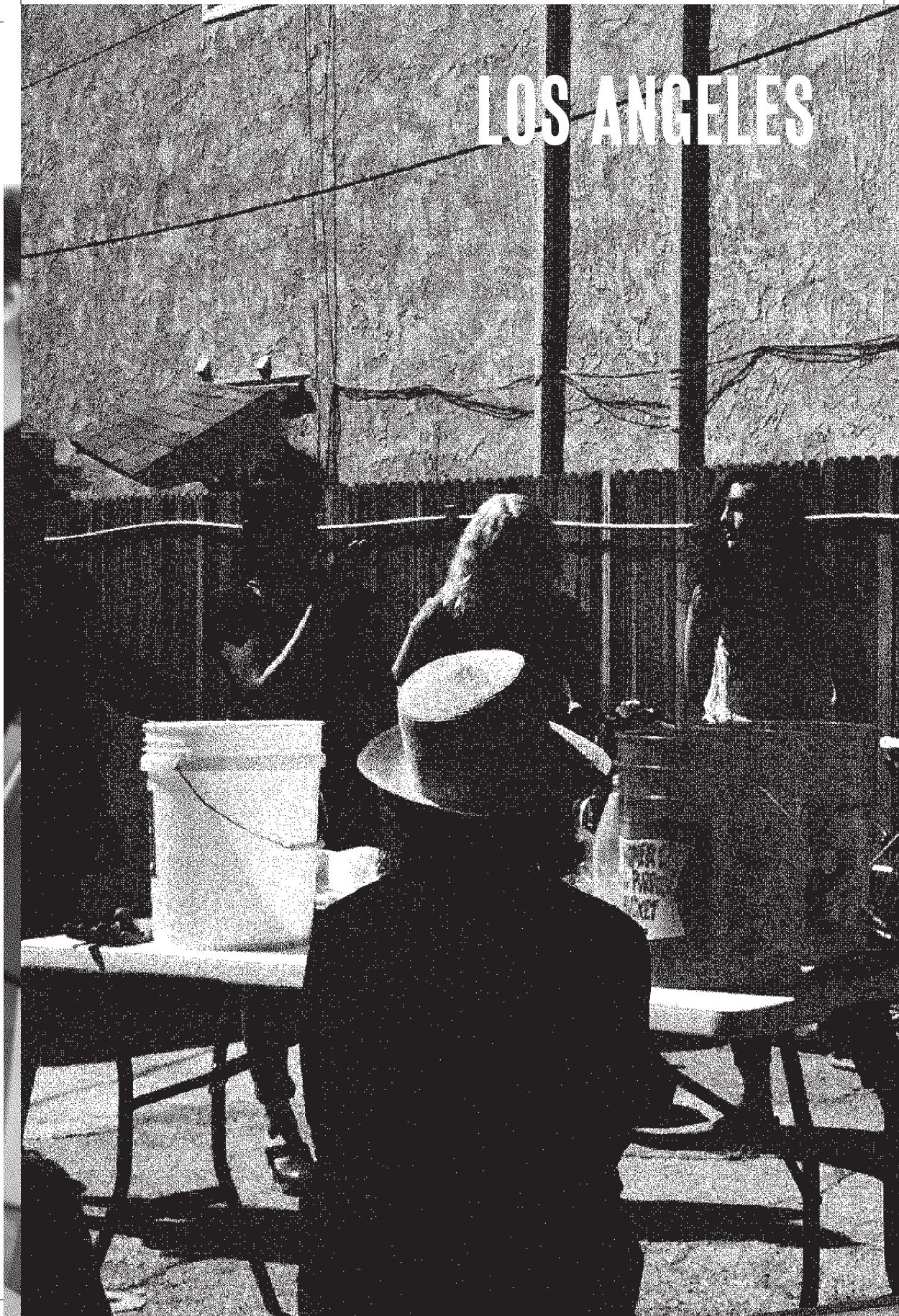
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SINGAPORE



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LOS ANGELES



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CARDIFF



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TRADE SCHOOL

2009



2019

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WELCOME

Caroline Woolard
Trade School New York, 2019

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Dear readers,

I am so excited to present to you all — students, teachers, and organizers of Trade School — this edited compendium of experiences and possibilities gathered while collectively organizing learning spaces run on barter. This book investigates the conditions that enable a group of people to gather: pedagogically, historically, and economically. We can imagine and enact collective learning spaces, together.

When I first began working on Trade School in New York City in 2009 with Louise Ma and Rich Watts, we asked: *How can we make do, continue working, and continue learning, without easy access to money?* If it was a simple question, it was also a historical one. Many of the people who taught and attended classes in the first New York City-based Trade School were friends of ours from Cooper Union, and had graduated from college into the world of the post 2007–2008 global credit crisis and subsequent economic recession.

We wanted to connect the cost of tuition to the education a student receives. I like to say that is a “pedagogy of payment” that must be explored in the economies and administrative structures of schools, accredited or not. My excitement for Trade School has to do as

much with economic justice and self-governance as it has to do with pedagogy; for me, they are inseparable.

Our idea was simple: to organize a school based on barter (or “trade”) because we wanted to learn more skills (or “trades”) without taking on more student loans. Louise, Rich, and I decided to make a space and to see if other people would join us. We knew that we had access to our own skills and time, and that, even if we were unemployed, no one could take away our skills. We thought we could improve our skills by learning to teach them.

Many of our close friends were familiar with self-organized learning and shared their wisdom in the first weeks of classes at Trade School New York, including Hu’ong Ngô, who was running Secret School at the time; Chris Kennedy and Cassie Thornton, who ran School of the Future; Candace Williams, who later ran CryptoParty; Colin McMullan, who ran The K.I.D.S. (the Kindness and Imagination Development Society); Athena Kokoronis, who later opened The Domestic Performance Agency; Michael Mandiberg, who later co-founded Art + Feminism and the New York Arts Practicum; Mary Walling Blackburn, who ran Anhoek School at the time; and Gary Lincoff of The New York Mycological Society. We started with a group of rigorous and generous people who helped us develop a culture of

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kindness and commitment that permeated the space.

At the start of every class, we reminded students that anyone could propose a class, that they should become teachers, too. Very quickly, we found interest from teachers and students who we did not know. Classes filled up the day they were posted and we received hundreds of submissions from people who wanted to teach classes. Our collective expanded in New York to include core organizers Christhian Diaz, Aimee Lutkin, Rachel Vera Steinberg, and Or Zubalsky. What followed from there, however, was not what we expected. In the following months and years, dozens of organizers from cities around the world began contacting us, leading to the establishment of thirty Trade School chapters and over 22,762 students from 2009–2019.

Why and how did this approach to learning spread so far and fast? What does it mean that in this moment of economic crisis and political conflict, so many people around the world had the interest, passion, and commitment to organize open schools beyond the confines of capitalist exchange? This book, of course, is an open-ended conversation around the sinews of these questions.

I remember getting email upon email from people who wanted to start barter-based

schools in their neighborhoods. I Skyped with everyone who wrote to talk them through the principles of Trade School; for example, I reminded them that they needed to work with at least one other person, and that they could not be promoting a brand or product. We had long conversations about why they wanted to make space for learning in their neighborhoods and local political contexts. Organizers in locations as disparate as Indianapolis, Cardiff, Geneva, Guayaquil, Los Angeles, Pietermaritzburg, Quito, and Singapore developed independent versions of the barter-based platform for knowledge exchange between 2009 and 2019. Each location encouraged relationality and horizontality, and reiterated Trade School's most basic philosophy: that we all have something to offer, to teach, and to learn, and that the process of doing so can itself be one of social transformation.

According to David Graeber, neoclassical economists falsely understand barter as a precondition for capitalist exchange, a historical phase from which we have moved on. Graeber argues that anthropologists have never found a community that runs exclusively on barter. Instead, anthropologists have shown, time and time again, that gift economies, and not barter, flourished. In gift economies, people take the specific desires and interests of their community into consideration; there cannot

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be cold equivalency when interpersonal relationships exist. In many ways, Trade School felt more like a gift economy than a “trade-” or barter-based economy. Teachers and students gave as much as they could, and no one was turned away.

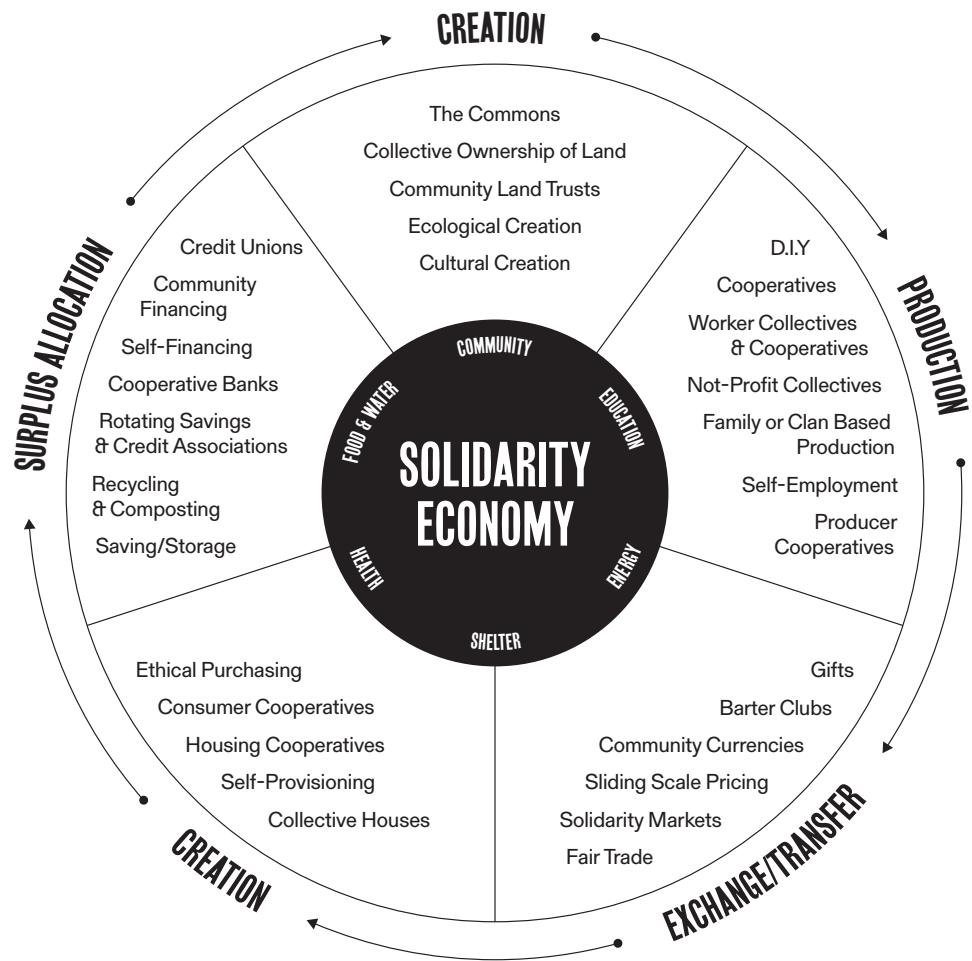
Organizers who hosted classes and ran the schools did so voluntarily and rarely received money, barter, or gifts for hosting classes. This is likely one of the key oversights that led to the end of the platform: *Students barter with teachers at Trade School, but who creates the infrastructure that enables this to occur?* For example, Or Zubalsky, who wrote (and rewrote) the software that allowed the online components of Trade School to function so smoothly, was paid very little, and we could not raise the funds to continue to pay him to keep the software up-to-date at the scale that was necessary. This is why Trade School had to shut down – online, at least (see “So You Want to Start an Online Platform” on page 100 for more). The people who have written this book are the people who held up this infrastructure, collectively, out of the excitement and joy of being together, building community, and learning from one another. We insist that even in times of economic precarity, people still have time and energy not only to give, but to give more in hopes of building a network of mutual support and sustained regeneration.

To me, barter is one of many possibilities in an economy that places the planet and human relationships before profit. Trade School participates in an economy of justice; what many people call the “solidarity economy,” community economy, cooperative economy, peace economy, or “new” economy. The term “solidarity economy” emerged in the Global South (as “economia solidária”) in the 1990s and spread globally as an interdependent movement after the first annual World Social Forum, which was held in Brazil in 2001 and which popularized the slogan “another world is possible.”* The solidarity economy is recognized as a way to unite grassroots practices like lending circles, credit unions, worker cooperatives, and community land trusts to form a base of political power. In Trade School, we asked: How might people (re)produce economies of solidarity, cooperation, and equity while learning from one another?

For me, Trade School provides much more than a rigorous education and a community of generosity and excellence; it offers a model for free, self-organized education at a time when seemingly “there is no alternative” to ever-increasing tuition and accompanying student debt. At Trade School, I learned that experience is a criterion of knowledge; because I lived the

*Marcos Arruda, “Solidarity Economy and the Rebirth of a Matristic Human Society,” (Towards People’s Economy: Realities and Strategies from Local to Global, World Social Forum, Mumbai, India, January 2004), available, http://base.socioeco.org/docs/doc-7390_en.pdf, 2.

SOLIDARITY DIAGRAM



This diagram is an adaptation of Ethan Miller's Solidarity Economy diagram, made by Topos Graphics for the book *Making and Being* by Susan Jahoda and Caroline Woolard as a contribution to the collective BFAMFAPhD.

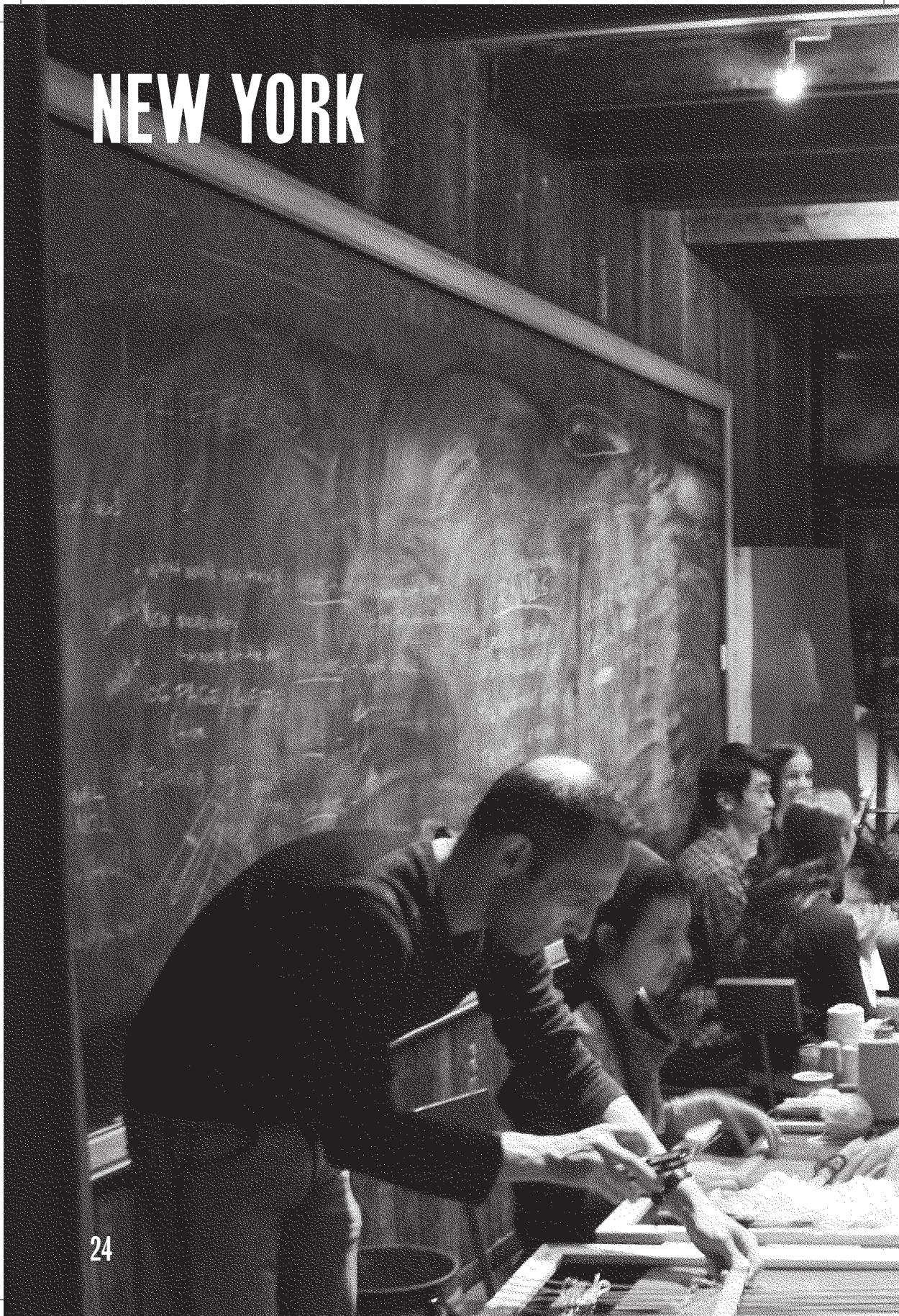
experience of barter-based, self-organized learning, I know that this model is possible. By inviting people into experiences of collectivity and community, we can offer experiential knowledge of economic justice to people who might otherwise dismiss these ideas as utopian or impractical.

It seems clear, ten years after the crisis, that conditions of precarity will persist: unemployment and indebtedness will persist. However, our own skills never become precarious or limited to us. Our own learning, our own networks of mutuality and support, those cannot be entirely shut down by economic crisis. If this book, and if the experience of Trade School organizers and teachers in many uneven times and places have shown anything, we hope it will be that even in the face of economic limitation we can still flourish by relying on one another.

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Unemployment and indebtedness will persist. However, our own skills never become precarious or limited to us. Our own learning, our own networks of mutuality and support, those cannot be entirely shut down by economic crisis.

NEW YORK



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NEW YORK



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It is now 2019, and it has been a while since Trade School New York was open (we closed in 2014). While the organizers of the New York location are doing separate projects now, and while many of the other locations have closed, each person who contributed to this book has transformed the way I think about learning. In particular, Daniel Contreras Dordelly of Trade School Guadalajara has been a mutual mentor throughout this project. Tessy Britton and Laura Billings in London helped to open 100 Trade School branches, and continue to open Trade Schools with support from local municipalities. Brittany West, an organizer from Trade School Indianapolis, continues to say that Trade School was her version of higher education. Brittany did so much to keep Trade School alive from 2014–2019. I met Brittany when she was 20 and had become deeply involved in her local Trade School in Indianapolis. I needed support helping new schools open as people around the world contacted the main email address and asked for support. Brittany enthusiastically took over this job, and helped coordinate this book. Her reflection follows.

—Caroline Woolard, 2019

YOU HAVE SOMETHING TO OFFER

Brittany West, Trade School Indianapolis, 2018

Many years ago, when I was nineteen years old and bored to death in Indiana, I signed up for a food swap. The idea intrigued me. You make food and trade it for other homemade food, what's not to love? The day came, and I hadn't made anything. *What do I have to offer?* Nothing came to mind. My skills in the kitchen were lackluster. I had no business attending a food swap, I just loved food. I was mixing lavender buds and crushed pineapple for some sort of drink an hour before the swap.

I showed up, ashamed of my creation, and began setting out mason jars of my sad "juice." I had walked into a community of makers and I felt very out of place. These were people who knew what they had to offer. Fresh produce they grew from their garden. A family pie recipe. Preservation and canning masters showing off their pickling skills. The packaging, the details,

the intricacy of it all . . . I was intimidated. I was excited.

At the end of the event, swappers made quick announcements. Someone mentioned a project they were starting called Trade School Indy. This idea also intrigued me. You attend classes and trade goods and services with your teacher rather than pay money? What? I went home with most of my “juice” that day, but also a promise to myself that I would follow this newfound curiosity.

The idea of bartering for knowledge stayed with me. I connected with Blaire, the organizer, and asked if I could volunteer for Trade School. She said she needed people to teach a class. Anyone could teach a class. *What do I have to offer?* Nothing came to mind. She said I could help organize classes instead.

On my twentieth birthday, I celebrated at Trade School. Blaire had organized a class on making natural cordage. We learned how to make rope with hair from a survivalist expert who now has a show called *Fat Guys in the Woods*. People brought him large yucca plant stalks in exchange for his knowledge. It was one of the best birthdays I’ve had.

I spent the next five years organizing Trade School and asking myself that same question. *What do I have to offer?* When money was removed from the system of exchange, what else did I have to give? Barter allowed me

to explore these questions in a unique way because it focused on what I already had. It also allowed me room to grow. *What do I have to offer?* turned into, *What do I WANT to offer?*

Thinking about our offerings, what we have and what we want to be able to give, sets us on a path of generosity. I wanted to be able to offer others knowledge, good food, hospitality, and a helping hand. What I didn't initially realize was that I already had enough to offer. That we all have so much more to offer one another than we realize. That our most important offerings exist outside of the traditional economy — our time, skills, knowledge, connections, resources, friendship, and support.

I have attended over 200 Trade School classes on topics from cheesemaking to jazz music, creative writing to building computers, constitutional law to cuddling. A lot of teachers asked for nothing more than a hug or a joke. While they often left with more — food, beer, small gifts — the desire to connect was what brought many of us in a room to learn from one another.

So, what do I have to offer? Too much comes to mind now. I can teach you how to unclog your sink, change a bike tire, or hang just about anything. I can make you a home-cooked meal or bake you a three-layer cake. I can help you organize an event or declutter

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a room. I can share my passion for letter writing and homesteading. If none of that appeals, I can always offer you friendship, a hug, or a listening ear.

I often wonder how many lives would be changed if more people were told they had something to offer. That they mattered. That they had something valuable to contribute to their community and relationships.

I know it changed mine.

PART I

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HOW TO START A TRADE SCHOOL

DEAR POTENTIAL TRADE SCHOOL ORGANIZER,

34 PART I: HOW TO START A TRADE SCHOOL

Thank you for caring about alternative education and mutual aid.

This is a document about organizing, building a positive group culture, and spreading information widely. After sending hundreds of emails to people about starting a Trade School in their area, we decided it was time to put the information in one place.

If you hate toolboxes, don't worry — so do we! You *don't have to read any of this* to make a good Trade School, but some of what's in here could help your group avoid the mistakes we've made. It will also help us (Trade School New York) repeat ourselves less and answer less emails.

Use the parts that make sense for your community, send us suggestions based on what works for you if you like, and disregard the rest.

Good luck!

— Trade School New York, 2009

PRINCIPLES

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- 1 Everyone has something to offer.
- 2 We run on a system of mutual aid: the voluntary reciprocal exchange of resources and services for mutual benefit.
- 3 Sharing personal experience is as important as sharing book knowledge.
- 4 We celebrate techniques, traditions, and tactics.
- 5 We are learning collectively to take responsibility.
- 6 We are inspired by Mess Hall and the Principles of Cooperation.

ABOUT

38 PART I: HOW TO START A TRADE SCHOOL

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Trade School is a non-traditional learning space that runs on barter.

Anyone can teach a class.

Students sign up by agreeing to meet the barter requests of teachers.

On the day of class, students and teachers gather in a space that is made available by Trade School organizers. In New York, we make our own furniture, cook food in the space, and serve tea to welcome people. Students give barter items to the teacher, and class begins.

Trade School celebrates hands-on knowledge and experience. It is a place to learn with other people who value practical wisdom, mutual aid, and the social nature of exchange.

Local Trade School chapters open whenever a group of volunteers decides to organize one together.

AGREEMENTS

40 PART I: HOW TO START A TRADE SCHOOL

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- I will welcome all people to TRADE SCHOOL**

We hope that you will actively communicate with a wide range of people, asking people of all ages, races, sexes, and sexual-orientations to teach and learn from one another.
- I will create a space of rigor and generosity**

As an organizer, it is your job to create a space of respect. Trade School is about relationships of trust and mutual aid: the voluntary reciprocal exchange of resources and services for mutual benefit.
- I will collaborate and cooperate**

I want to be part of a group that is based on shared power and the inherent value of every person. I will take responsibility for gathering the initial group and calling people together, but I will work towards sharing power for a decentralized, horizontal group.
- I will not allow teachers to promote a product, a business, or the exploitation of other people**

Trade School exists to help more people share skills, ideas, and resources — not to promote brands, companies, or exploitation. Trade School is not about getting rich — it's about mutual aid.
- I will not allow sponsors to brand TRADE SCHOOL**

Sponsor or partner logos or names may not appear on your homepage. Instead, create a separate page dedicated to your sponsors (if necessary), and link to the page. Anywhere it appears, the sponsor's logo must be smaller than the Trade School logo.

HISTORY AND TIPS

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How did TRADE SCHOOL start?

It all started because three of the five co-founders of OurGoods (Louise Ma, Rich Watts, and Caroline Woolard) were given an opportunity to work with GrandOpening's storefront space. We had a wild brainstorm session about many possible barter storefronts, and decided that "barter for instruction" had a lot of potential.

So, after planning throughout 2009, we ran Trade School at GrandOpening in the Lower East Side from February 25th to March 1st, 2010. Over the course of 35 days, more than 800 people participated in 76 single-session classes. Classes ran for 1, 2, or 3 hours and ranged from scrabble strategy to composting — from grant writing to ghost hunting. In exchange for instruction, teachers received everything from running shoes to mixed CDs, letters to a stranger, and cheddar cheese. We ran out of time slots for teachers to teach and classes filled up so quickly that we had to turn people away. This made us think, "We should keep doing this!" We opened again from February 1st through April 1st in 2011 in an empty school, paying rent with the support of charitable donations and running on donated time from 8–20 volunteers.

Why did you get involved?

Louise Ma I'm interested in an open forum where theoretical and technical investigations can co-exist, where low-brow and high-concept can cross-pollinate. I'm for an environment where people are brought together by the passionate interests they share with their peers.

Richard Watts I'm involved because I believe people teaching other people are people at their absolute best. I think barter provides for the type of subjective value that allows the exchange of knowledge to flourish unencumbered by the expectations and stress of money. The world will be a better place when everyone takes time out of their day to teach someone else something.

Caroline Woolard I am involved because I want to encourage cooperation and discussion about value. Trade School demonstrates that value is subjective, and that New Yorkers ARE interested in supporting one another. Where else will you find a teacher's knowledge (the class) right next to the teacher's wish list (the barter items)? Trade School is a small part of the solidarity economy — economic practices that reinforce values of mutualism, cooperation, social justice, democracy, and ecological sustainability. I hope Trade School allows mutual respect to emerge between people. With mutual respect, anything is possible.

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How much work is it?

The first time (2010), everyone contributed time and materials to support communities that value cooperation over competition. Rich Watts bartered design work for GrandOpening's storefront space and help conceptualizing Trade School. Louise Ma and Rich Watts designed the website and Caroline Woolard coordinated with teachers to make the class schedule. We made a weatherproof flag, bucket furniture, hook-filled shelving, and a huge chalkboard. Incredibly rigorous, creative thinkers gave time to Trade School from day one.

The second time (2011), we wanted to open Trade School for longer than a month, and needed to raise money to pay for rent because we couldn't find anyone who would barter with us for a three-month rental in Manhattan. We raised money on Kickstarter, and after a LOT of searching and discussion with various venues, we were approached by Old School at 32 Prince. It's an old classroom in Nolita, so it was perfect. Saul Melman joined our team as well, helping to coordinate and conceptualize the project. We had a handful of generous volunteers, and more enthusiastic teachers and students than ever. A core group of organizers began to emerge, including Caroline Woolard, Rachel Vera Steinberg, Christhian Diaz, Or Zubalsky, and Aimee Lutkin. Or Zubalsky re-built the software that Rich Watts had created so that new chapters of Trade School could open.

The third time (2012), we wanted to open up the organizing to anyone who was interested in helping. Rather than working as a team of 3–4 people, 6–12 people voted and worked on Trade School. The core group of organizers — Caroline Woolard, Rachel Vera Steinberg, Christhian Diaz, Or Zubalsky, and Aimee Lutkin — solidified, voting and working together regularly, with support from many volunteers. We started drafting our principles for clarity, and used rotating facilitation, consensus, and stack to keep our meetings organized. We now had big group meetings with report-backs from teams who focused on different aspects of Trade School independently: we had a party team led by Aimee Lutkin, a venue team led by Caroline Woolard, a design and website team led by Or Zubalsky, a furniture team led by Caroline Woolard, a sponsorship team led by Rachel Vera Steinberg, a special events team led by Caroline Woolard, and a class coordination team led by Christhian Diaz and Rachel Vera Steinberg. Or Zubalsky rewrote his own software so that Trade School chapters could use the software more easily.

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How does OurGoods relate to Trade School?

OurGoods.org is a barter network for creative people that started in 2007–2008. Three of the five co-founders of OurGoods (Louise Ma, Rich Watts, and Caroline Woolard) jumped at an opportunity to barter for storefront space in February 2010, and Trade School began. But Trade School is just one of many possible barter spaces for face-to-face interaction. What about a barter movie theater, a barter restaurant, or a barter clinic?

Trade School helps OurGoods because, in some ways, OurGoods.org is just a directory of creative people who are ready to connect in real space to begin a barter negotiation. In-person meetings are incredibly important. For example, how do I know whether or not you are actually good at what you say you're good at? I won't know how I feel about you until we meet in person. Trade School creates a space for members of OurGoods to meet other people who are interested in barter. It's a community of people who are open to alternative exchange where dialogue and transaction MAY emerge, but where class instruction remains the focus.

SINGAPORE



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CREATING A FLAG

Louise Ma, Trade School New York

Caroline, Rich and I set up the Grand Opening space for our very first series of Trade School classes, in the Lower East Side of Manhattan, New York, back in February 2009.

One of the things I did to help prepare the space, and the school itself, was to put together a flag. At that point, it wasn't immediately clear to us for how long exactly Trade School would run, and where it would run, if not always at GrandOpening. But we knew that the flag would be an emblem of the school, and it would also function as a physical sign for the school. It would need to be visible from great distances (say, a block or two) and ideally be able to withstand some weathering, if it should ever be displayed outdoors. Visually, it ought to convey some essence or core ethos of Trade School.

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I no longer have the flag on hand, but, to the best of my memory, the flag I created measured a bit larger than two feet wide, three feet tall. It was constructed out of red, white, blue, and (a chartreuse-ish) yellow weatherproof nylon fabric, with the blue and yellow material being slightly lighter weight and more crepe-like. The flag was double-sided, and held a solid steel bar between the layers to help weigh it down. I put the flag together with my Brother sewing machine, after a little bit of preliminary basting (loose stitches to hold pieces in place during the sewing process). Finally, I had a row of four or five large grommets professionally applied at the top of the flag, in the garment district in mid-Manhattan.

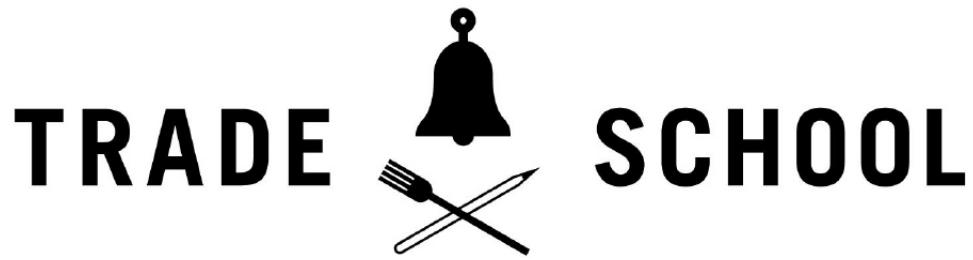
The flag's design is comprised of a bright red background, with a simple white school bell silhouette in the center top of the design, supported at bottom with a criss-crossing (an "X" of) blue fish and yellow ruler. The bell, fish, and ruler are arranged as a nod to the skull and crossbones commonly seen on pirate flags and hazard signs.

But contrary to the skull and crossbones, for me at least, the flag evokes tender and nostalgic memories of sitting in the atrium of the Campbell Public Library in Northern California. It awakens for me the woodsy scent of worn children's books and the dark, rough-hewn lumber that stood exposed all

along the building's interior, holding it up and together. Giant, brilliantly colored nylon flags hung down from the wooden beams, depicting scenes of the night sky, the sun, moon, stars, and perhaps a purple mountain rage or lake to reflect it all. I recall inspecting the shiny surfaces of the flags and, even from a great distance, seeing a velvety, purple-gray skins of dust on the gentle folds. The flags would sway and wave ever so slightly in the still air of the library's atrium.

Trade School New York would go on to occupy at least four or five more spaces all around the city, but always we had our flag. At least in my mind, with its heavy bar of steel inside, it functioned as an anchor for us in the midst of so many shifting spaces, potential venues, and possibilities. Could a space for inclusive exchange someday exist, put together with whole beams of wood? And then could flags hang from inside these buildings, long enough to gather a fine skin of dust?

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STUDENTS AND TEACHERS

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FINDING TEACHERS

Where can you find teachers? You probably already know people who are great storytellers, who give tours, who teach their children, or who are professors who want to share information in a new setting. They probably just need a little bit of encouragement to set up and teach a class. For the first few classes, you will probably have to invite people. Ask people who will open Trade School with excitement—people who can speak to a range of topics, demonstrate a range of approaches to learning (from workshops to tours), and/or who know a lot of people. The first few classes should spread the word, set the tone, and create a standard of rigor and generosity.

When we first opened Trade School, we spent the month before we opened asking people we knew if they wanted to teach. We invited a range of good storytellers and radical educators: a mushroom expert and forager who wrote the Audobon Field Guide (Gary Lincoff), a woman with both an MBA and an MFA who taught “Business for Artists” (Amy Whitaker), a singing enthusiast (Laura Harris), a master composter (Amanda Matles), and an arts festival producer (Chloe Bass). These people each invited their friends to come to their class, and many of their students became teachers who then invited more friends to their class. This is how it spread—word of mouth, emails, and links to our website.

TRADE

Students sign up for a class by agreeing to bring something that their teacher requests. At the end of each class, ask students to consider teaching a class. People might say, "but I don't know anything that anyone else wants to know." Or, "I don't have any skills." If you ask them what they do for a job, what they like to do, or what their friends ask them to do, you will probably be able to help them see that they have a lot of skills, ideas, and experiences that you and others would like to learn about. Teachers might say "I don't need anything" or "I don't feel comfortable asking for anything" or "I just want money." Encourage teachers to make a long list of things they buy or obscure things they need, and show them what other teachers have asked for (fresh produce, music suggestions, research tips, materials, drawings, etc.) for inspiration.

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GENEVA



F7

ORGANIZING AND GROUP CULTURE

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As an organizer, you may spend as much time in meetings helping Trade School get off the ground as you will in classes enjoying Trade School. If the organizing group builds trust and has fun together, it will be reflected in Trade School itself.

As Cindy Milstein says:

The ways we get things done are also the ways we carve out spaces to fully see and appreciate each other . . . Voluntary association and accountability are, at heart, about freely given promises that people make to each other with no outside force compelling them to follow through aside from the weight of their mutual commitments.

From Starhawk:

In a healthy group, power and responsibility are balanced. Power is earned by taking on responsibilities, making commitments, and keeping them — sometimes by making mistakes and taking responsibility for them . . . In a thriving group, people invest trust in one another. But to do so, there must be systems of accountability in place. To create trust, to communicate in ways that transcend our normal win/lose dichotomy, we must shift our focus from advocacy to inquiry, from asserting our point of view to listening and opening up to others.

Here are some tips:

ON ACCOUNTABILITY

Create a group culture of accountability and shared work. Keep each other in check by sharing personal goals for your relationship to Trade School, as well as possible struggles with power and cooperation. Try to ask for help being accountable and owning up to mistakes.

ON SCHEDULING

- Meet on the same day each week to avoid scheduling conversations.
- Meet in person to discuss anything important and to avoid getting email-overwhelmed.
- Rotate or pair up for all tasks: facilitating meetings, hosting classes, taking minutes, etc.

ON MEETINGS AND GROUP SIZE

If you're going to work on consensus (and we recommend you do), remember that every person you add to the group could double the amount of time it will take to make a collective decision. You might want to make a procedure for bringing new people into the group (e.g. potential members can come to meetings but can't make decisions for a bit). Keep the group small if possible (for the first year in NYC, we worked with 3 primary organizers and 5–20 volunteers during events). The people who are most impacted make the decision. Don't vote or voice strong opinion on an issue that you won't be affected by.

ON POWER AND RESPONSIBILITY

Inevitably, your group will have to deal with power and responsibility. Here are some tips to consider when trying to be cooperative:

- Power comes from work and moral courage, not coercion, threats, or control of resources. This is called “power-with” and relates to empowerment, not “power-over” or entitlement.

(see Starhawk, pg. 44 of *The Empowerment Manual*)

- Inform reporters that this is a collective project and list names if necessary.
- Try to co-present the project if the group is asked to give a presentation.
- If any money comes into the project, consider dividing the \$ equally or based on need, as going by the market value of each skill or by hours worked can ruin the group.
- If offered airfare or hotel accomodation to talk about Trade School, ask for equivalent money for the project and present over Skype or make a video instead. Emphasize supporting the project, not your celebrity.
- Announce how anyone can apply/join the group if they want to help organize.

Do anti-oppression trainings because:

- Power and privilege play out in our group dynamics and we must continually struggle with how we challenge power and privilege in our practice.

ORGANIZING AND GROUP CULTURE

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- We can only identify how power and privilege play out when we are conscious and committed to understanding how racism, sexism, homophobia, and all other forms of oppression affect each one of us.
- Until we are clearly committed to anti-oppression practice, all forms of oppression will continue to divide our groups and weaken our power.
- Developing an anti-oppression practice is lifelong work and requires a lifelong commitment. No single workshop is sufficient for learning to change one's behaviors. We are all vulnerable to being oppressive and we need to continuously struggle with these issues.
- Dialogue and discussion are necessary and we need to learn how to listen non-defensively and communicate respectfully if we are going to have effective anti-oppression practice. Challenge yourself to be honest and open and take risks to address oppression head on.

"Groups that refuse to let people earn social power (the influence you gain by working hard for the group) inevitably favor those with unearned social power. The loudest, strongest, most educated or most charismatic get heard; those who do the actual work may be ignored."

—Starhawk

LOCATION

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We've found that with limited volunteers/staff, it's best to have a space that can be reached by the public directly — *a public space, storefront, or basement is ideal*. If you have to direct people from the street to meander through a space, you will need more volunteers every night and you may find that more students get lost in the building than you want to deal with. The other nice thing about being close to the street is that you can attract local students and teachers who haven't heard about Trade School online. We like to create our own space, because existing independent from institutions allows the group to build its culture, and bring Trade School to larger institutions for special events only. Trade School started because we were given use of a storefront.

After the first year, so many people were excited about Trade School that we decided to try to open again. No one would barter with us in exchange for a storefront the second year, so we ran a Kickstarter campaign and raised money for rent and materials. That felt a little weird (many students ended up donating money and giving barter items to teachers), and we had a bad relationship with the landlord we were renting from. We hope we don't ever have to ask for so much money again, but if you absolutely cannot find space and need to rent some, go for it! We have found that even in NYC, there are enough spaces with empty areas for us to exist on surplus and gifting of space (rather than renting). When landlords donate space to us they also demonstrate an alignment with our values by showing interest in *sharing* excess capacity — not turning as much space as possible into something for sale.

For the third year, we decided to go with donated space—by then, enough art spaces knew about us that we were getting offers for free spaces. We worked with a gallery, a school, and a museum for a few intensive Trade School events. We made a decision to accept the museum and gallery spaces as long as they gave us autonomy, allowing us to clear away any sense of a white cube with a visitors desk. Again, we built the group culture of mutual respect in independent spaces and brought it to big institutions for one-night-only events. Most importantly, we did not work with institutions that weren't aligned with or in support of our values.

Here are some things to consider:

- Where will you be located and what are the demographics of the neighborhood?
- Who are the students, teachers, and participants that you hope to engage?
- What are some of the challenges faced by people in the area?

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PARIS



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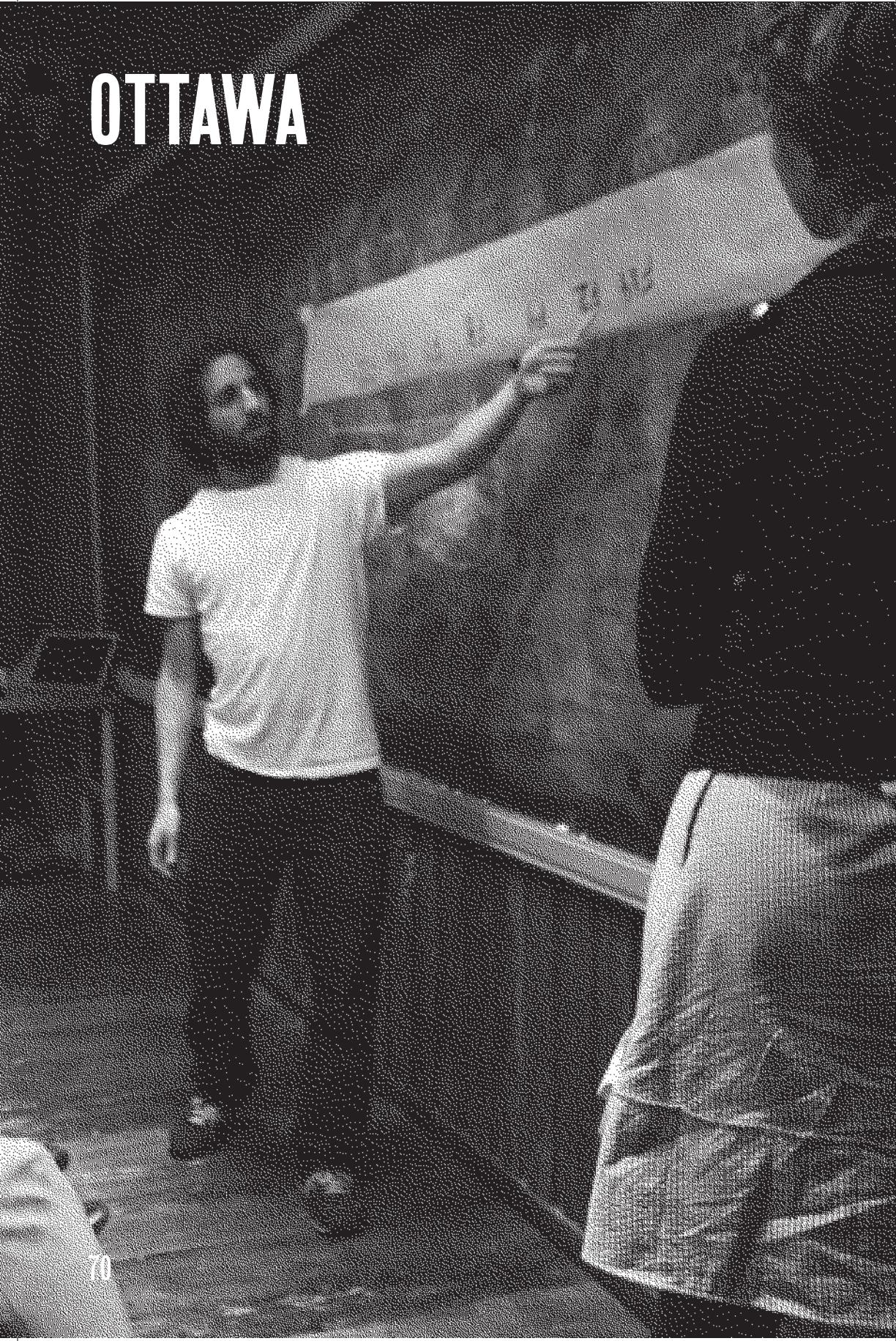
PUBLICITY AND FUNDING

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If you actually want to build community, your focus should be on the experience in the room and not press or institutional backing. However, you'll need to build a reputation through the press or word of mouth in order to receive donations like food, space, and volunteers. Here are some things to consider:

- Why are you interested in working on Trade School? Think this through and have a candid conversation about it with your collaborators. What encourages the organizers most? Reputation, feeling needed, power... what else?
- How will having press in the room affect the student's ability to learn and the teacher's ability to teach? If someone from the press contacts you, be sure to ask the teacher if that's OK, and then contact each student to make sure every single one is OK with press being in the room. You may have to ask the press to show up only for the first or last 5 minutes of class.
- If you exist independently from any institution or sponsor, you can build your own culture and bring Trade School to larger institutions for special events without having to deal long term with an institutional culture (of elitism, bureaucracy, whatever).

OTTAWA



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- If you accept money from individuals or get grants, will it be tax-deductible for people who donate? If donors want this, you need to become or work with a non-profit. We work with a non-profit. We are “fiscally sponsored” by The Field, which means that The Field takes responsibility for the accounting and reporting that is necessary for official non-profits (501c3 businesses).
- How will your group dynamic change if some people are paid and others aren’t? How will students respond to a barter environment when they know that some hosts are paid? Will you pay yourself by the hour, divide the money evenly and consider it a stipend, or give each collaborator an amount based on what they need to survive?

BARTER: WHAT I LEARNED ABOUT GENEROSITY AND RECIPROCITY

Amy Whitaker, Trade School New York

I first learned about Trade School the way you learn about many good things — by accident. A friend in New York invited me to a “tree decorating party,” to take place in a storefront and, as it happened, in a driving blizzard. I almost didn’t go. After walking blocks in sideways snow, hood down, I emerged into the space managed by GrandOpening, a creative partnership of Canadian brothers. An oversized tree took up most of the small Lower East Side space, Kmart price tags still visible on some of the ornaments. I later learned the space had previously hosted — the room had been fully filled by — a one-table ping pong tournament and a one-car drive-in movie theater.

Ben, one of the Canadian brothers, leaned against the wall, chaperoning the tree-trimming through a haze of recovery from a party the night before. He said the space’s

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next incarnation was to be a school. When I expressed interest, he gave me Caroline Woolard's email.

The next time I visited, the room had become a classroom. A giant blackboard ran the length of one long wall. Square plastic buckets rigged as storage containers ran the length of the other. Upturned plastic paint buckets dotted the floor as stools, each with a tool belt strapped around it to hold donated supplies.

I had signed up to teach a class called Business School for Artists. Ever since getting an MFA in painting *after* an MBA, I had been teaching fellow painters, and then artists of many stripes, about the underlying ideas of the market economy. As I later learned — from a Japanese film crew — I taught the second Trade School class ever.

As to the barter, I decided to trade teaching for vegetarian recipes, Twitter tutorials, and music recommendations. One student gave me a cauliflower recipe on heavy watercolor paper, illustrated with cartoon vegetables. Another sat and signed me up for Twitter after class, and celebrated as I sent my first tweet. Another gave me a long list of albums. I only realized afterwards that I had failed to specify my musical taste when the lone band name I recognized was Fugazi. I enjoyed teaching so much I forgot I was going to get "paid."

The barter presents felt like surprise gifts. After class, Caroline washed dishes and left them in the “dish drying rack”—an enormous hard-top plastic suitcase.

If traditional economics makes you think about what you *need* and what you can *afford*, barter makes you think of what you need and what you have. Barter is a reminder that everyone has something to offer that is of value. Where classical economics assumes scarcity of resources, barter assumes abundance. Few shifts are more transformative than going from thinking about what you *want* to thinking about what you *have*. The latter is the first part of gratitude, and resourcefulness.

I went on to teach two maybe three more times—when Trade School moved from the storefront to an old school building full of lemon-lime painted trim and small, old-fashioned school desks, and then to the Whitney Museum and the Museum of Art and Design. I took a class in the school building—“Justice! Justice! Justice!”—a class in moral philosophy and inequality taught by then Yale professor Matthew Noah Smith. He taught in exchange for Belgian beer, snacks for class, and pickles. I remember Matthew, exuberantly explaining Rawls and then glancing aside to notice that “None of the pickle people made it.” Caroline happened to be in class too, pouring tea for everyone out of a big blue-and-white pot,

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wearing blue work trousers, a crewneck sweater, and a blouse with a delicate embroidered collar.

I have always thought that hospitality is an under-sung political virtue, that the power of a sincere and warm invitation solves many political ills, especially where disenfranchisement is concerned. I wondered how much those cups of tea mattered. Part of the origin story of Trade School was in Caroline's design of a Work Dress — a sturdy denim wraparound pinafore — that others (myself included) wanted and for which Caroline traded. That dress represented the structural solidity — the Newtonian physics — of barter, while the delicate collar and tea represented the generosity involved in *initiating* a trade, or building and convening a community around reciprocity and generosity.

It's probably ironic that teaching economics to artists is what reminded me so much of the limitations of the market economy and the importance of connection and generosity. Artists are often in a position of being asked to be generous, of having to put something out there before they get something back. Artists extend the invitation first, and then — in a way full of hope and wonder, respect and attention, lack of expectation and even love — barter closes the loop.

STARTING A TRADE SCHOOL

Task	Core / Peripheral	Skill	Before/ During TS	Work Environment
Developing Org Structure	Core	Corresponding, Research, Organizing	Before	Alone
Finding a Venue	Core	Corresponding, Research, Scouting	Before	Alone: Community
Grassroots Fundraising	Core	Web Design, Writing, Film Making, Corresponding, Publicity	Before	Community
Sponsorship	Peripheral?	Corresponding, Budgeting, Diplomacy	Before	Alone: Community
Outreach/ Publicity	Core	Corresponding, Writing, Contacts	Before	Community
Tabling at Events	Peripheral	Communication, Social	Ongoing	Community
Photography	Peripheral	Photography	During	Community
Blogging	Peripheral	Writing Skills	During	Alone
Flickr Uploads	Peripheral	Computer Skills	During	Alone
Twitter/FB?	Peripheral	Computer Skills	During	Alone
Coordinating Volunteers	Core	Computer Skills	During	Alone
Teacher/Student Corresponding	Core	Corresponding, Organizing	During/Before	Alone
Website	Core	Web Design	Before	Alone
Print Materials	Core?	Graphic Design	Before	Alone
Furniture/ Interior Design	Core	Product/Furniture & Interior Design	Before	Shop
Install Helpers	Core	Construction/ House Paint	Before	Shop
Clean Up	Core	Cleaning, Organizing	During	Community
Host	Core	Social, Community, Tech Set Up	During	Community
Host Help	Core	Social, Community, Tech Set Up	During	Community

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Commitment Level	Minimum Belief Level	Compensation	Helper
100+ hrs	Keyholder	?	Caroline (CW)
40+ hrs	Keyholder	?	Caroline/Saul
40–200 hrs	Volunteer	?	Caroline: Publicity and Copy Louise: Design, Rewards, Updates Alex: Film/Edit
40–200 hrs	Organizer	?	Caroline: bucketboss (TS1), Saul: whole foods? (TS2)
10hrs/wk	Organizer	?	Caroline, Louise, Saul (TS2)
1 day	Volunteer	Volunteer Hours	CW
1 hr/day	Skilled Volunteer	Volunteer Hours	AM, RW, others
1 hr/day	Skilled Volunteer	Volunteer Hours	numerous
1 hr/day	Volunteer	Volunteer Hours	EH, GM
30 min/day	Volunteer	Volunteer Hours	EH, GM
30 min/day	Keyholder	?	Caroline
2 hrs/day (+2 weeks before)	Keyholder?	\$?	Caroline
200 hrs?	Keyholder	\$?	LM, RW
20 hrs?	Keyholder	\$?	LM, RW
40–80 hrs	Keyholder	\$?	RW, CW
40–80 hrs	Volunteer	Volunteer Hours	AL, AW, LM, CW
1 hr/day	Organizer: Volunteers	Volunteer Hours	
4–9 hrs/day	Organizer/ Keyholder?	None	CW, LM, RW, SM
4–9 hrs/day	Organizer	None	AL, TC, CD, PK, AM

PUBLICITY AND FUNDING

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RSE FEEDBACK

DATABASE MODELS

Or Zubalsky

The text below is taken from our open source code. These are comments left in the code in order to explain various database models in the system. Looking back, they describe some of the relationships, priorities, and beliefs that were built into the software we developed to run the project.

class Branch(Location):

:::::

A Branch is a chapter of TS in a specific location (usually city/region).

:::::

class Venue(Location):

:::::

Venue represent physical locations where Trade School events take place.

:::::

*class Person(AbstractBaseUser,
PermissionsMixin, Base):*

:::::

A custom model in place of Django's auth. User model. A Person in the Trade School system can be an organizer, teacher, and student. Their interaction with the system determines their roles:

When a person registers to a class, they are acknowledged as a student.

When a person teaches an approved class, they are acknowledged as a teacher

When a person is given `is_staff=True`, they are acknowledged as an organizer

:::::

class Organizer(Person):

|||||

Organizers are Person objects that have
is_staff set to True.

Conceptually, organizers are the people
who use the admin backend to run a
chapter of Trade School and help others
run theirs.

|||||

class Teacher(Person):

|||||

Teachers are Person objects that have
taught at least one course.

The distinction is made so organizers can
find teacher profiles more easily on the
admin backend. Teachers can belong to
Students and Organizers as well.

|||||

class Student(Person):

|||||

Students are Person objects that are
registered to least one course.

The distinction is made so organizers can
find student profiles more easily on the
admin backend. Students can belong to
Teachers and Organizers as well.

|||||

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class BarterItem(Base):

|||||

Barter items are requested by teachers when submitting a course and are selected by students registering to a course.

|||||

class Course(ScheduledEvent):

|||||

A one time scheduled class that is taught by a teacher in a TS Branch.

Course is currently the main model that Trade School facilitates:

A teacher submits a class proposal through the frontend class submission form on a branch's website. The proposal includes the attributes of a ScheduledEvent model, a list of barter items and the teacher's information.

The class proposal is either approved or not by the branch's organizers.

Approved courses appear on the branch's website so students can register to them. Students register by agreeing to bring one or more of the items that were requested by the teacher.

A Course also has 7 types of emails that are sent automatically:

teacherconfirmation: Sent to the teacher to confirm a successful course submission. Also includes a link to edit the course.

teacherclassapproval: Sent to the teacher to notify them the course was approved by the organizers.

studentreminder: Sent to a student to confirm a successful course registration.

studentconfirmation: Sent to all registered students before the course is scheduled to start to remind them it's happening and what items they said they would bring. It also includes a link to unregister.

teacherreminder: Sent to the teacher before the course is scheduled to start to remind them that it's happening.

teacherfeedback: Sent to a teacher after the course took place with a link to leave feedback.

studentfeedback: Sent to all registered students after the course took place with a link to leave feedback.

.....

class Feedback(Base):

:::::

Feedback is collected after courses take place.

Emails are sent to both students and teacher after a course has taken place with a URL to a form where they can leave feedback on a course.

Feedback is saved anonymously for students. The only indication is whether it was received by the teacher or by one of the students.

:::::

Trade School Admin: New York switch branch

Home

Classes

Classes: Pending

+ Add □ Change

Links

> Transl

Classes: Approved

+ Add □ Change

> Edit H

Classes: Past

+ Add □ Change

> Talk T

Classes: Rejected

+ Add □ Change

> Trade

Registrations

+ Add □ Change

Venues

+ Add □ Change

Barter Items

- Add □ Change

Manage Times for Class Submissions

One Time Slot

+ Add □ Change

Many Time Slots

+ Add □ Change

People

Students

+ Add □ Change

Teachers

+ Add □ Change

Organizers

+ Add □ Change

Settings

Branches

+ Add □ Change

Pending Branches

+ Add □ Change

Website Content

Photos

+ Add □ Change

Branch Pages

+ Add □ Change

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Classes: Pending							Admin	Documentation
							Add Class: Pending	
3 total								
Class title ▲ 4								
Beeswax Wraps	Aurora de Blas	deblaser7@yahoo.com	2021-11-16	22:00:00	2021-11-16	21:30:00	PLACE HOLDER	
Health and Wealth Workshop	Trevor Eisenman	makemusic@unmusic4u.com	2022-10-04	22:00:00	2022-10-04	21:30:00	PLACE HOLDER	
Guided Visualization for Relaxation	Rosalba Fortanez	rosalbfortanez@gmail.com	2022-11-13	22:00:00	2022-11-13	21:30:00	PLACE HOLDER	
3 total								
0 of 3 selected							Save	

Home		Classes: Pending	Beeswax Wraps	Admin	Documentation
Class title	Beeswax Wraps				▼ R
Teacher	Aurora de Blas aurora7@yahoo.com				
A unique URL for the scheduled class.	beeswax-wraps				
Class description	Want a more eco-friendly way of covering foods other than using saran wrap? These beeswax wraps are washable and reusable. Wrap cheese, bread, and veggies in them or cover bowls in the fridge. In this class, you'll make and take home 3 wraps.				
Venue	PLACE HOLDER DATE/TIME! We'll contact you to schedule your class!				
Start time	2021-11-16	22:00:00			
End time		21:30:00			
Scheduled class status	Pending	Available timeslots: 2021-11-16 22:00:00 - 2021-11-16 21:30:00			
Color	red	Selected color: #E64A19. Click here to change color.			
Maximum number of students	7				
	Delete	Cancel	Save and continue editing	Save and add another	Save

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Trade School Admin: New York [switch branch](#)

[Admin](#) [Documentation](#)

Home > Classes: Pending > Add Class: Pending

Start time	2019-03-17 06:30:51
End time	06:30:51
Class title	Introduction to the English language
Branch	Amsterdam
Venue	Ultra de la Rue
Class description	Introducing English as a second language.
Maximum number of students in your class	10 maximum students per class.
A unique URL for the scheduled class:	http://tradeschool.coop/classes/introduction-to-the-english-language-amsterdam
Scheduled class status	Pending
Color	red

[Cancel](#) [Save and continue editing](#) [Save and add another](#) [Save](#)

Trade School Admin: New York [switch branch](#)

[Admin](#) [Documentation](#)

Home > Classes: Approved

Add Class: Approved

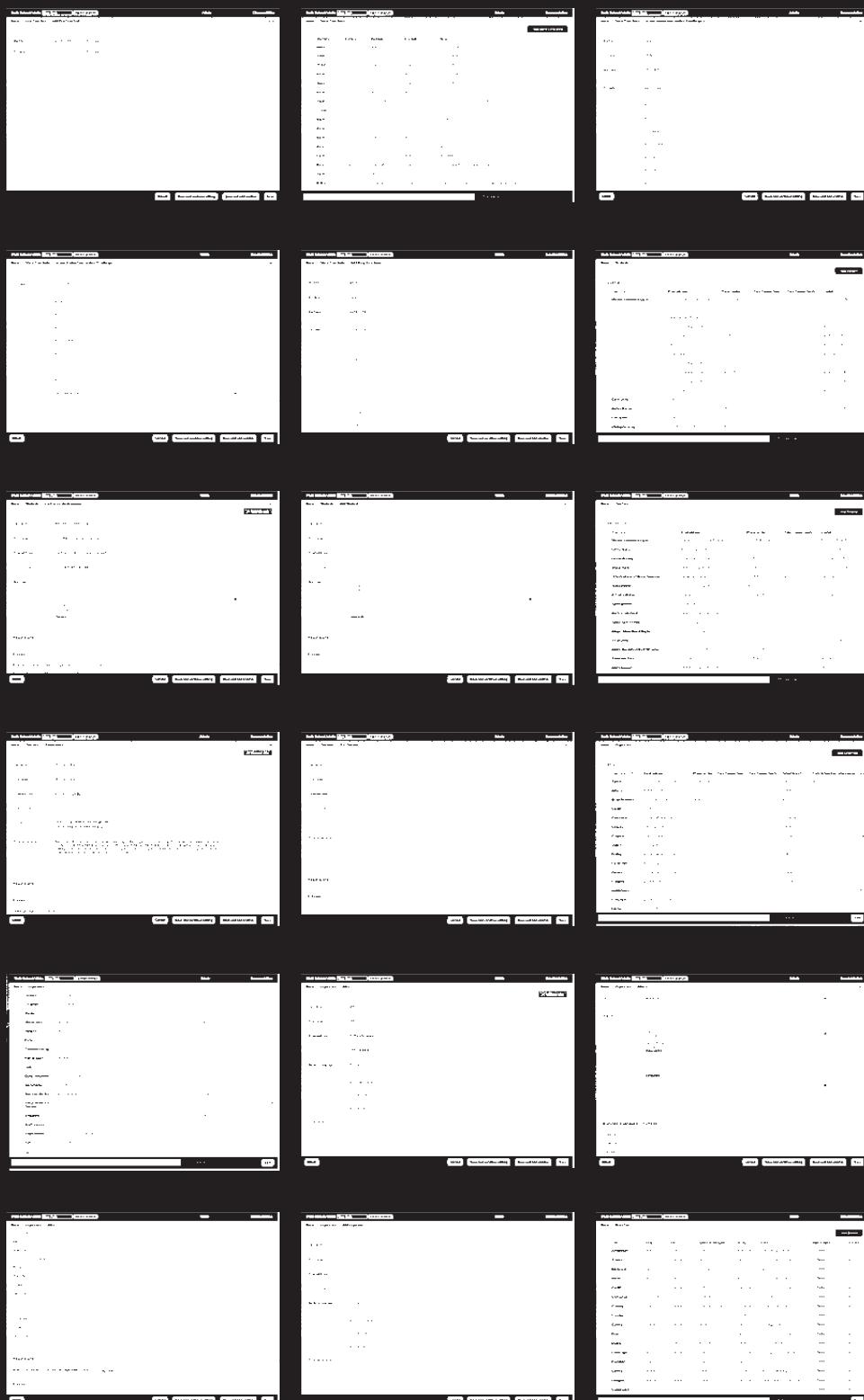
0 total	Filter
New	
0 of 0 selected	
Save	

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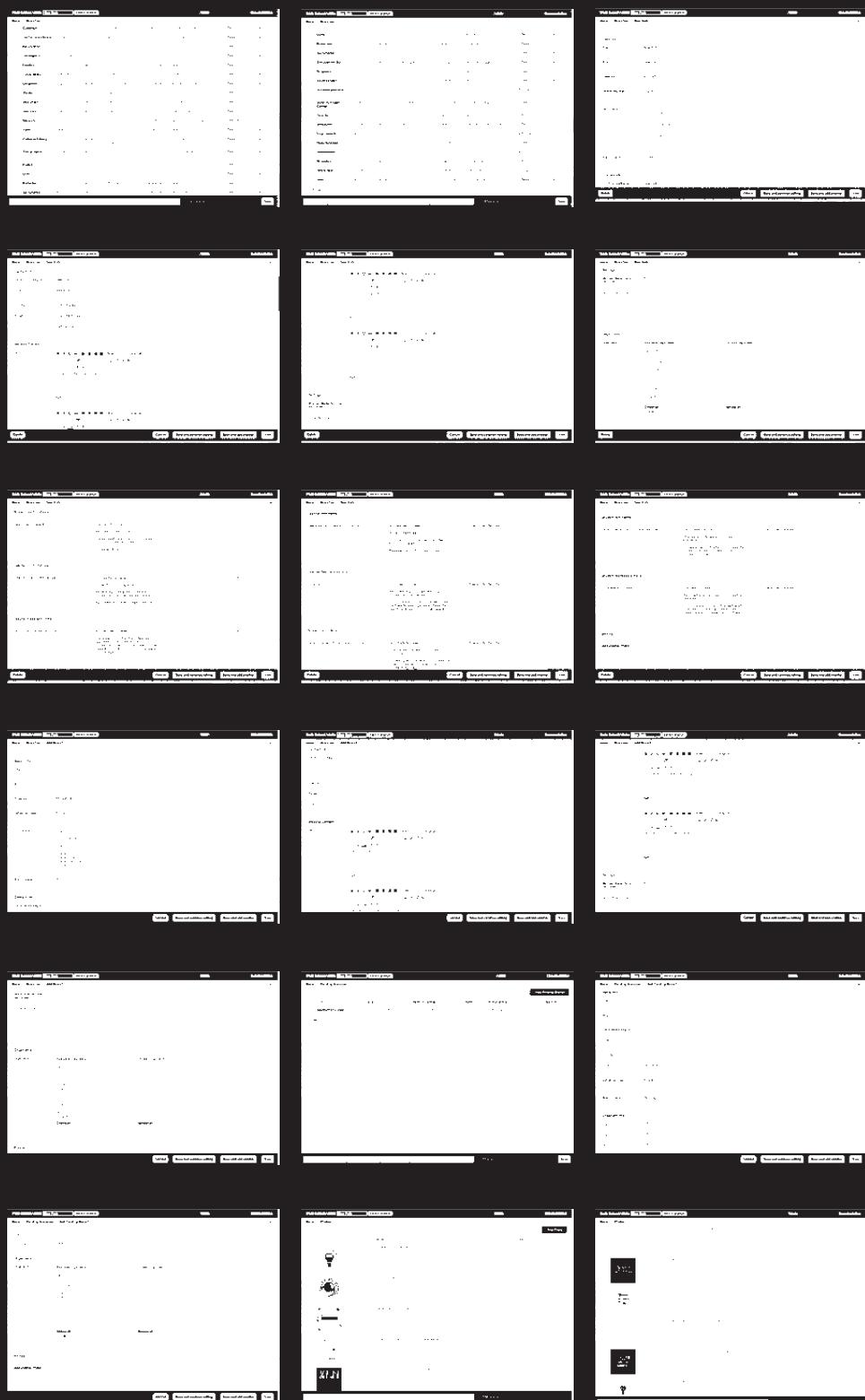
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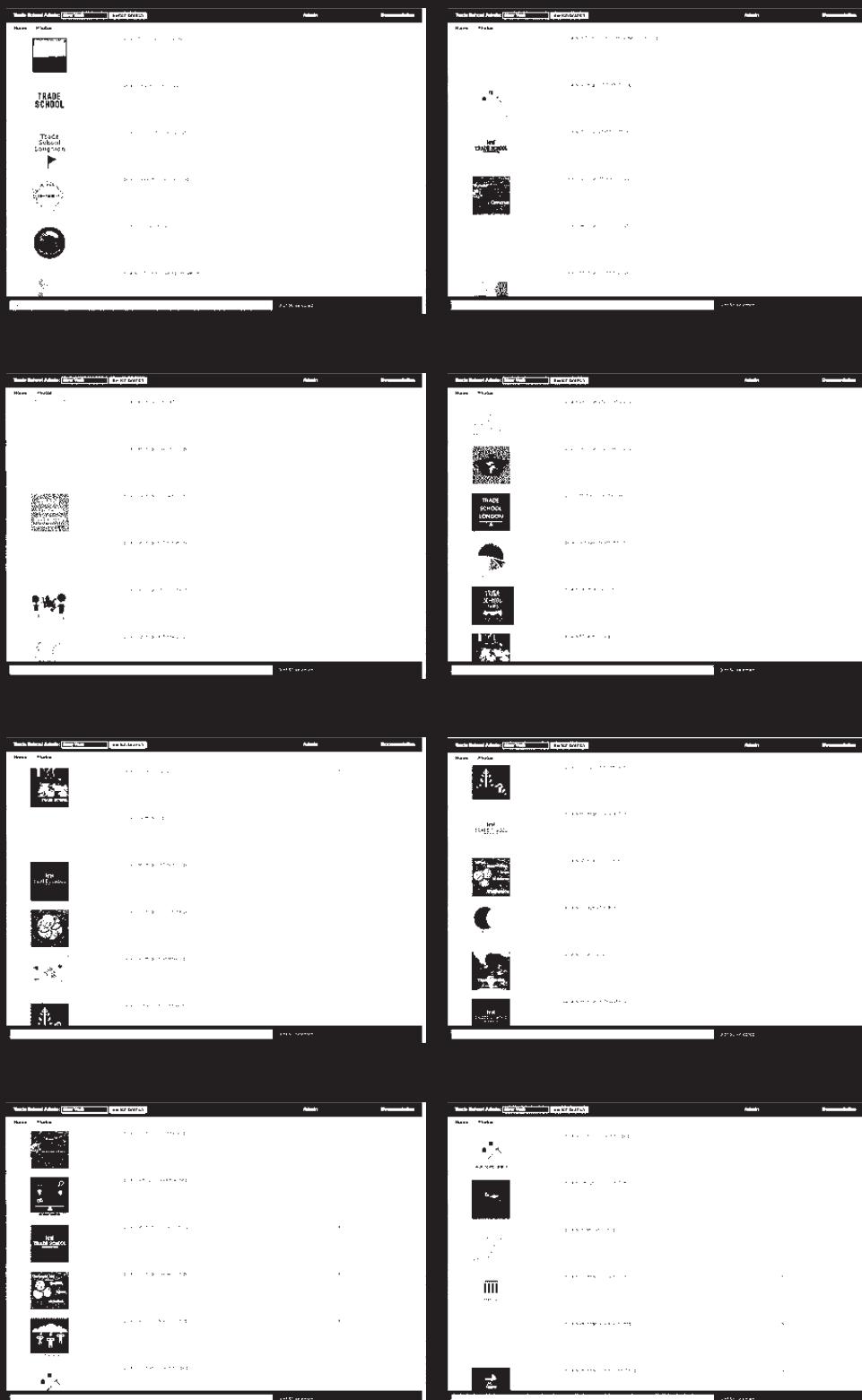
The image displays six screenshots of the Trade School software interface, arranged in a 3x2 grid. Each screenshot shows a different view of the application's search and list functionality.

- Screenshot 1:** Shows a search results page for "Basic Eng". The results table includes columns for Name, Version, Last Edit Date, Author, and Description. One result is highlighted: "Basic Eng" by "juliadefranco".
- Screenshot 2:** Shows a search results page for "Assessment". The results table includes columns for Name, Version, Last Edit Date, Author, and Description. One result is highlighted: "Assessment" by "juliadefranco".
- Screenshot 3:** Shows a search results page for "Books". The results table includes columns for Name, Version, Last Edit Date, Author, and Description. One result is highlighted: "Books" by "juliadefranco".
- Screenshot 4:** Shows a search results page for "Materials". The results table includes columns for Name, Version, Last Edit Date, Author, and Description. One result is highlighted: "Materials" by "juliadefranco".
- Screenshot 5:** Shows a search results page for "Materials". The results table includes columns for Name, Version, Last Edit Date, Author, and Description. One result is highlighted: "Materials" by "juliadefranco".
- Screenshot 6:** Shows a search results page for "Materials". The results table includes columns for Name, Version, Last Edit Date, Author, and Description. One result is highlighted: "Materials" by "juliadefranco".

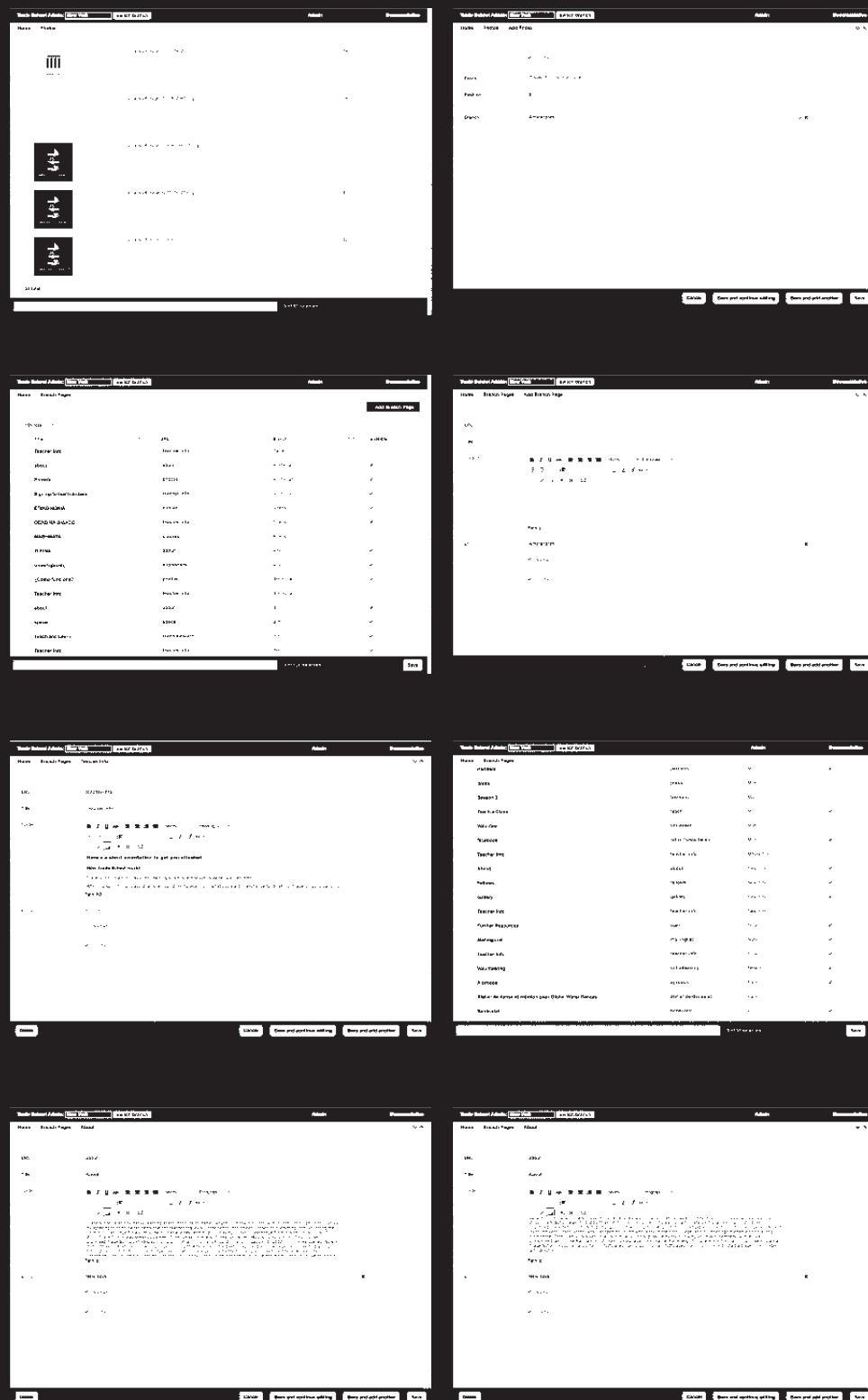


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Trade School Admin: New York switch branch Admin Documentation

Home Branch Pages · Fellows

URL	fellows
Title	Fellows
Content:	<p>B I U A R [Styles] Paragraph •</p> <p>[List] [Image] [Video] [Embed] [Font] [Text] [Link] [File] [Form]</p> <p>Path: p</p> <p>Our First Fellow is curatorial/organizer denise andrade. Trade School, in collaboration with denise andrade, is proud to announce the recipients of the PDA short-term residency. PDA, or Public Display of Action, is a curatorial experiment exploring the boundaries between public and private spaces, by activating a very publicly located gallery space, into becoming a platform for new pedagogies, and ways of triggering the intentional gallery visitor, as well as those who experience it from the outside, as curious passers-by, or Sarah Dahrie.</p> <p>An open conversation with performing artists about the themes of food and racism, with the hope to find the intersections between the two topics. Within this conversation a growing map will be created to demonstrate thoughts about where the two themes intersect.</p>
Branch	New York
✓ is visible	<input checked="" type="checkbox"/>
Is active	<input type="checkbox"/>

Delete **Cancel** **Save and continue editing** **Save and add another** **Save**

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The screenshot shows the 'Teacher Info' page in the Trade School Admin interface. The URL is 'teacher-info' and the title is 'Teacher Info'. The content area contains a rich text editor toolbar and the following text:

Here's a short orientation to get you situated.
How Trade School works
Trade School is a non-traditional learning space where students barter with teachers.
After you submit your class idea, when you'd like to teach, and what you want in exchange for teaching, Trade School organizers will contact you to set up a time to teach. You can then go to the barter board to find a student who wants to trade with you.

Path: h3

Branch: New York

is visible

Is active

Buttons at the bottom include: Delete, Cancel, Save and continue editing, Save and add another, and Save.

The screenshot shows the 'Groups' page in the Trade School Admin interface. There are three groups listed:

- Group: singapore (teachers/volunteers)
- Group: translators

Total: 3

Add group

Buttons at the bottom include: Delete, Cancel, Save and continue editing, Save and add another, and Save.

Trade School Admin - New York [switch branch](#)

Home > Groups > singapore

Name	singapore																														
Permissions	<table border="1"><thead><tr><th colspan="2">Available permissions</th></tr></thead><tbody><tr><td><input type="checkbox"/></td><td>Filter</td></tr><tr><td><input type="checkbox"/></td><td>admin log entry Can add log entry</td></tr><tr><td><input type="checkbox"/></td><td>admin log entry Can change log entry</td></tr><tr><td><input type="checkbox"/></td><td>admin log entry Can delete log entry</td></tr><tr><td><input type="checkbox"/></td><td>auth group Can add group</td></tr><tr><td><input type="checkbox"/></td><td>auth group Can change group</td></tr><tr><td><input type="checkbox"/></td><td>auth group Can delete group</td></tr><tr><td><input type="checkbox"/></td><td>auth permission Can add permission</td></tr><tr><td><input type="checkbox"/></td><td>auth permission Can change permission</td></tr><tr><td><input type="checkbox"/></td><td>auth permission Can delete permission</td></tr><tr><td><input type="checkbox"/></td><td>contenttypes content type Can add content type</td></tr><tr><td><input type="checkbox"/></td><td>contenttypes content type Can change content type</td></tr><tr><td><input type="checkbox"/></td><td>contenttypes content type Can delete content type</td></tr><tr><td><input type="checkbox"/></td><td>flatpages flat page Can add flat page</td></tr></tbody></table> <p>Choose all</p> <p>→ ←</p> <p>Chosen permissions</p> <p>tradeschool Can add tradeschool tradeschool Can change tradeschool tradeschool Can delete tradeschool tradeschool Can add auth tradeschool Can change auth tradeschool Can delete auth tradeschool Can add contenttype tradeschool Can change contenttype tradeschool Can delete contenttype tradeschool Can add flatpage tradeschool Can change flatpage tradeschool Can delete flatpage</p> <p>Remove</p>	Available permissions		<input type="checkbox"/>	Filter	<input type="checkbox"/>	admin log entry Can add log entry	<input type="checkbox"/>	admin log entry Can change log entry	<input type="checkbox"/>	admin log entry Can delete log entry	<input type="checkbox"/>	auth group Can add group	<input type="checkbox"/>	auth group Can change group	<input type="checkbox"/>	auth group Can delete group	<input type="checkbox"/>	auth permission Can add permission	<input type="checkbox"/>	auth permission Can change permission	<input type="checkbox"/>	auth permission Can delete permission	<input type="checkbox"/>	contenttypes content type Can add content type	<input type="checkbox"/>	contenttypes content type Can change content type	<input type="checkbox"/>	contenttypes content type Can delete content type	<input type="checkbox"/>	flatpages flat page Can add flat page
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<input type="checkbox"/>	flatpages flat page Can add flat page																														

[Delete](#)

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Profile
Logout

chosen permissions

deschool | Barter item | Can add Barter item
deschool | Barter item | Can change Barter item
deschool | Barter item | Can delete Barter item
deschool | Class | Can add Class: Approved
deschool | Class | Can add Class
deschool | Class | Can add Class: Past
deschool | Class | Can add Class: Pending
deschool | Class | Can add Class: Rejected
deschool | Class | Can change Class: Approved
deschool | Class | Can change Class
deschool | Class | Can change Class: Past
deschool | Class | Can change Class: Pending
deschool | Class | Can change Class: Rejected
deschool | Class | Can delete Class: Approved
deschool | Class | Can delete Class

[move all](#)

[Cancel](#)

[Save and continue editing](#)

[Save and add another](#)

[Save](#)

SO YOU WANT TO START AN ONLINE PLATFORM

Caroline Woolard, 2015

Dear founder,

I'm glad to hear about your idea for an online platform. Congratulations! I'm sure we both agree that a diversity of opinions is a good thing, and that platforms should benefit their participants, as participation is what makes an online platform valuable. What follows are a few questions that I wish someone had asked me when I started four multi-year projects.

The projects I co-founded, for what it's worth, are an 8,000 square foot affordable studio space (Splinters and Logs LLC, 2008–2016), a resource-sharing network (OurGoods.org, 2009–2016), an international learning platform that runs on barter (TradeSchool.coop, 2009–2019), and an advocacy group for cultural equity (BFAMFAPhD.com, 2014–present). I also helped convene the NYC Real Estate Investment Cooperative in 2015, but the structure for that organization is emergent (member-run, with fully open working groups

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and a member-elected steering committee), so it is too early to say where it will lead.

I am sharing these four questions, along with bits of advice, because I hope that you will succeed in contributing toward the cooperative culture we want to see. To live in a democratic society, we all need more experiences of democracy at work, in school, and at home. Thank you for helping push the cooperative movement forward.

You will notice that a lot of what follows also speaks to founders of non-profit organizations or social impact businesses. I am writing this especially for young, educationally-privileged people who have big ideas but are newcomers to the neighborhood they live in. This reflects my own experience as a college graduate, waking up to working class histories in New York City while trying to build cooperative software and resource-sharing projects. It took me a while to learn outside my immediate group of friends, to reach beyond the academy and beyond the Internet to learn.

Can you make a platform for an existing co-op?

In a culture that values ideas over practices, it might be hard to see the existing cooperatives around you. But, I promise you, there are many systems of mutual aid and cooperation nearby. These “platforms” are systems of self-determination and survival created by people who have

been systematically denied resources through institutionalized racism, sexism, and classism (read about redlining if you don't know what that is). The credit unions, land trusts, worker-owned businesses, rotating lending clubs (*susus*), community gardens, and freedom schools in your neighborhood may not have great websites, but they are incredible cooperative platforms that you can learn from and with.

These initiatives are often not lifestyle choices made by educationally privileged people, and will therefore not be written up in *The New York Times*, but they are robust and powerful community networks with organizers who might be interested in adding an online platform to their work. Here is an often-overlooked challenge: try to join and add to existing cooperative platforms, rather than building your own from scratch. The result will likely last longer as it will be informed by the deep wisdom of existing cooperative community norms, roles, and rules. Perhaps we need something like the Center for Urban Pedagogy for cooperative software – an organization that matches grassroots groups with developers to build software that is driven by community need.

Who will build the cooperative platform?

Let's say that organizers at your local credit union, land trust, cooperative developer,

community garden, or freedom school are interested in building an online cooperative platform to add to their ongoing work. Or, they confirm your hunch that the cooperative platform you want to build is necessary. How will you form a team that can make this software come to life?

I have found that innovation occurs most readily in small teams with shared goals but different skill sets. Big groups, on the other hand, are good for education and organizing work, and for refining existing platforms. But to innovate, I like to work in core teams of three to six people, as this allows for deep relationships, shared memory, and relatively fast decision making, since each person can speak for ten to twenty minutes per hour in meetings. The collective Temporary Services says that every person you add to the group doubles the amount of time it takes to make a decision. So, I say: build a small group of rigorous, generous experts whose past work demonstrates that they are aligned with the cooperative platform you want to make. Ask the larger group to consent to the expertise of your small team, and ensure that your small team will make room for feedback from the big group along the way.

Now, build your team! Find people who are better than you in their area of expertise. At the very least, you will need:

- A Project Manager to help with scheduling events, facilitating meetings, and tracking budgets;
- A Communications Pro to craft a clear message and recruit people to try out the platform as it develops;
- A Designer (or two) to make the front end beautiful;
- A Developer (or two) to develop the software and annotate it so that other people can add to it in the future; and
- Advisors—one per area of expertise above, as well as more who have strong connections to the community you aim to work with. Meet with your core team on a weekly, if not daily basis, and with your advisors on a monthly or quarterly basis.

You are likely the Communications Pro or the Project Manager, since you are reading this letter. Find advisors who are retired, or far older than you, and who have seen the field change and are widely respected for their work. Learn about programming languages—which languages (Ruby, Python, etc.) have active development communities, and which languages are most likely to be interoperable

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with future cooperative platforms. Find developers who have worked on social justice projects in the past. If you are a non-profit with limited funds, watch out for developers who want to get paid market rate, as developers and project managers (like you) should believe in the project equally and should take an equal pay cut. Watch out for developers who say they can build the site quickly in a week or two, during a public “hackathon” or “sprint,” because if they do that, the site will be a sketch, not capable of growing. The site needs to be built well, annotated well, and be understandable to future developers.

How much time and money do you have?

As you build your team, be honest with yourself about your existing priorities, and the likelihood that your life will change in the coming months or in a year or two. To gauge our availability to work on TradeSchool.coop, we did an exercise where each core member wrote a list of their top life priorities, including family, friends, health, volunteer projects, art, hobbies, and day jobs. This allowed us to be more honest with ourselves and each other about the amount of time we had to work on our project, which parts of our life were unknown, and also our reasons for doing the project.

Plan for turnover by having clear systems of documentation and open conversations about

how to bring in people who might join the core team when someone has to leave. Be sure that the Developer(s) code in teams, or that an Advisor looks over the code, so that it is intelligible to your other Developers. Be sure that the Project Manager and Communications Pro share leadership and responsibility, crafting a clear process for new people to join the core team, moving from roles of assistance to core membership in months. After a year of organizing TradeSchool.coop, I wrote a manual to make sure our systems were clear. Ask yourself: do you want to get it done, or do you want to get it done your way? This is the question that Jen Abrams, a co-founder of OurGoods.org, brought to us from a decade at the collectively-run performance space WOW Café Theater.

What if you ran events and hired a community organizer instead of building software?

Last of all, consider the possibility that you could make a greater impact on cooperative culture and resource-sharing in your community by hosting events rather than building a new cooperative platform online. Software does not run itself; it must be maintained and upgraded by developers who can easily make tons of money working on non-cooperative platforms.

Remember that people won't take the time to learn a new app unless they need it daily. Remember that people are used to Facebook, Google, Twitter, and sites that have legions of developers working around the clock. Remember that hire number three at Airbnb was a lobbyist. If you are starting out, build the smallest feature and do not add to it. It will be hard enough to maintain and upgrade that small feature.

Be honest about your ability to put in long hours and to raise the funds to sustain the development and constant upgrading of online networks for years. Until we have cooperative investment platforms for cooperative ventures, you will have to look for philanthropic support or venture capital that might alter your mission and that will rarely sustain the initiative for years.

If you can't raise \$300,000 a year for a core team of five, don't build a demo site that barely works or buggy software that won't last—organize great events and build community! You can use existing online platforms that your members already know. You can use your funds to pay a community organizer instead. Not only will you sustain the livelihood of a wonderful person, but the knowledge built in the community won't return a 404 Server Error when someone needs help next year.

PS: If you want more information, just email me at carolinewoolard@gmail.com.

IS:ISSUE IS:CLOSED SORT:CREATED-ASC

Or Zubalsky

After the first phase of developing software comes the ongoing practice of maintaining it. With dozens of Trade School chapters using our open source system, we had plenty of maintenance to do. Below is a list of resolved issues from our codebase in chronological order. These are bugs or requests that were created by various organizers over time. This list serves as an accidental narrative of the project from the perspective of its digital system.

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this is a test issue
test branch files
test branch email creation
test branch creation from admin
test branch template loading
test branch renders on homepage
test schedule submission
test schedule registration
test schedule unregistration
test schedule feedback from student
test schedule feedback from teacher
test schedule emails
test past schedule page
test schedule edit
Wrap translatable strings throughout
the codebase
Add languages to language list in base.py
settings file
compile translation message files for new
languages via management command
migrate zf database to new data models
copy branch-specific html templates from
old site to new format
copy branch-specific html css files from old site
to new format
fix layout in past schedule page
setup testing server
write contextual help
individual schedule view/template
Person model should extend django 1.5 auth.
User model

add language to languages list in base.py
settings file
test ajax actions with selenium
test schedule status in schedule views
schedule's barter items should be
non-editable in the admin
test branch pages
write redirects from old urls to new ones
remove Site from admin forms
filter select field querysets on admin
test timezones
test language switching
filter organizers to staff users only on
the backend
add a status field to Branch model
write Branch form
make branch model visible to all staff users
write fab file for automatic deployment
and testing
document the codebase
make admin docs work
fix admin reset password
write a view for branch cluster
Branch options for Classes
Branch options for Venues
Branch options for Time model
Branch options for Time Range model
User language ...
Adding organizers to Branches
Branch e-mails
Time Ranges showing up in other branches'

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pages – Not filtered?
When filling out the form, the teacher was
not assigned a slug . . .
Printing (sending?) emails.
Ajax Requests (the pop box when you sign up
for a class)
Add a boolean field to the branch page model
indicating whether it's visible on the menu
a pending branch has no timezone set to it
new organizers need a login and password
Cannot add multiple time slots
Error when using Search Box in Classes
2+ Teachers for a Class
Join Button
Time & Barter Items Class Registration
Almost Full Tag
Class Size (Already Registered)
Google Analytics
Deleting Organizers
Weird Admin Error
Cannot Delete Old Venues
Add Barter Items - Barter Items Page
Student Email Addresses not showing up
in Class Registration
Student Confirmation Emails not Sending
Editing more than one teacher for a class
'Add Another Registration' Button
doesn't work
Save button for translation does not work twice
in a row
Class Time still messed up

Resetting Email Notifications
Weird Email Language
'Add Organizers" and "Add teacher" buttons do not work
"Delete selected organizers" button doesn't work
info@tradeschool.coop isn't working
Unregister Link
Add Barter Items – New Class
Changing Students Name
'Add Teacher' Button
'5 Barter Items'
Adding branches to admin user
Can't add photo
Automatic Emails Messing Up – Barter Items
New Teacher Bios
add a new class
Signing up to Teach a Class
CSS
Can't add link to text in homepage header
'No Show' Button
can't submit a request to open a new Trade School
Logo photo flashing on homepage
Modifying a class
default_branch not set for organizer submitting a request to open a new school
More 'Genre' Colors
GA Data
Translation done, but not showing on the frontend

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Where do I edit emails that go out to students?
Reset password doesn't let someone login
Error message registering new branch from
front end
Change the name of the email sender
Link in emails send out to teachers is not
working
Emails notifications for Organizers
Password Reset action sends 4
different emails
Start a Trade School PDF link is broken
When existing students are made to be
organizers, the software database gets
confused!
can't change slug
Can't open new branch — error when click
on pending branch name
Student registration freezes in the chihuahua
branch
Unregister Link Error?
Adding Pending Class Edmonton
Files & Emails are not generated for
new branches
Edit HTML Template results in blank page
Registered barter items missing in
the backend
TS Norwich doesn't have a 'teacher-info' page
add new links to the top navigation menu
Changes not reflecting — editing pages
Reminder emails being sent out for
rejected classes

Calendar slots don't become open again after
class is rejected

Logging in as other schools

gmt time problems

Parking info

Password Reset not working for Arda

email times

What is the link to "offer a class"? ... so that we
can activate the seasson

Cannot add links, upload pictures
(pop up window in the backend open but no
editing possible)

Cannot help new schools login

Unused class slots not deleting

"Change Password" function not working

Add info in Teacher and Student form

quantities of barter

css changes not reflecting

cannont edit html – read only?

Barter Items inspiration

How to download student / teacher emails?

Error message shows when submitting a new
class

How to change main branch email?
branch emails will not let you change from -1
or 1 day

unique URLs no longer working

Reminder emails going out at wrong time / not
going out

Photos that are deleted via the webadmin
interface might not actually be deleted?

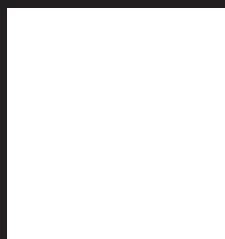
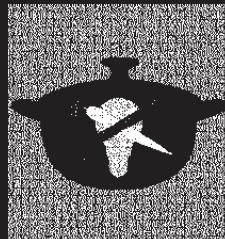
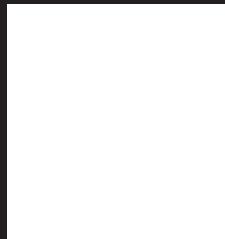
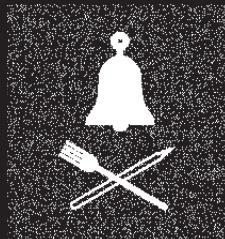
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Join Class pop-up window shows wrong time
Add Wheelchair Accessible Checkbox
to classroom location
Past dates showing in class slot drop
down box
Changing header on the branch homepage
Unable to log in
Make updates to form queries for submitting
a class: <http://tradeschool.coop/indianapolis/class/add>
Get tradeschool.coop email addresses!
Create a special admin backend for teachers.
Can't add new organisers – 403 forbidden

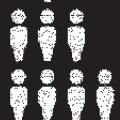
PART III

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TRADE SCHOOL EVERY WHERE



TRADE SCHOOL
EDINBURGH



TRADE SCHOOL
HILVERSUM



TRADE SCHOOL HALIFAX

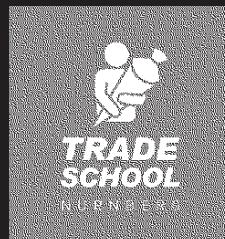
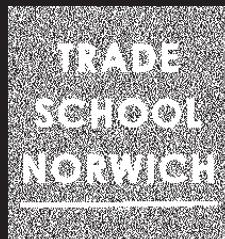
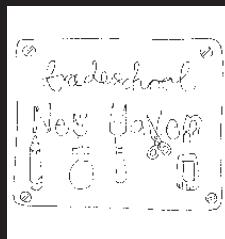


TRADE SCHOOL
hochiminhcity



TRADE SCHOOL
INDIANAPOLIS

TEACH. LEARN. BARTER. REPEAT.



TRADE
SCHOOL

NÜRNBERG

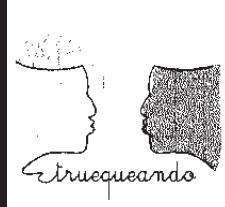


Intercambio de Saberes

Nicaragua - San Juan del Sur

TRADE SCHOOL
DUDLEY

TEACH | LEARN | BARTER | REPEAT

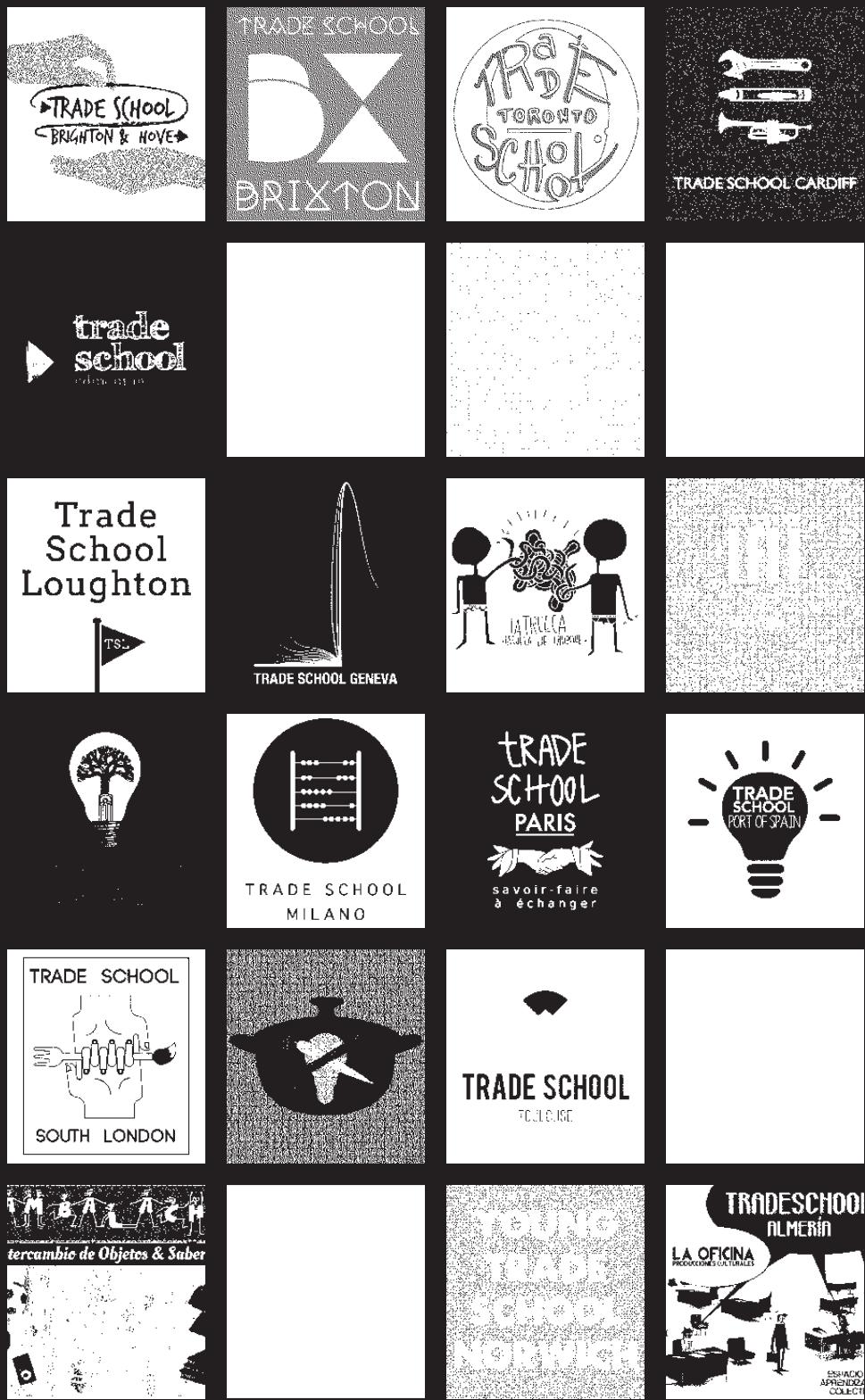


TRADE
SCHOOL
TULSE HILL



Lifelong Learning

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HOW DID WE DO IT?

Alessandro Contini and Danila Pellicani, Trade School Milan

At the time of the very first edition of Trade School in New York, we — Alessandro, Danila, and Serena — were all working in the same Interaction Design Agency in Milan, Italy. We were interested in new ways of organizing and conveying knowledge in spaces such as museums and exhibitions, and ultimately in innovative learning and sharing knowledge approaches. We had an internal mailing list where we shared all the cool stuff we came across on the internet, one of these links was Trade School.

Just a few of months later we — Alessandro and Danila — were on a flight to New York to enjoy a winter vacation in the US. We decided to take the opportunity to submit a proposal to teach a class and to try one of the many classes scheduled at Trade School New York. We were so excited! We attended a comics drawing

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class run by an incredibly sweet and skilled 11-year old and taught a class about making noisy synthesizers with Arduino.

Alessandro I remember the atmosphere being very quiet and friendly, everyone felt welcome. The space was big, warm, and bright. It still resembled the school it was in a not-so-distant past, which lowered everybody's interaction barrier and made all of us feel like we were back to school again.

Danila I still remember the excitement of that day. Rich, Caroline, and Louise welcomed us in the school. I recognized them right away from the pictures on the website, I felt like I was meeting rockstars. My English at that time was not amazing; it was my first time in the US and I was a bit afraid to talk with people, but from the moment I entered the room I felt I was in a safe space. Everyone was so welcoming and relaxed, it was like we'd known each other forever.

The energy and effort we put into collecting and organizing materials for our lesson was mirrored back when, at the end of the class, participants bartered vegan cookies, music compilations, and handwritten papers with New York tips that we asked for in the applications form. It was a magic moment.

This sense of surprise, shared joy, and gratitude is something we've seen at the end of almost every Trade School class from then on.

Back in Milan, we felt like we had to bring Trade School to our local context. Serena was immediately on board so we started writing emails back and forth with the Trade School team. It wasn't easy; the platform lacked the technology to welcome a second chapter of Trade School. We understood the concerns and initial hesitation of the Trade School New York team to let us start an offshoot of something they had just created, and were probably still trying to completely understand and define. Plus, we were four thousand miles away on the other side of the ocean! But we believed in it and worked hard, built our own platform, created our own Trade School logo in accordance with Trade School's official identity, and eventually we found a space. Trade School Milan was born.

The first group to submit classes and show interest came from our personal network. However soon we began noticing names and faces we didn't know before, and the media started talking about it. Things were rolling fast ...

The first edition of Trade School Milan took place in spring 2011 over thirty days, only a few months after we discovered Trade School New York. 17 classes were given covering a

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wide variety of topics, from storyboarding to nuclear power. 2 special classes were hosted in the studio/atelier of 2 artists/designers. 201 participants joined and bartered. We had a final party with 2 speed classes and at least 150 people. 4 more editions followed, touring more cities in northern Italy and one special run in Las Palmas de Gran Canaria in Spain.

How did we do it? First and foremost we were all committed and shared duties as a team. One role was dealing with building, running, and maintaining the web platform to let teachers and students apply. One was running the social networks, answering questions from teachers and students, and talking to the press. One was documenting and organizing the space.

We strove to welcome more people to our organizing team, and many participants showed interest in being involved. Unfortunately none stayed after finding out how much work was behind it. When three of the four members of our team left the city, we could no longer continue. The last edition of Trade School Milano took place in spring 2012. Shortly after, more and more Trade School chapters began popping up all over the world. It was amazing to finally feel part of a bigger family and also to have contributed from a very early stage to the building of such a great initiative, even if only by giving Caroline and the original Trade School team the confidence that

it was really possible somewhere else, outside of New York City.

Trade School was a key part of our life, it taught us that “with mutual respect anything is possible.” It’s been over five years, but Trade School Milan is not over. We still have a tight friendship between the organizers and many other friends and connections all around world.

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**Trade School was
a key part of our life,
it taught us that
“with mutual respect
anything is possible.”**

GENEVA



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TRADE SCHOOL AS A TOOL TO KICKSTART PARTICIPATORY CULTURE

Laura Billings, Trade School London

I first heard about Trade School when the New York founders wrote a chapter for Tessy Britton's *Hand Made*, a book profiling new forms of participatory community culture. Trade School sat alongside a range of projects including Fallen Fruit — public fruit picking, jam making and tree planting; Pie Lab — using shared pie and conversation as a starting point for ideas; and Mens Sheds — shared making spaces which allowed people to socialize around practical projects.

Trade School was part of an early wave of what we now recognize as a fundamentally new and different way for citizens to take part

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in their community, and taken together these projects build a new type of participatory community culture. These projects were peer-to-peer, practical, enjoyable, sociable, low or no cost and low commitment.

From Hosting Classes, to a Platform Building New Trade Schools Across London

I co-founded Trade School London because of a desire to understand the dynamics of this new type of participatory culture first hand – by hosting and developing classes in return for barter. It was enabled by the open and generous way the New York founders shared the concept, their experience and the technical mechanism to make a Trade School happen through the website.

As Trade School London developed and we hosted different classes, in different venues over time, we began to understand how the project had different value and purpose in different settings. Throughout this time we made our first switch in tactics, from running Trade School seasons, to helping others form founding groups and run their own. We analyzed what we had learned to date, borrowed from Trade School New York, and created a “How to Start a Trade School” class that we offered in return for barter items, to give potential co-founders their first mutual exchange learning experience.

BUILDING NEW TRADE SCHOOLS ACROSS LONDON

Name	Location	Founding Group
Trade School London Season 1	East London	4 founders connected via Trade School New York
Trade School London Season 2	South East London	Same co-founding group
Trade School Westminster	Central London	Founder was a teacher in Season 1 + How to Start session = 10 co-founders
Trade School at Secret Garden Party		Co-founder of TS Westminster arranged it
Trade School Croydon	South London	Founder was a community manager at a new shared workspace + co-founders through How to Start session led by TS
Trade School Willesden	East England	Founder was working with Trade School Westminster co-founder
Trade School Norwich	East London	Civic Systems Lab and OO Architects to start — local founding group took it forward
Trade School Tulse Hill	South London	Civic Systems Lab
Trade School Barbican	Central London	One of the TS London co-founders — Ricardo Davila-Otoya
Trade School Wren's Nest	North England	Civic Systems Lab, Lorna Prescott (Dudley CVS) and local residents

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Venue	Value to Partner	Value To Trade School
FARM:shop experimental urban food production site and cafe	Venue offered free in return for raising footfall	New founding group – learning how to run a TS, interested in alternative education models
Canning Town Caravanserai – turning urban wasteland into productive shared space	Venue offered free in return for raising footfall	Opportunity to try classes more suited to outdoor space – messy, bigger
Impact Hub Westminster – coworking space for social ventures	Partnered to bring activities to the space that would create community / relationships	Opportunity to partner, try to stimulate new instance, grow co-founding group
Secret Garden Party festival – the Village Green area	Partnered to bring more spontaneous festival activities	Opportunity to see how teachers and students can be gathered instantly and lessons and trades can be created in the moment
Matthew's Yard – coworking and cafe	Partnered to activate a new space with innovative programming and build new relationships	Opportunity to spread Trade School further around London – as people won't travel very far to attend classes
Library Lab – experimental space turning a library into a shared workspace and local business incubator	Partnered to have a framework to encourage project participants to offer skills to each other	Opportunity to see how Trade School works in new settings + spread it further
The Common Room – project to revitalise an empty church building and bring it back into public use	Partnered to bring a 1 day festival to the space – to experience all the possible ways it could be used	Trade School gave a framework for local residents to co-create the festival alongside us
Tulse Hill Tenants and Residents Association communal hall	Partnered to bring new inspiration on participatory activity to the TRA	Opportunity to learn more about how to start TS successfully – this one didn't stick, we didn't have enough time to build relationships
Hack the Barbican was a playground of arts, technology and entrepreneurship performances, workshops and discussions in a large arts venue	Open program anyone could add to	Opportunity to bring Trade School to more people and build awareness
Dudley CVS were supporting a tenants group running a community hall at risk of closure	Dudley CVS were interested in how systems change was developing in West Norwood – we were sharing knowledge and supporting as we learned	Opportunity to support more social change professionals to use Trade School as a tool

From Building New Trade Schools, to Trade School a the Key Tool in Stimulating New Forms of Community Activity:

By this time I had co-founded Civic Systems Lab with Tessy Britton. I was researching and stimulating new forms of community culture in partnership with local councils and other organizations that had an interest in new methodologies to create positive social outcomes. Trade School quickly became a key strategic tool that we would use to purposefully introduce people to participatory projects, and to kickstart more similar types of activities.

The longest running example of this was Trade School West Norwood, at The Open Works – a systems change project run in partnership with Lambeth Council in South London to explore how mass participation could transform a neighborhood: “The Open Works is an experimental project aiming to transform how we live our everyday lives. How can we reorganize the way we work, eat, learn, make, fix, grow, share, and cook together? Join as a member now and have free access to spaces and support to start or join projects and enterprises.”

We had a high street space, and anyone could walk through the door and join as a member. We would work with them to introduce them to participatory projects from around the world, and started to shape an

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ecosystem of 20 participatory projects, up and down the high street.

We opened with a Trade School and taught the first few classes ourselves, to create a tangible invite from the start – *Here are five dates and times that you could come and take part in something fun. Is there something you can teach? Would you come back next Wednesday at 6pm and lead a class?*

Trade School...

- Creates the opportunity for a positive first experience of participatory project
- Is accessible – there's no financial barrier to taking part
- Allows participants to form relationships and feel more connected through the barter mechanism
- Presents a huge range of local skills; raises pride and optimism in a neighborhood
- Provides a framework for anyone to participate as teacher or contribute with a barter item, not just be a passive recipient of community work
- Opens a pathway to further participation

e.g.

- Student has good experience, gains confidence
 - ▶ Comes back as teacher and gains more confidence
 - ▶ Joins a project with higher commitment
 - ▶ Over becomes project lead
- Themed classes e.g. gardening season
 - ▶ People with similar interests meet regularly
 - ▶ Become co-founders and start project

After a year of developing projects, we analyzed the impact, and showed that the people involved reported higher levels of social connectedness, confidence, well-being, and learning. The work proved — at least in early stages — that our method of developing an ecosystem of participatory projects works — and that participation in those projects has positive social benefits.

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And Trade School was a key part of that process. So thank you to the original founders, and all the teachers, students, and co-founders along the way. Class by class, barter by barter, we really are redesigning our world for the better.

WHERE DO YOU START?

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How did the Trade Schools open?

AMSTERDAM

Robbert Bouman I became involved with Trade School rather by a coincidence. A speaker at a TED event in the Netherlands mentioned Kickstarter and I decided to have a closer look at the crowdfunding platform. I found Trade School New York on the platform and was—and still am—attracted to the motto “Life’s a school, sometimes you’re a student, sometimes a teacher.” Shortly after backing the initiative, Caroline Woolard sent me an email. She thanked me for backing Trade School New York and offered me the opportunity to start a Trade School in Amsterdam.

Caroline introduced me to some fellow fans of the initiative and we met in Amsterdam. Together, we were Davina Marcar, Marleen van der Weerd, Jowon van der Peet, Afaina de Jong and myself, Robbert Bouman. We decided to meet every two weeks in Amsterdam to prepare for launch. My soon-to-be co-founders came from the arts sector, which was an interesting experience for me, coming from a business background. All we had was a set of founding principles from Caroline’s team, a few examples of Trade Schools already in operation, and a common ambition to found something special together—an ambition that drove us forward. Founding the school was rather easy. I do not recall any formalities other than making ourselves known as the founding team with the Trade School core team in New York. They helped us build our own site on tradeschool.coop/amsterdam/ and we were good to go!

I have enjoyed every single minute I have spent on Trade School and still do. Working together with people from different backgrounds who share a

common belief in teaching each other in a non-monetary fashion was a great experience. I would strongly encourage you to get involved with Trade School, be it in (co-)founding, organizing, teaching, and of course studying. Social media nowadays provides us with great opportunities to share the beauty of this initiative. It deserves a wider spread!

CARDIFF

The first Trade School Cardiff ran as a project from thinkARK: a weekly meetup group of people interested in making their communities better through collaborative projects. thinkARK was born from three people looking to run a sustainable design event during the Cardiff Design Festival. In the lead-up to the festival, the three founders met every Wednesday in the same bar. The act of meeting up proved exciting in its potential for generating collaborative ideas. The founders each brought new people each week, who in turn brought other people along. This approach helped to bring together a wide group of people keen to experiment with new ideas. The idea of Trade School was shared at thinkARK, and the whole group agreed to try it out. Both thinkARK and Trade School attracted similar people, those interested in making new friends, community spirit, and in the case of Trade School—learning something new.

GENEVA

Narmada initiated the idea of Trade School Geneva, but the courage to go out and talk to random people and organize a group around it came only after

she realized there were other groups in Geneva with similar interests—for example, the SEL group, a massive barter community.

Narmada Starting a Trade School in your city requires a balanced recipe of an open-minded initiator, some courage to go out and talk about the ideology although it might receive resistance, and most importantly, contacting like-minded people through Facebook and meetup groups to discuss the ideas behind Trade School. Going to city-led community centers also helped to further our networks and contacts.

Celine In 2014, I'd been living in Geneva for a few years already and I was quite active in a lot of different types of volunteering. One day, Kasey, a very good friend of mine, told me about Narmada, who was new to the city and wanted to create a Trade School. I was very attracted by the concept of the gifting economy (and I'd already experimented with it at events such as Burning Man) and that's how I became part of the co-creator team.

GUAYAQUIL

The initial group was formed when Paulina Vásquez went to live in Guayaquil. Paulina had lived in Quito and participated in some workshops at "La Trueca," the Trade School in Quito. In Guayaquil she met Blanca Rivera, a local activist, and they formed the organizing group for Trade School Guayaquil. If you're interested in forming a barter school, we recommend contacting local activists to discuss the idea—they can help you directly or refer you to other people with whom the idea might resonate.

LOS ANGELES

I started by reaching out directly to everyone I knew—not just in LA, but everyone. I described what Trade School Los Angeles was, and listed very clearly all the various ways they could support or get involved. This included sharing my email with their friends, offering to host classes, helping plan a party, teaching a class, and introducing me to their friends or groups whose principles aligned with what we were doing. The people who ended up contributing consistently to Trade School Los Angeles over the years were strangers when it began. We met mostly one at a time through the growing network of people who knew what Trade School was, often by someone tagging them in a post on social media that led to them teaching, attending, or hosting classes.

PIETERMARITZBURG

In our case, interested staff and students on campus (at the University of KwaZulu-Natal) came together to organize, though we now have some off-campus members of the collective. For others, we would suggest simply trying to let people know about the concept of Trade School, and seeing who's interested. The key thing, as far as we are concerned, is the ethos—if people don't buy into that, you're heading for trouble . . .

SINGAPORE

Trade School Singapore was started by a group of friends from school. Connected as classmates, council members, and hockey teammates, they decided to embark on a project together that would give them a sense of purpose.



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What were your original goals for your Trade School?

CARDIFF

As a group (thinkARK) we already had an interest in community projects and social design. After learning about Trade School we just thought we wanted to try it out!

GENEVA

Nicola My original goals were to experiment in innovative learning techniques and alternative economies, as well to assist in creating social spaces where people could exchange and share. The invitation to co-create in the first meeting and the three other co-creators' presentation of their idea to start a Trade School in Geneva were refreshing and inspiring to me. There was resistance to the idea from the people I spoke to about it early on. Some suggested that the demographics and attitude of people in Geneva were not in line with Trade School. Listen to critics but don't let their words demotivate you! I wanted to co-create something that would bring people together and allow them to share skills, knowledge, and experiences with others. So I became an active co-creator, and after all these years I see that what we have collectively achieved over the last years has been successful in those respects.

GUAYAQUIL

Guayaquil is a very commercial city and even though barter was part of the culture years ago, we realized that this tradition was being lost. Therefore we wanted to bring back our tradition

and demonstrate that money is not the only possible way to get services or products. We believed in the community power of using TimeBanks, but in a commercial culture such as Guayaquil, it's very difficult to put them into practice. Trade School somehow opened the discussion and possibility of establishing our goals. Since our team was formed by advocates of different causes, we knew part of our goal was to keep a line of contribution to the community.

LOS ANGELES

The original goals for Trade School Los Angeles were to create a network of people who felt included, welcomed, valued, and connected to one another. For me, moving to Los Angeles was particularly challenging to my sense of belonging and togetherness. For my first year here, I asked every non-native Angeleno the same question: "How long did you live here before you started to like LA?" The answers varied from 2 to 6 years, with almost everyone agreeing that it took especially long to find "real" friends. I wanted Trade School Los Angeles to be a way to draw people with similar values and principles to one place, and to offer a kinship through sharing with each other.

PIETERMARITZBURG

We did not want our Trade School to be only students and staff at the University. We consciously wanted anyone and everyone to be able to attend, so our plan was always to get off campus. Our city

remains very divided racially (Apartheid geography remains) and in terms of class, and we wanted anyone to be able to come. So when we ran the city-wide Trade School, we chose venues that were easily accessible to people relying on public transportation, and ran classes during the day so people could get home safely on public transportation. We weren't really trying to 'educate' anyone about anything in particular; but there certainly was an 'educative' function – mostly, that we wanted to disrupt the idea of who knows stuff/has something to teach others, and who needs/wants to learn.

QUITO

Our main goal is to share knowledge, learn, share experiences, and have fun together. Money can't be a limitation for learning and gaining education, but at the same time, nothing should be given for free. There needs to be an exchange that values and recognizes people's knowledge and experience. With some creativity we can discover many forms of exchange that are not linked to the traditional market economy, but are based instead in building strong, honest, and horizontal social relationships: How can I help you? What do I have that you may need? What do you have that can help me? We all have something to share and teach. Anyone can offer an activity, workshop, or class. It's not necessary to be an expert; you just need to enjoy what you do and to be willing to share it. Mutual respect is a basic requisite to sustain an alternative educational and economic system. If you commit to give or attend a workshop, we expect you do it. Keep in mind that teachers, organizers and students are investing time and energy into this project. Decentralize power and information. We want to ban hierarchies that prevail in traditional education and

instead create a space where trust and mutual help are part of the experience.

SINGAPORE

Our aim was to create a space that not only offered an alternative learning system, but also classes that students wouldn't be able to sign up for elsewhere.

WHERE DO YOU START?

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What parties or events did you organize to promote the school?

CARDIFF

Over the years we have tried a few different approaches to promote Trade School Cardiff. These include: Discussing and organizing Trade School at our weekly thinkARK socials which were marketed through word of mouth and on social media; holding Trade School socials – social meets for people who have been part of or are interested in becoming part of Trade School; and holding Trade School workshops to explore what people can teach or would like to learn. Our main promotional activities are via social platforms (Twitter and Facebook); however, traditional press and local radio have also shown a bit of interest.

GENEVA

Narmada The very first gathering organized by Kasey, one of the early co-creators, was a bake sale to spread the word and test the concept among the Geneva crowd. The Trade School Geneva team was good at bringing people together in the form of parties, screenings, and small regular group meetings. Social media, meetups, email newsletters, and word of mouth were the best channels used to spread the word around.

Nicola Our launch party was held at a bar that supports not-for-profit ventures in Geneva, so the room rental was free. We had two projectors (one for the main powerpoint presentation of the project and another in a corner with a playlist of photos and videos), and a simple photo booth in one corner

with a cardboard cut-out of our mascot (an orange octopus) and white letters that spelled LOVE to pose with. We did not provide food or drink since it was hosted in a bar. The evening centered on a main presentation and the co-creators talking with prospective teachers and students, as well as fundraising with a donation box. We also organized several documentary film screenings. The screenings became an independent project after year two of Trade School Geneva; we used them to promote the project and give presentations about Trade School.

Marie-Claire For our one year celebration, we organized a movie screening and a Bar Camp at the Impact Hub Geneva, a social entrepreneurship incubator (geneva.impacthub.net/). We had an enormous success, but this time around – unlike for other events – people showed up mainly for the screening and not for the Trade School event! It turned out to be more of an occasion to spread the word about Trade School than to celebrate everything we had achieved in a year.

GUAYAQUIL

Our way of spreading word about the space was holding meetings for exchanging objects. It was important that people find a way to participate by exchanging objects that they no longer used. Then we had a presentation about the Trade School and what it was about. We also held a special wine tasting workshop to promote the school. That one was full of people!

LOS ANGELES

Our grand kick-off party was held at the art gallery of Lydia Glenn-Murray, friend-of-Trade School Los Angeles. We had semester wrap-up parties at varying locations — potlucks in a park, or gatherings at a bar. Our “Barter Bake Sale” was a great event. I solicited volunteer baked-goods and baked a ton, then set up a Barter Bake Sale “vendor” table — once at a concert and once on the street outside of a bookstore we commonly held classes in. I had a list of barter options (just like we do on the Trade School Los Angeles website) and anyone could exchange whatever they wished for a sweet. Barter options included “tell me a joke,” “take a photo and tag TSLA,” “draw a 30-second portrait,” or “write a poem about Los Angeles.” We had a “Free Stuff Market” /potluck for a holiday party. Everyone brought items they no longer wanted and everything was put out on free tables. You could come, donate your used items, “shop” other people’s things, or just hang out. Anything not taken was donated to a local second-hand store afterwards. It was a big hit.

QUITO

We’ve had five seasons and have made a launching and closing event for each one. In every event we’ve had workshops, usually simultaneously, so that people could attend the ones that they were most attracted to. Sometimes we’ve also had swap markets happening at the same time. In order for it to feel like a celebration, we usually invite musicians (mostly friends) to come and play and have a potluck to share food and get to know each other. In addition, during the last season we organized orientation workshops, with the objective to explain to possible future teachers how La Trueca works.

SINGAPORE

We held a pre-Trade School assembly prior to launching season01. Assembly is an integral part of our local school system — school days begin with assembly, where all students and teachers gather to sing the national anthem and school song. School announcements are made (often around the school community, for instance, fundraisers that may be happening around the school or how to support the school rugby team at an important competition later in the school day). We launched Trade School Singapore’s assembly session to kickstart the conversations we wanted to be having with the local community. We were afraid most people would be around our age (early 20s) because of our social networks, but there were a surprising number of complete strangers who turned up. We held mini-classes during assembly to give people a taste of what to expect, and asked the community to bring food to the event. We received so much food our buffet table ran out of space! In 2013, we held a Trade School Singapore market. Titled “Tools of Trade,” this market was done in part to fulfill a barter trade we had promised kennel., our first venue sponsor for season01. The market promoted local craftsmen and small businesses, and revolved around a sharing session with a panel of speakers across various industries — including education, design, food, theater, etc.

WHERE DO YOU START?

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FOUNDING A TRADE SCHOOL

Anthi Mouriadou, Trade School Athens

In January 2013, Phaedra Simitsek and I founded Trade School Athens. Phaedra was working on a project about lifelong learning at the time, focusing particularly on education and alternative ways of information sharing. I met Phaedra while working with her on a different project, and since we had some common interests we started sharing bookmarks and material about interesting and inspiring ideas with each other. While researching ideas and resources to support and expand her project, Phaedra stumbled upon Trade School and began thinking about bringing it to Athens. She asked for my opinion and if I would like to help with the website design. I really liked the idea of having a Trade School in my city, so I decided to become a full member.

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Collaborating on tasks and splitting responsibilities in the initial phase was crucial and played a big part at the success of the project. Our first challenge was to find a place to host the classes; it turned out this was not as difficult as we thought. Thankfully, the first candidate we contacted was very positive and supportive; it was a coworking space in the center of Athens, conveniently accessible to the students.

In March of 2013, we sent a press release to local websites and publications to announce the opening of the Trade School in Athens. We also talked to our friends about the School and invited some people to teach the first lessons. The first round of classes included a variety of topics: "How to overcome the fear of public speaking," "Indian dance," and "First steps in knitting," as well as a lecture/workshop entitled "Communication without Violence" addressed to adults who have children or work with them. From the very beginning, the plurality of the lesson topics attracted a wide range of people and helped the participants understand and embrace the identity and nature of Trade School; a space that is really open to everyone for participation and sharing knowledge.

The next year, the management team of the School grew; Eleni Tzikou, Maria Tsalmatza, Georgia Mouriadou and Kristi Mpoura joined

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the team, bringing fresh ideas. The Trade School was making a positive impact and more people were willing to teach lessons and participate. Our stronger team made that possible. Collectively, more time was available, thus more lessons took place.

We managed to find more venues to host the classes; in fact, we created a “Mobile Trade School” around the city. Lessons took place practically everywhere — dance schools, Athenian municipal spaces open to citizen groups, psychotherapeutic centers, cooking schools, places created and organized by creative communities, even in occupied buildings. Communicating and working with other self-organized groups made us more extroverted and connected to the local community.

A GLOBAL ACTIVIST'S GUIDE TO MOVING TO A NEW CITY

Nicola, Trade School Geneva

- 1 Ask your friends and family who they know in that city or country, and go meet them.
- 2 Ask these contacts and everyone you meet about what sort of groups are happening in the city on topics that interest you.
- 3 Read flyers, posters, newspapers, and any other locally produced media for events — and most importantly, find out which collectives/groups are behind organizing the events.
- 4 Go to open community meetings, workshops, fundraisers, and parties. Meet new people.

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- 5 Use search engines and social media. Throw in all combinations of keywords, follow the profiles of interesting social movers, follow locally-relevant hashtags, search search search ... then find out who are the organizers.
- 6 Never be afraid to ask, to propose, to support, to help out — the best way to become integrated into a new community/city is to act and participate. This is the core of co-creation.
- 7 Got to this point and haven't found a project or group that interests you? Well then create it. Make a social media account, organize a small event, share it in the network you have; build a group of people interested in creating it and do it.

NEW YORK



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SETTING A ROADMAP

Ronay Tuncer, Trade School Geneva

Launching a Trade School demands enthusiasm, perseverance, open-mindedness, and a collaborative mindset. Bringing together a bunch of people who share these values already sets a good foundation for the intention to open a Trade School. Like any other initiative or project, opening a Trade School in your town requires a considerable amount of investment in terms of time and energy. Therefore, setting a roadmap, preparing a to-do list, and distributing these tasks in conjunction with each founding member's skill set and how much time they can allocate to the project overall, is of the utmost importance.

So concretely, what does it take to open a Trade School? Once a core team of contributors is in place and is committed, identify your focus areas:

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How are we going to structure ourselves?

In Geneva, we created an association, and thus defined a set of core values and objectives, and an executive committee comprised of a president, secretary, treasurer, and committee members. It's quite easy to create an association in Switzerland and having a legally recognized structure gave us credibility and helped us to find teaching spaces and later on to ask for a subsidy from local authorities (to cover expenses like printing and space rentals).

Where will the courses be held?

Through personal networks and checking with local authorities we initially managed to secure three different spaces with different day and time slots. Two were located in community centers and were allocated by the local authorities.

How can we build a community and sustain it?

Our first step was to create a visual identity (The Trade School Geneva logo, website content, a mascot etc.), followed by preparation of a short overview of what Trade School is about (aimed for the local press), the design and printing of flyers, and the creation of a

Facebook page. Through the press release and networking, we had the opportunity to explain the project in local radio shows, newspapers, magazines, and blogs. Word of mouth was also a big part of how we recruited teachers and found students. As co-creators we committed to wearing different hats, like teaching classes and joining as students. We aimed at keeping momentum and sustaining community engagement at our launch party and later on in various community gatherings.

In a place like Geneva where money and individuality are at the center of life, it has been quite a particular delight to see a Trade School initiative sprout and sustain itself. I'm glad I have been a part of it.

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**Launching a Trade School
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THE JOY OF LEARNING WHAT YOU'D LOVE TO KNOW, AND TEACHING WHAT YOU LOVE TO TEACH

Lungisani Gumbi, Trade School Pietermaritzburg

The name Trade School first caught my attention (like it does most people) by accident. I was perusing my emails as usual, sitting in front of a computer at the University of KwaZulu-Natal (where I was a student). The advertisement on the e-notice board explained the meaning of Trade School and invited those of us who were interested to participate. Anne Harley (whom I knew nothing about at the time) had taken the initiative and was working to promote this wonderful idea so she could create a concentration of like minds with the sole intention of establishing a Trade School in Pietermaritzburg (South Africa). I later learned that we actually were the first Trade School ever in Africa as a whole. What a good reason to feel like you're part of something special.

There was also a link in the ad that contained a sneak peak of a past New York session of Trade School with students talking about their experiences, which is actually the reason I decided to join. The video was short but there was something so interpersonal and emotionally welcoming about it that compelled me to take part. We had to fill out some contact information online so that we could be informed of the initial meeting venue, time, and date. I wanted to be a teacher. I was going to teach the basics of Web Design using content management platforms such as WordPress. I received email correspondence from Anne about the initial meeting and I attended as promised.

There were many unfamiliar faces at the meeting. Anne greeted us and expressed her absolute gratitude to us for honoring our commitment. Furthermore, she shared the nature of the relationship we were building, the ethos and principles of Trade School concerning ideas like the non-hierarchical structures of leadership and the collective's self-organizing autonomy, mutual respect, and bartering for knowledge. I saw in her all the major qualities of a great leader, and I wanted learn from her because she was so organized and had many responsibilities.

After the meeting, we parted ways knowing our different roles. I was happy and

Since I love junk food so much, instead of time or an offer to learn something new, I bartered for pies, chips, and muffins.

couldn't wait for the next meeting. I went to prepare for the class I was going to teach. Anne and Brittany (who was the international correspondent from the New York branch) were communicating constantly until the point where we were granted web access separately as a branch but also belonging to the main international website. Proposed classes were uploaded on our web page and we started promoting Trade School Pietermaritzburg using direct marketing on campus. We handed out pamphlets and told students who we were. We thought it best to start locally. As the saying goes, charity begins at home. Our focus was narrow because we were conducting a pilot. The goal was obtaining and recording a response from the sample of students that enrolled for the classes we uploaded on the site.

Some students soon enrolled in my class. Since I love junk food so much, instead of time or an offer to learn something new, I bartered for pies, chips, and muffins. I felt very good going into my class that day. I was walking tall. I had students of different ages and from various disciplines. It was interesting how many people wanted to learn how to design their own website. When I asked them why they came to the class, they said web design is too expensive, especially when you outsource it. They were tired of being played by overpriced incompetents who made

them feel like they were designing their websites themselves. There was a lot of past frustration and curiosity piled together.

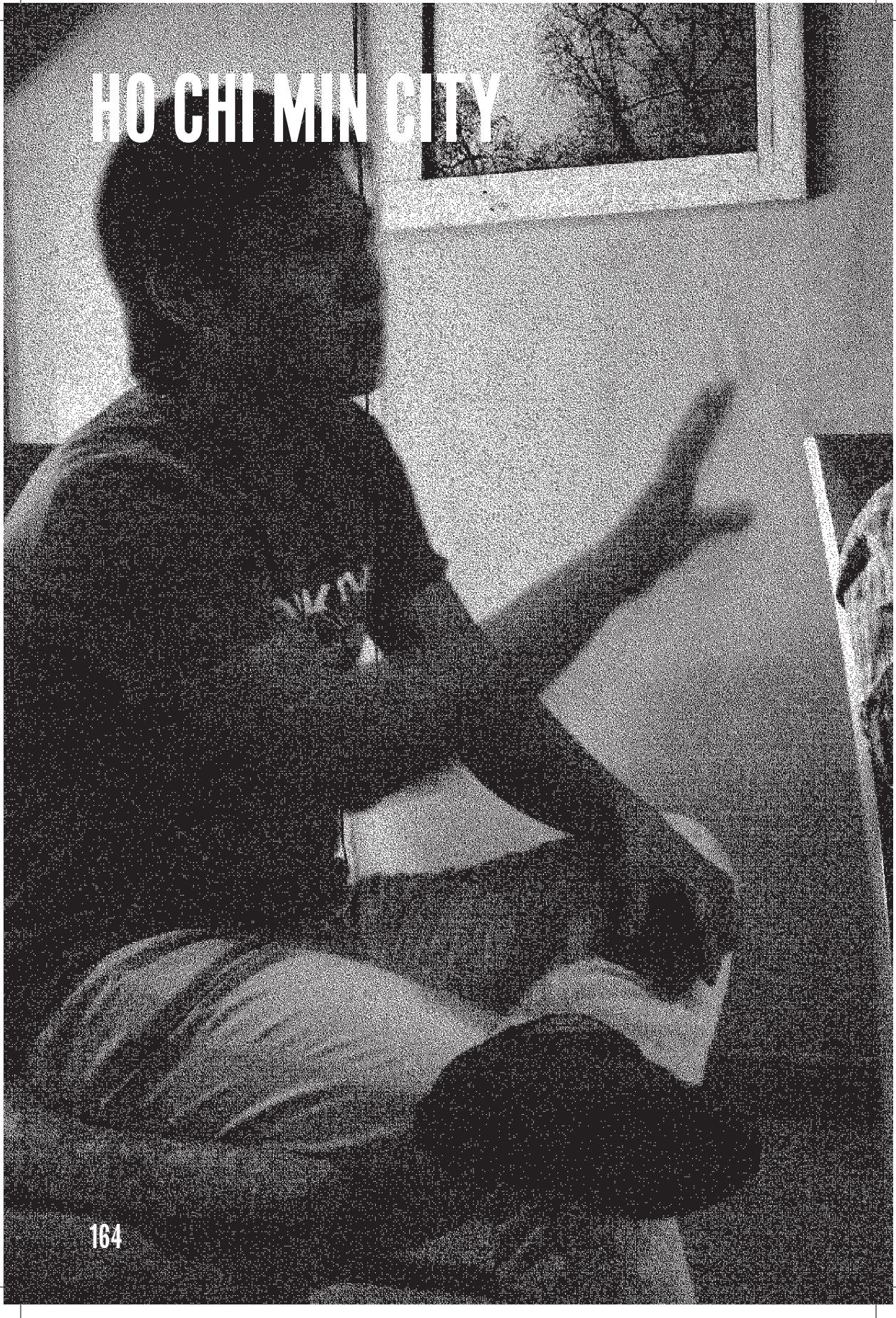
Some students wanted to know web design because they were part of a larger non-profit organization that was going to employ them to build a website, others may have just thought it was a skill that would help them in their future endeavours. I began teaching and the amount of attention and reverence I received was hands-down impressive. I witnessed the power of mutual respect, the joy of making a difference that matters to people's lives, and what Trade School can do for communities everywhere. My students were great. I also didn't do so badly in my teaching. We had some technical issues with the setup (screen projector and software installation delays) but we worked it out and the class overall was a success. Students understood and loved what I had to teach them.

In the end, my students felt like a weight was lifted off their shoulders when they realized the simplicity of web design. They were empowered, saw that they were capable of doing more, and could handle web design on their own. I also encouraged them to research more and learn from online videos, and provided them with legitimate references to look for.

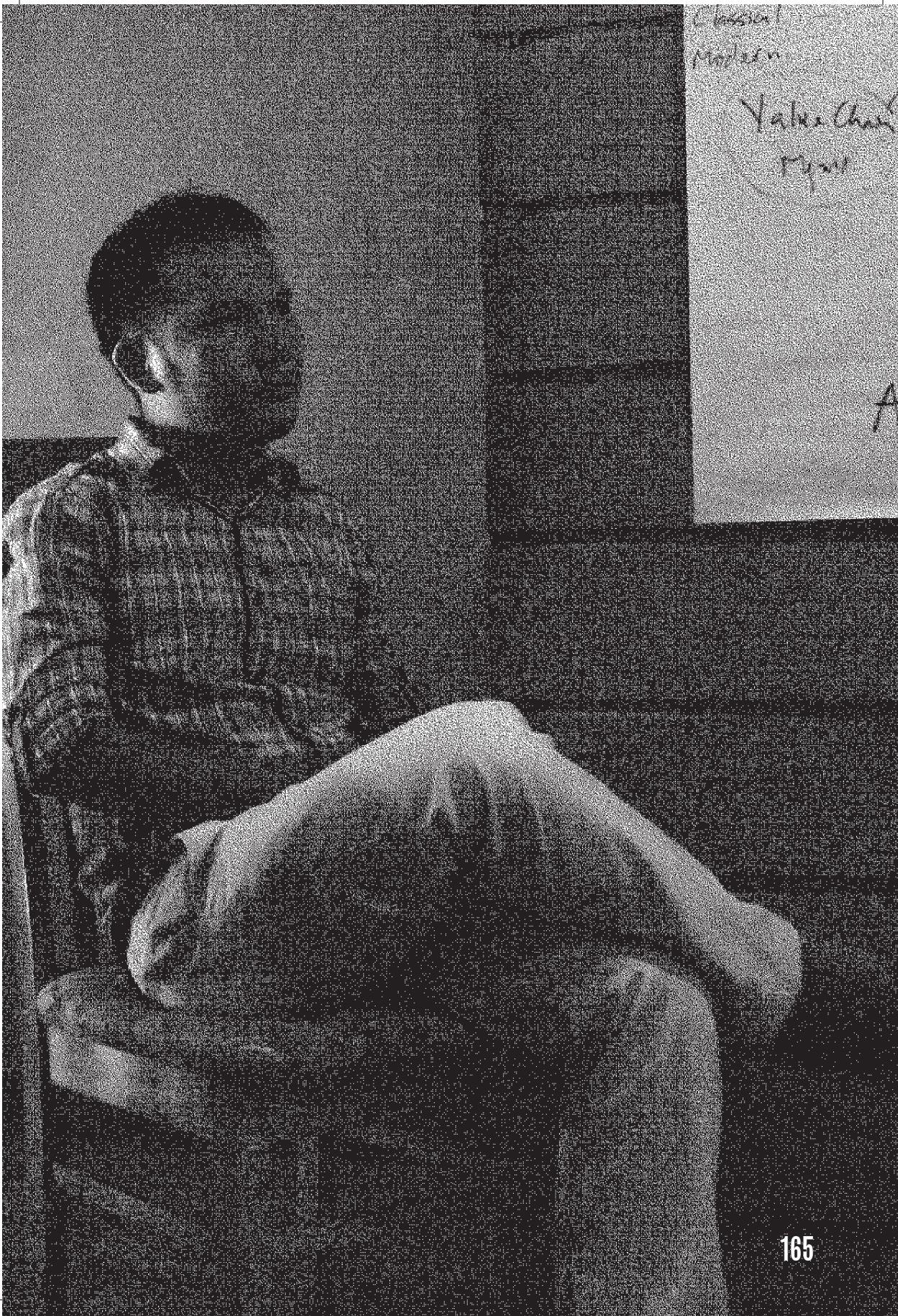
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I also took some lessons home. First, if you are going to teach a class involving complex software setups on your end (the teacher) as well as that of the student's, you must prepare their laptops way before the class. Ask them to come early and make that a requirement. Secondly, know your teaching venue before the day of your class. I thought I knew my venue until I had to look for it. Thirdly, engaging with your students on an equal space creates a transparent way of communicating and it enhances the experience you both share. Lastly, Trade School is about having fun, so never forget that!

HO CHI MIN CITY



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HOW WE OPENED

Marietta Wildt, Trade School Halifax

In summer 2014, I went to the 10th annual Free School in Tatamagouche in Nova Scotia. The beautiful, collectively run Waldegrave farm hosts annual four-day gatherings full of workshops, campfires and interesting conversations. It was a lovely, heart-warming, and educational experience. Tamo and I thought, "We want this more than just once a year." That's when we decided to bring a regular Free School to Halifax, and this is how we founded Trade School. We wanted an accessible, fun, non-hierarchical, radical education. Just like that.

It wasn't too difficult, actually. First, we made lists of all our cool friends who could share their skills, asked community venues if they'd let us use their space (usually by barter for cleaning or promotion), and figured out how we would start promoting our new baby. Tamo

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knew Trade School Vancouver, so we immediately reached out to the Trade School HQ and they let us use the website.

It was amazing! The Trade School concept resonated really well with Halifax's artsy, political, well-educated, and underemployed Peninsula community. So we held our first workshops: "Giant Puppet Making" in a friend's backyard and "Vegan Cooking on a Budget" in a local restaurant. For a while things were great and Trade School Halifax simply took off. Friends helped out, and people had so much to offer! Even local media got interested. We offered more and more workshops, got the word out to more and more people beyond our friend groups, and had access to a variety of venues. It was time to face our first difficulties...

1 People are flakes.

We really struggled with people signing up but then never making it to our workshops. It can be quite sad to expect a full room and then have to explain to the teacher that they should get started, when only five people are there and starting time has already been delayed for twenty minutes. There's not really a golden solution. We simply figured out ways to remind people once they signed up, and tried to get across that

they needed to take it seriously, especially taking into consideration the teacher's effort.

2 We want to be inclusive—but how?

It was easy to reach the first 100 folks, but what then? We came into organizing Trade School having radical education in mind. We wanted to bring people together, offer opportunities for empowerment, and show how much wisdom and skill is already floating around! This is a long-term issue with no quick and easy solution whatsoever. What we learned is that offering isn't enough; one needs to do the leg work to reach other communities. One of our breakthroughs was starting partnerships with other local groups and organizations. That really helped us to build trust with communities who wouldn't necessarily get involved with Trade School. Still, it's not over, it's just begun. It takes slow work to connect the dots and groups of people divided by class, race, etc., but we keep believing that once people know each other, ideas will blossom.

3 What does it mean to offer an alternating space?

We knew we wanted to be inclusive to

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The setting is important:
we chose community
spaces in different
neighborhoods over
university spaces.

different communities and learners, but what would it mean to design a learning space that was truly welcoming to alternative styles, ideas, and values? What kind of learning, what kind of teaching, what kind of knowledge did we want to prioritize? We realized soon that it was not only about the topics of our workshops. The setting is important: we chose community spaces in different neighborhoods over university spaces. The language the facilitators used as well as the knowledge taken for granted were also crucial. We wanted to make sure everybody felt like a contributing member, not a consumer. At each workshops we got everybody in the room to introduce themselves and share a few words about why they chose to attend this workshop

That also meant taking a bit of the classic hierarchy of learning away. We didn't want the facilitators to stand in front while the audience had to listen; we wanted a space where different opinions and perspectives mattered. Ideally we'd be a space where mentorship could blossom.

Of course bartering was an important element as well. It shows how value isn't universal: it depends on the situation and who barters. It also gives people the opportunity to contribute in a way that works for them. For one person that's

bringing chocolate, for the next it's telling jokes. We always asked facilitators to give material and non-material options for barter items to make the trade as accessible as possible.

4 What worked and still works well:

We started a series of workshops around the same topic, in collaboration with other, well-established groups. This helped reaching a certain level of coherency and quality, and it's a lot of fun to come up with new programs.

We are so so happy Trade School Halifax has been existing for over 2.5 years now. We have offered more than 100 workshops, two series and two weekend-long Free Schools, as well as built 12 partnerships. What's amazing is also what has been happening within the organizer team: at this point, we have a nearly entirely fresh crew. That means: now new people get to organize, learn new skills there, and sparkle HARD.

TRADE SCHOOL TIMELINES

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If you have come to help
me, you are wasting your
time, but if you are here
because your liberation is
bound up with mine, then
let us work together.

—Lilla Watson

CARDIFF

● AUTUMN 2009

thinkARK was launched at the Cardiff Design Festival to be a volunteer collective of creatives and designers who would come together to run community-based projects around art and design. The first Trade School Cardiff was run as a project from the thinkARK collective.

● MAY 2012

The first Trade School Cardiff opened at Cathays Community Centre, organized by Laura Howe and Simon O'Rafferty.

● JUN 2013

The third Trade School Cardiff opened at Oasis Cardiff (a local charity) as part of Refugee Week, organized by Simon O'Rafferty. Oasis lent the venue and also liaised with the refugees they were supporting to make them aware of Trade School—several signed up to teach classes.

● 2011

Laura Howe attended a talk by Tessy Britton that covered various community-instigated projects, and Trade School was one of them. Laura Howe then did a presentation at thinkARK to share what she'd learned and everyone really liked the idea of Trade School. The first step was doing a skills-swap, and after that went well the first Trade School was run.

● OCT 2012

The second Trade School Cardiff opened at Indycube (coworking space in the Castle Arcade), organized by Laura Howe and Simon O'Rafferty, as part of Cardiff Design Festival.

● SPRING 2015

A new organizing team started up Trade School again, ex-thinkARK members Angharad Dalton, Lynsey Jackson, Laura Sorvala and Noreen Blanluet. We thought it would be nice to do some Trade School stuff again, and we missed the thinkARK people and network and doing things together.

● JUN 2016

The fifth Trade School Cardiff opened at Little Man Coffee (A Cardiff coffee shop that let us borrow their basement room for the classes). The fifth Trade School Cardiff spanned 10 days, 14 classes, 74 students (21 attended 2 or more classes), 121 hours of learning, 160 hours of planning and organizing from the core team. Gwilym Owen joined the organizing team. Becca Kellaway joined the team then later left when she returned to Australia.

● 2014

Laura Howe and Simon O'Rafferty moved back to Ireland, and at around the same time life changes happened for several of the core thinkARK members (house moves, full-time employment, starting businesses, etc.). Life happened. thinkARK stopped meeting, and Trade School was abandoned for a time.

● OCT 2015

The fourth Trade School Cardiff opened in partnership with Green City (a local social enterprise promoting sustainability and environmental awareness), during the Made In Roath Festival (a local Cardiff neighborhood art and music festival). The theme was "Reduce Reuse Recycle," and the classes were about repairing, fixing, upcycling and linking in with the community.

● LAST QUARTER OF 2016

Because of demand for more classes and dates from both participants and potential teachers, and in order to maintain a consistent presence, we decided to run monthly classes in September, October, and November 2016. In practice it created a heavy organizing load and after the end of year break we decided to try quarterly events instead.

TRADE SCHOOL TIMELINES

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GENEVA

● AUG 2013

Enlightened and excited by the concept of Trade School New York showcased in the crowdfunded documentary Collaborative Cities, Narmada Ramakrishna directly contacted Caroline Woolard hoping to launch one in Geneva. After the initial Skype call and thanks to Caroline's encouragement, a basic (not pretty) Trade School Geneva (TSG) concept sheet was put together and electronically distributed to friends in Geneva.

● OCT 2013

Our initial meeting of three co-creators was followed by an open community meeting to present the concept and recruit more co-creators from the community. The open meeting was hosted in yoga-meditation space that belonged to a friend who was open to the idea of barter-driven learning spaces and asked for nothing in return. It was largely promoted through word of mouth. After the open meeting we had a team of about 12 people who were interested in helping to launch the project (two-thirds of whom are still active members of Trade School Geneva today). The same evening we collaboratively decided to focus on the logo for Trade School Geneva, and in parallel launch the Facebook page which was used to start communication with the outside world. Thanks to group-mind and architect Riya Sarkar, we have our logo which was voted as the best in a Facebook.

● SEP – OCT 2013

Among the 35 people Narmada emailed, almost everybody seemed to easily understand the concept. Some challenged the possibility of a non-monetary, barter-driven learning space working in a money-driven city like Geneva. Thanks to a very positive response from Kasey Sallurday, enthusiasm for Trade School Geneva persisted. Kasey introduced Nicole Bergen into the group. Together they drafted a better concept sheet and decided to organize the first open meeting.

● NOV – DEC 2013

The enthusiasm for an unusual concept like Trade School in a city like Geneva began to grow and so did the group. Slowly, the group began to self-organize. People like Celine Bartolomucci with experience and ideas in PR built the press material and contacted radio stations, TV, and newspapers to talk about the launch in April 2014. Marie-Claire Peytrignet took upon the challenge of building the complete branding of Trade School Geneva and gave it the image it has today. Elie Gauthey along with Kasey and Narmada started to help us look for spaces to host classes. Nicola Lazzari used his network and online presence to spread the word about TSG and along with the other co-creators began recruiting teachers for the launch.

● JAN–MAR 2014

Nicole and Narmada took on the role of organizing, accepting, and editing classes to be put on the website. They communicated with the teachers to build 30 classes for the launch in April 2014. Without being fully aware of it, we had formed a team by bringing together people from different backgrounds with different expertise—each taking on the roles they felt most comfortable with—to further the Trade School Geneva cause and spread the word.

● AUG 2014

We relaunched Trade School Geneva in August 2014. Further experimentation and co-creation in the following months. Aude Lerner, Beatriz Fernandez, Marie Claire Peytrignet, Clare Harvey, and Ella Nkanagu contributed to the story-telling aspect of Trade School Geneva through a blog.

● JUL 2014

We officially signed the statute founding a non-profit association, with the functional roles of Secretary and Treasurer, and members (all filled by Trade School Geneva co-creators) who paid a symbolic membership fee.

● APR – JUN 2014

30 diverse classes launched in April. Everybody in the team was involved in some capacity during the launch month; many co-creators attended classes, introduced the concept of Trade School, and made sure the classes went smoothly. Thus new members such as Benjamin Schmid, Ronay Tuncer, Julia Paranhos, Alex Hinojosa, and Beatriz Fernandez were a welcome addition for the daily coordination of these classes. The intensity of 30 fully packed classes sometimes happening in multiple locations on the same evening exhausted the group, and we took a break period before relaunching in August.

Since Then Recent years have seen a continuous evolution of the number of active co-creators and classes put online and promoted per month. Over the years we have observed seasonal changes in the participation levels of our community, which is steadily growing, and adapted how many classes we had per month accordingly. Co-creator numbers have fluctuated over the years, but structurally nothing has changed. There have been periods where only two co-creators were active and managing Trade School Geneva, but as soon as more became active the momentum of the team accelerates. A shared online spreadsheet assists us in managing the rooms we reserve within the community centers we operate in, particularly regarding who will be there to facilitate the logistics of hosting the class.

TRADE SCHOOL TIMELINES

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GUAYAQUIL

- Our Trade School began with continuous meetings between the initial organizers Paulina Vásquez and Blanca Rivera, who agreed on the need to open one as an effective way to deal with the consumption system, to create bonds of solidarity, and to have a meeting space in the city.
- After confirming who would participate as initial teachers, we set up the first schedule of activities and saw the need to look for an allied organization or institution who could provide us with a space to carry out the workshops. At that point we contacted El Manso-Hostal Boutique, located in the center of the city. We talked about the idea and Ricardo and Rosi, the owners of this space, agreed that we could use their facilities for the workshops.
- Later, we gathered friends and acquaintances with whom we discussed the idea and we asked them to collaborate as teachers for first season of our school. In this meeting, besides discussing the principles of the barter school, everyone was asked to give ideas of names for the space. That's how we came up with the name "Kambalache" Barter Space, as this is the popular, informal, and traditional word for barter in Guayaquil.
- Once we had our space confirmed and teachers and activities programmed, we designed a logo and began the launch of the first season. It was very successful. We incorporated talks about solidarity economy, barter, how the Barter Space would work, and also made a barter of objects that we call "materialistic barter." It was satisfying to see many people participating in the events, bringing their objects to be exchanged, and above all engaging in the workshops and requesting information to participate as future teachers.

LOS ANGELES

● WINTER 2013

I reached out through the Trade School website and inquired about how to start a chapter in my new city of Los Angeles. Within about 10 days I was on a Skype call with Caroline Woolard and a few others in New York to discuss how it works.

● FEB 2014

I had the website active and was ready to start finding teachers, students, and classrooms to make it happen. Before I began reaching out to anyone, I worked for at least 1 month preparing graphics, text, social media sites, mission statements, web forms, and email lists. This way, once I started to send appeals and go to people in the community, I was already prepared with things to show them and ways that they could immediately get involved.

PIETERMARITZBURG

● SPRING 2014

It started in a class at the local campus of the University of KwaZulu-Natal in the first half of 2014, where one of us was teaching alternative education, using Freire's concepts of education for domestication and education for liberation. Some of us who were students were keen to try it out. We put together a survey which went out to all staff and students on our campus, asking what they thought of the idea, and whether they were interested in being part of it. Then we contacted everyone who said they'd be happy to be involved in admin/organizing and invited them to a meeting. Quite a few people came, but in the end, it was really only the original group of us (five) that actually did the work for the first Trade School.

● APR 2015

From the beginning we wanted Trade School to be city-wide, but we wanted to test out how to actually run one, so our first Trade School was a pilot just on campus, in April 2015. Two of the people who were teachers in that Trade School then joined the collective.

● We ran another Trade School in September 2015, with some off-campus classes; and a city-wide Trade School in August 2016.

QUITO

● 2012

● La Trueca (Trade School Quito) started as a group of female friends (we all knew each other from different places) with the will to barter. We dreamed of a project where we could exchange not only things but also knowledge and abilities. It took a little over a year for us to actually decide we wanted to collectively start a project. 10 of us began to meet every week; this gave continuity to the project.

We wrote Trade School New York in 2012, hoping to get some advice; we had no idea that they would be so open in sharing what they had created. It was what we had been dreaming of. Their willingness to welcome us to the network of schools and all of the resources that they'd put together was incredibly inspiring to us and gave us the energy as a group to organize. We finally launched La Trueca in September of 2012.

● At first, our meetings were really long. We would cook dinner together and talk and talk for hours as we brainstormed about how the project could look like. One of us had recently come back from living in the United States and found out about Trade School. We were excited about the potential of being able to use the platform to barter not only amongst our close circle, but also to reach a wider audience. We wanted to plug into all the amazing human resources that are available in a city.

● For me, La Trueca is a space where my voice has always been heard, where I have learned to listen and to share opinions, and where I grew up as a person, as a human being. La Trueca was this dream with a group of friends and then it became true; it became our child and now is growing and growing and every day is filling up our lives with wisdom and love.

SINGAPORE

● LATE 2010–MID 2012

We were friends prior to Trade School Singapore. Weiyan was the first to learn about Trade School—her undergraduate thesis in industrial design focused on developing and refining a product premised on the sharing economy. After graduation, Melissa moved to New York City for graduate school, whereupon she got in touch with Caroline regarding volunteering opportunities at Trade School New York. (Weiyan had previously talked about Trade School New York with Melissa.) Melissa was told to touch base again in March 2012, but she pulled out of the graduate school program by the end of 2011 to return to Singapore. Back in Singapore, Melissa emailed Caroline about starting a local chapter, and that was the genesis of Trade School's first Asian chapter, Trade School Singapore. The first two seasons were co-organized by Weiyan, Melissa, and a third friend, Karina Tham.

● JUN 2012

We kickstarted season01 with “assembly,” a community potluck party with free mini-classes. season01 was held at kennel., a collaborative coworking space (one of the first in Singapore) in the hip enclave of Dempsey Hill. A total of 13 classes were held in a span of three weeks. We secured this venue through bartering with kennel—the agreement was that they would provide the space and manpower (if needed), and in return, we were to hold an event in their name.

● OCT 28–DEC 9 2013

season02 was held at Potato Productions, a shophouse office along River Valley Road; Ecosystem, a coworking space for green startups located in Kampong Glam (our Malay heritage district); and Food for Thought, a cafe in the Singapore Botanic Gardens run by the Thought Collective. The Thought Collective is a group of social enterprises that pioneered an informal movement towards building Singapore's emotional and social capital. We opened 10 classes over a span of 5 weeks. We also held tools of trade, a sharing market for local craftsmen and small business owners, during season02. The market was held to uphold our barter agreement with kennel.

● SEASON03 2017

Trade School Singapore will reopen in July 2017 for a third season of 10 classes. Classes will be held mostly at Weiyan's studio. We will conduct a minimum of two—but are aiming for three—classes a month.

SACRAMENTO



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STUDENTS AND TEACHERS

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Where did you find great teachers in the beginning?

AMSTERDAM

We spent quite some time looking for potential teachers among our friends and business relations. We were able to find a great variety of people who liked the idea and were willing to share their knowledge. We enjoyed the array of topics the teachers brought with them, ranging from "How to turn old clothes into haute couture" and "How to repair your car" to "How to turn an individual dream into a collective act." Once the courses and the barter wishes of the teachers were entered on the Trade School site, we were ready for enrollment. I can remember we as a founding team were a bit reluctant to spend too much time on promotional activity towards the press. So we leaned heavily on the promotional activity of the teachers and our own network. Within a few weeks, students started enrolling. And we enjoyed each and every entry.

CARDIFF

For the first few events we found teachers in our immediate networks; all of us were pretty well connected, through thinkARK and also individually. thinkARK attracted similar-minded people in the creative, design, innovation, and change sectors, constituting a network of doers—active, engaged people who like to contribute. Having conversations with the people in our networks has led to people teaching Trade School classes, and we find having face-to-face conversations is still the best way! For some events we partnered with other organizations, like Oasis refugee support center—and in that case several people from Oasis came forward to teach classes.

GENEVA

We used different techniques in order to reach people. Nicola's strategy was to approach someone and ask "what would you like to share with others? It could be a skill-based workshop but also a personal experience." Once they heard that they would be interested, he'd get them to navigate to the website on their smartphone and fill in the teacher form right there on the spot. Nicole's strategy involved encouraging students to sign up as teachers, and also making announcements at the start of classes welcoming people to sign up to teach. We found this was an effective strategy, as the students could see firsthand what went into the teacher role, and people generally had favorable experiences participating in Trade School Geneva. We also made flyers and circulated them in Geneva. Although having a coherent graphic identity does help grab people's attention, distributing flyers did not seem like the most effective way to get people interested in Trade School. We also promoted heavily on social media, seeking to create not a "user base" but a community, and this seems to have worked quite well.

GUAYAQUIL

This is very important, because you need to involve people that believe in the principle of trading, which is not about money but to fill a special need. We invited friends and acquaintances who we previously knew had something special to share — whether it was knowledge, a job, or a hobby, — something they had a passion for. Starting with that we made an initial selection of teachers from the

spaces we knew, mostly advocates from different causes.

LOS ANGELES

Friends, friends of friends, Facebook groups (one for artists, one for students), and posting about it on the local TimeBank website.

MILAN

Initially teachers mostly came from within our personal network, and sometimes we had to convince people that they had incredibly interesting things to teach and share. Soon more people we didn't know at the time proposed classes, and, with a little push, students turned into teachers and vice versa, one of the greatest goals achieved by Trade School.

NORWICH

Mostly we asked people we knew who we felt had something to "teach." We sent them an email providing information about what Trade School is and how it works; links to the website and some of the videos about Trade School; and attached a PDF we put together on what classes had been offered at other Trade Schools around the world, who the teachers were, and what barter items they asked for, so they had a good grasp of what it was all about. In fact, this is the strategy we've usually used with all our Trade Schools, and it has (mostly) worked. We have had offers to teach from people who have heard about Trade School; but this is usually a minority. There has been a certain consciousness about our selection—i.e. asking people who might not typically be seen as (or see themselves as) having something to teach (for example, undergraduate students on campus; waste pickers who

survive by picking waste from the local rubbish dump). We haven't necessarily been focused on race, class, and gender (though we're obviously conscious of it), but we've ended up with a really good spread of people each time.

QUITO

In the beginning, teachers were people close to us who believed in the project. As the project grew and became better known, many new people began to get involved and offer workshops. We don't select teachers, we encourage them to write a good proposal and something catchy for the possible students, so more people want to attend the activity. When they send the first draft we normally send them feedback to help them create a good proposal. That is one of the reasons we started to offer orientation workshops for the possible future teachers, so they know what and how they should write the proposal on their own. At the end of the orientation they are ready to upload their final proposal to the website.

SINGAPORE

We knew from the outset that our own social networks would heavily influence the demographics of teachers and students, so we deliberately looked for teachers outside of our communities by putting up notices. We found teachers through a combination of asking friends and friends of friends, putting out these notices on our Facebook page, and organic press outreach—the national newspaper had gotten wind of what we were doing and approached us for a feature. After that article ran, we received a number of inquiries from potential students and teachers.

The first few classes should spread the word, set the tone, and create a standard of rigor and generosity. How did your first set of classes accomplish these objectives?

CARDIFF

The range of classes that were offered at the start of Trade School Cardiff set the standard for the rounds that followed. Each round of classes has offered a mix of craft, professional knowledge, language, music, and light-hearted sessions reflecting the diverse skills and knowledge of the organizers and their networks. From the very beginning we understood the importance of the principled nature that Trade School runs on. We were very clear about the principles of generosity and barter in our promotion of Trade School. We were also up front about the fact that Trade School was not a vehicle for personal or commercial gain, should not be used to promote commercial businesses, and that no equivalent remuneration would be made for teaching. These principles weren't challenged early on; since then we have only had a couple of incidents where we have had to refuse proposed teachers. In these circumstances we have turned people down nicely, and this has never caused any problems once we explained our reasons.

GENEVA

Nicole During the first month we recruited through word of mouth, asking potential teachers to submit their proposal through an online form. Anyone was welcome to submit an application to hold a class, and we selected teachers that seemed knowledgeable and experienced in their subject area. In order to

promote a high quality experience, we had lots of contact with each teacher before the class, including confirming their participation a few days beforehand. We ensured that there was a variety of options available, in multiple languages. During the first month of classes we made sure that at least one co-creator participated in each class, which allowed us to see firsthand what was working and what could be improved. It also allowed us to troubleshoot problems and promote upcoming classes.

GUAYAQUIL

As a team we always agreed (between Blanca and Paulina) that the workshops had to keep a principle of contribution to the community; that is, that the selected teachers agreed to plant a seed in the people who participate in the workshops. So we found our first group of passionate professors and we established a couple of meetings before we launched the first season. The teachers and later the participants spread the word in such a positive way that for the second season we had many students who also wanted to share their knowledge using the trading principle that we promote.

LOS ANGELES

For the first round of classes, I did two things that were helpful, but also very time consuming and not ultimately sustainable:

STUDENTS AND TEACHERS

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- I booked a “classroom facilitator” for each class (often myself). For the first round, I didn’t allow enough time to hold a group orientation meeting with the teachers, so all information was conveyed over the phone. I spoke individually, via phone, with each teacher and facilitator in preparation for our first month where we held about 20 classes. It was tough to know if the teachers would remember to emphasize the whole mission of Trade School, or know how to answer the questions that came up. The main role of the facilitator was to understand the principles, mission, and function of Trade School Los Angeles and help make sure that the classroom hosts, teachers, and students had what they needed. Since we did not have our own space, all classes were held in borrowed spaces, and the facilitator could help set up or clean up when necessary.
- I attended most classes myself. This would turn out to be impossible in the long run, but certainly helped in the beginning.

PIETERMARITZBURG

The students who were involved in the collective spent time on campus talking to anyone they could get hold of and distributed photocopied flyers. We also sent out notices about the Trade School and specific classes on the University notice system (which goes to staff and students). We made two banners, one that we hung up a week before and which stayed up throughout, and another that we hung up outside the building that classes were held in while Trade School Pietermaritzburg was in session. We held the classes over three days, in one of the most central buildings on campus, to try

to create a bit of a buzz. We really tried to educate people about the Trade School concept, and the barter aspect. We had to do a lot of this, because people totally misunderstood what “trade” meant. Some people thought it was about trade skills like plumbing; others that it was about Forex trading; and most people assumed they would have to pay. We had no problem finding teachers happy to give their time and expertise — people were very enthusiastic.

SINGAPORE

For our first season, we tried to offer a mix of familiar classes (“PS I Love You” was a class on learning to use photoshop), hobby-driven classes (“Coffee and Friendship-band Making”), as well as classes that encouraged community and conversation (“Street Magic and How to Remember Everything”). We were very intentional with season 01 because we wanted the curriculum and teachers’ wish list to reflect the sort of learning environment we were hoping to create. We worked closely with selected teachers for the first 5–6 classes to craft the curriculum and reshape their wish lists (if they weren’t in line with Trade School values) — we then used their examples for other teachers to model their classes and wish lists on.

Have you held or participated in any special events? How do you select your teachers for special events?

GENEVA

We've participated in local conferences, events, and festivals organized by other organizations, such as showcases within the community centers we operated, and hosting stands and classes during the free festival Alternatiba where Trade School Geneva is represented by co-creators and teachers. The result of hosting classes at Alternatiba was amazing, people were dancing tango and sevillanas in the streets, singing to classic latin-american songs, and hysterically cracking up in a laughter yoga session.

GUAYAQUIL

When we launched our second season, we wanted to do something different, so we held a wine-tasting workshop with a well-known anthropologist. We knew that he was in the city and we contacted him to tell him about the space and asked him to give a workshop to encourage people to participate in the barter school. Fortunately, we had a positive response and many people signed up to participate. In this sense, I think it is important to make contacts with people who can enrich the workshops, it is necessary to analyze tendencies and propose interesting and enrich full workshops for the participants with people that we know can contribute to the space.

PIETERMARITZBURG

We held a class in the local museum ("Behind the scenes at the museum") in our second Trade School, run by a well-known archaeologist based at the museum who happened to be a personal friend of a collective member. Sometimes we have approached people like education officers at our public library to run classes specifically about those institutions, and then used their venues for other classes. Except for our first Trade School, we have not run all our classes in the same venue/building — rather, we've scattered them around the city.

SINGAPORE

We have held two special events — "assembly" and "Tools of Trade." We used a few informal yardsticks to determine who we wanted to feature; however, this was never a formal process with our team. Teachers were chosen based on our confidence in securing them, what the teachers had to offer, and overall competence. If we had a longer lead time to work with, we would reach out to people we weren't already on familiar terms with. However, if we only had a short lead time to confirm our line-up, we mostly relied on friends and friends of friends. Classes/sharing sessions during these events were often shorter than a standard class, so we had to ensure teachers were confident in packing more content into a short class time, or were able to effectively communicate lessons not easily found elsewhere.

MILANO



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How have you worked with community-based organizations to develop a better program that isn't only made by and for educated white creatives?

CARDIFF

This is an ongoing challenge, and one we recognize is in part due to the limitations of our own networks and connections, as well as the choice of location and the time of day classes are held. All of our volunteer organizers work full time in 9–5 jobs making outreach to other communities more difficult to organize; Trade School Cardiff is often arranged around our own lives to enable us to run the school. We recently surveyed past participants and the results demonstrate a bias towards 25–44 year olds and predominantly female attendees, who are social media savvy. We have addressed this on occasion by partnering with community-based organizations such as Oasis Cardiff, where we worked with their team to run a series of classes during Refugee Week. This proved successful in that a range of classes and teachers from the refugee community took part. Inclusivity and accessibility of Trade School Cardiff is an ongoing topic of consideration for us.

GENEVA

Marie-Claire One of our first challenges was achieving a balance between the French and the English classes. At the very beginning, Trade School attracted more of an expatriate type of crowd. Mainly because it was founded by English speakers, and perhaps because it was attracting people who hadn't lived all of their lives in Geneva, looking for fun and exciting events. Now that we've managed

to reach a balance between French and English classes, Trade School is definitively also appealing to the autochthonous population. We do realize that most of the people attracted to this type of learning space come from the same type of "networks." Also, the fact that we mainly advertise via Facebook tends to reach people that are more or less within the same networks as we are. As of now, we haven't pushed the envelope to further integrating other parts of society such as refugees, undocumented migrants, the working class, and the elderly into Trade School. Most people that have been interested in Trade School are university graduates and current students. Even if they do not necessarily earn big wages, it still represents a privileged segment of the population. Perhaps the first big challenge was to make Trade School work, then to make it inclusive language wise. One of our future challenges could be to actively make it more inclusive, and more representative of the diversity of people living in Geneva.

GUAYAQUIL

In our case, we made an alliance with a Network of Organic Producers who hold an Agroecological fair in Guayaquil every 15 days, "Bona Terra." We knew that they met in a certain space and we proposed holding workshops in this space on the fair days. They agreed and it was very interesting, since the workshop participants also participated in a barter at the fair; we think both activities are complementary.

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LOS ANGELES

One of our steadfast volunteers and teachers, Hayk Makhmuryan, was an employee at LAMP Community that served the homeless population. He helped organize a Trade School class hosted at LAMP, attended by their residents, and open to the public. However, at the time of writing this, I'm very aware that diversity is one way where I have always felt Trade School Los Angeles fell short. Though not all white, much of our organizing and volunteering body are educated creatives. The fact that many classes were attended by educated creatives meant that our "all means all" inclusive language was not living up to its promise. For the past few months, we've been running very few classes, as I have taken a new job with much longer hours than before. However, part of the re-growth of Trade School Los Angeles will be to ensure that the rooms where we organize and plan are not dominated by just one demographic.

NORWICH

We have worked with representatives of local labor unions (called trade unions here) whose job is to provide learning opportunities for their members. They were able to give Trade School Norwich valuable insights into what their members might want and some idea of the barriers that they might face in accessing learning. We have also started to work with local groups that cater for the needs of refugees and asylum seekers in Norwich. Again it is about listening to their needs and to see how we can support them.

PIETERMARITZBURG

Only one of us in the collective is an educated white "creative" (and not necessary that creative!). We have worked quite closely with some NGOs in the city, and some social movements here and in cities close to ours, asking them to offer space, or to arrange classes on issues they are working on. For example, a local environmental justice NGO ran classes on fracking and on waste, taught by staff members and a local waste picker/waste activist who is a member of the social movement South African Waste Pickers Organization (SAWPO). Another NGO hosted a variety of classes on their premises in the middle of the city—they have access to different kinds of spaces (a more formal boardroom and a less formal open-plan apartment) which they let us use free of charge. We specifically approached people and movements to run classes on issues that we thought were really important in our city, like refugees. Pietermaritzburg has a relatively large refugee population, and has experienced xenophobic attacks over the last few years. We wanted people to be able to hear/have to hear a refugee perspective, so we asked someone from the Congolese Support Organization (a Congolese refugee from a nearby city, not our own, so that he would not be subjected to victimization) to talk about what has led people to flee to our country, and what their experiences of living here have been. We asked a local waste picker/activist to co-run a class because our local council debated shooting waste pickers on the dump as a way of forcing them off the dump, and this had created a lot of local debate.

How do you encourage students to become teachers?

CARDIFF

In each class, we invite students to consider whether they could teach. We organized a few sessions in which we got people to map their skills and what they would like to learn. We start the conversations with "what do you know or do that you could share?" or "think of things you do in your free time." We find it is most effective to have in-person conversations with people to help them identify ideas of what they could offer.

GENEVA

Nicola I assist them in brainstorming. When they say, "I don't know what to teach," I ask, "What have you learned recently? Did you ever have an adventure? If you were to die tomorrow what important knowledge or skill would you like to share before you do?" From that some topics normally arise, we discuss, then I simply ask, "Could you not talk about that for 45 minutes or more in whatever format you like?" Since the process normally takes 20 minutes to get to that point they realize they can. The next step is to get them to access the website on their phone at the moment, no "I'll have a look later/send me a link." Immediacy is key.

GUAYAQUIL

We always encourage people who participate in both bartering objects and barter school to know that "we all always have knowledge, a skill, or an experience that we can share with others." We are always open to invite different types of

workshops, for instance once we invited a couple of travelers that participated in the barter school to organize a workshop about "how to travel the world with little budget." An interesting thing that happens with all these workshops is that they formed networks that are still working to this day, even though the barter school is inactive. For example, the Japanese Poetry participants created a Facebook group where they share what they write. This group crossed borders and at the moment there are almost 2000 members from all over the world writing haikus. The stop motion drawing workshop was given by a girl from UK who showed many activists how to do a stop motion production, and they have used that knowledge to fight for their causes, for example the campaign "The Bicycle As a Human Right" which was reproduced all over the country in different academic spaces to promote sustainable mobility.

INDIANAPOLIS

Silvia One way we like to get the ball rolling is to ask students if there is something they think they could teach someone else in 90 minutes or less (the default length of our classes). Often this is enough to get a student thinking about knowledge they can share with others. If that doesn't spark enthusiasm, sometimes bolstering their confidence is all it takes! I have found it helpful to remind students that they only "need" to know slightly more about a topic than the average person in order to have valuable knowledge easily translated to a class setting. Trade School Indianapolis also has a contact form on the website where potential students can submit ideas

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for what they would like to learn. These suggestions are compiled into a "Class Wishlist" which gets updated regularly, and is posted on the website, so potential teachers can read through the topics and hopefully match one up with their own background and expertise. We have found the wish submission form to be incredibly helpful in gauging interest in classes, not only from TSI members but from non-members perusing the website. The posted wishlist is also a very useful tool to help teachers understand the many ways in which their knowledge could benefit others, particularly if they had never considered sharing it.

LOS ANGELES

In our teacher orientations we did an activity called "Speed Bartering" which I stole from another Trade School organizer on the Facebook group. Everyone got a sheet of paper and had three minutes to write down everything they could possibly offer someone—anything from a ride to the airport, graphic design, physical therapy, help organizing your closet, piano lessons, to a green bean casserole. Afterwards, everyone stood opposite a stranger, holding up their lists and they found ways where they could barter. The purpose of the activity was to showcase just how valuable we are to each other, when only putting five minutes of effort into it. The skills and experience that we take for granted have immense value to others. It was also a great icebreaker.

NORWICH

When students come to a class then the class as a whole is reminded that they also have skills that they may want to share. About a year ago I gave a talk on Trade School Norwich to a local Women's Institute group. At the end I

asked them all to pair up and to create a list of skills that they would like to learn and what skills they could teach. A woman in one pair said that she had no skills that she could think of. Her friend reminded her that she had taken charge of her makeup on her wedding day and that this was an area where she clearly had skill. It seems to me that this was partly a confidence thing and partly a perception that some things are more highly regarded as "skills" than others.

PIETERMARITZBURG

Our experience has been that when people attend a class, they actually start thinking about themselves as knowing stuff—Trade School seems to help them see what they could share. We think that who we ask to teach helps with this. For example, when "students" are teaching "lecturers," it becomes clear that everyone has something to teach, and everyone can learn. When a waste picker from the municipal dump shares his knowledge on recycling, the idea of who a teacher is gets disrupted. In actual classes, in the discussions, it often comes out that people know stuff, and then other learners say, "why don't you run a Trade School class?" In the hard-copy evaluations we handed out at the end of each class in our third Trade School, we specifically asked people if they would like to teach. Most said no, but a lot said yes!

QUITO

We tell them that each of us has something to teach. Everything counts, even "small" things that sometimes we think are not important. Then we motivate them to think about what they love to do, and what they are good at. And most of the time they start throwing out ideas of activities. The most important thing is that they get excited. What always works

is sharing experiences from other students who didn't know they could teach anything and went on to give classes. When they listen to this kind of stories they are inspired and encouraged to give a class.

SINGAPORE

The co-organizing team conducts quick 2-minute speeches before and after each class to encourage students to become more involved in the community (by joining us on social media or volunteering with the organizing team or teaching with us). Many of the people we speak with believe they have no skills to offer, but we try to bring up their skill sets (either hobbies or in their careers) as well as explain that Trade School is also about a sharing economy (skills, resources, etc.).

Did you work out a different sign-up system other than online? Explain your process and how sign ups were managed.

CARDIFF

Not yet! We are thinking of building a local version of the website but at the moment we are still using the Cardiff arm of the central Trade School website. Classes and barter items go up on the website, students sign up, and we print out attendee sheets for each class. People who provide their email address on sign up (whether teachers or students) are added to the MailChimp mailing list.

GENEVA

Nicola We did look into other systems but this was the best for us. Our process is: The teacher fills in form and the co-creator that is admin checks content, publishes classes on the website, and shares new classes within a co-creator-only group. Then we create social media events for the class, and promote the class on our networks. The admin fields any questions from teachers (via email), and on the day one of the co-creators goes to open the room within a community center we use and introduces Trade School. Class happens, the co-creator gathers feedback and closes the room, and our website sends out automated feedback requests.

LOS ANGELES

The only thing we changed about the student sign-up system was to ask every teacher to personally email their registered students before class with the following information: teacher's

email and cell phone number, a reminder to let us know if you can no longer attend, details on parking, any additional info on finding the place, and a reminder about supplies needed to participate in class. Sometimes the teacher would also include questions to help them better prepare for class, such as asking what the students expected to learn, or what previous knowledge or experience they had in the topic. We hoped that the personal email connection with the teacher before class would reduce the number of no-shows. We didn't have any way to track if this was true or not.

PIETERMARITZBURG

Our first two Trade Schools used the online system, because we were mostly on campus and we hadn't figured out how to run a Trade School outside of that system (though we knew we would need to, to run a city-wide Trade School). For the third, city-wide Trade School, we tried to use mobile phone technology. We used a hand-me-down phone from a member of the collective, advertised a mobile/cell number that people could SMS, and we would contact them back. We did the registration online ourselves (since keeping track of students was still easiest that way). We have been wanting to explore some kind of mobile app, but haven't gotten there yet.

If people wander into class or come without bringing anything, how did you handle it?

CARDIFF

It's happened the most when we run two classes the same evening — people sometimes want to stay on for the second class unplanned, if there's capacity. We've been pretty flexible about this, and always check with the teacher whether they're happy for someone to attend without a barter item. (They always are.) Some people have quickly dashed out to buy impromptu barter items.

GUAYAQUIL

This happened a lot in the hostal "El Manso," because many visitors did not know what was going on, and they wanted to participate in the activities but weren't aware of barter rules. That's why it was important that we as organizers always host the events to explain them so that teachers don't feel awkward or uncomfortable asking for the things.

INDIANAPOLIS

Silvia I am happy to say I have only experienced a missing barter item once during my time at Trade School Indianapolis as a student, organizer, and class facilitator. The class was on rewiring lamps and one student had shown up late and without their barter item. They'd decided to buy one of the teacher's barter items the day of the class and weren't able to find it after stopping at a few stores. That was the reason for their tardiness as well. After the teacher welcomed the student and asked her to join in, no one mentioned the

missing barter item again. As the class facilitator and one of the Trade School's organizers I was prepared to email both the student and the teacher after class to remind the student about the exchange and hold them accountable. I never had to send that email. The student took the initiative after class to arrange a barter item drop-off directly with the teacher that would take place within the next few days. Due to the nature of our shared-space agreement with a coffee shop, there have been a couple of times when no announcement has been made that that coffee shop is closing and patrons of the shop unknowingly stick around until Trade School opens. When I have seen this happen, the teachers have been happy with the patrons staying for the class without receiving a barter item in exchange. In these instances, I was the class facilitator and let the patrons know that if they'd rather stay and participate in the class than leave the coffee shop, they were welcome to.

NORWICH

If somebody wanders into the class then we leave it up to the teacher if that person can participate. For both those people and for those who forget to bring along their barter item then we have produced an IOU Note which they fill in with their contact details and the named barter item which is then given to the teacher to follow up.

QUITO

If a person walks in without bringing anything, at the end of the class, they

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have to talk to the teacher and come to an agreement about how the barter will take place. This also applies to a students who really wanted to go to the class but didn't have any of the items on the list that the teacher put on the website.

SINGAPORE

This happened probably once or twice every season. We've always understood our role to be that of a facilitator, so we would introduce the teacher to the student, get them to exchange contact information, and remind the student to uphold their end of the barter agreement. We tried not to be too authoritarian about things but felt it was important to enforce some kind of accountability between student and teacher.

What was your solution to the fact that only 50% of people who register and agree to bring barter items actually show up? Did you find more people showed up to one type of class versus another?

ATHENS

Eleni We have found that 60% of people who agreed to bring barter items indeed showed up in most of the classes. But there were also classes — like workshops related to socio-psychological topics, cinema, massage, and body centered classes — where all students fortunately showed up. But this is something that you cannot know for sure. We try to engage students before attending their class to send a confirmation or cancellation email, or we make sure to allow almost 1/3 more students to sign up for each class. For example, if a teacher says "I want 10 students," we have 15 spots to be filled.

CARDIFF

We find that on average 60–70% of registered attendees actually turn up for our classes. On very rare occasions we have very low turnouts — and just once, none. It also depends on weather conditions, traffic, and other events happening on the same dates (e.g. rugby/football matches and big concerts). We manage this by oversubscribing classes; we'll open 15–18 spaces per class so that we are confident that around 10–12 people turn up. Interestingly, we have found that some classes are always full, like bicycle maintenance. The places book up quickly and they are always well attended. Craft classes are also very popular. Following sessions with low

turnout we have posted light-hearted but firm messages on social media. In order to try and avoid dropouts, we send out email reminders in the days leading up to event, encouraging people to cancel their place if they know they can't make it, especially if there's a waiting list.

GENEVA

Narmada The topic of no-shows occupied significant amount of energy and time to figure out. Sometimes classes were booked out and only two students would show up. I remember being quite disappointed at this situation after receiving a dejected email from a teacher who'd organized a cooking class. The teacher had spent money, time, and energy to prepare for it, only to have 2–3 people show up. Out of this anger and disappointment, we posted a simple manifesto saying how uncool no-show students were on social media, and sent out a newsletter on the same topic. I'm not sure how much this helped. It did trigger some turmoil within the group among those whose definitions of accountability did not match. I'm not sure if we came to any conclusion within the group but we decided to communicate about this issue openly with teachers from the time of sign-up to avoid any disappointment and to manage their expectations. We also started communicating how important it is to appreciate the quality rather than the

quantity of students. It was a matter of mind-set, and as soon as we as a group started managing our own expectations, we began to see this reflected in the students and teachers. We also decided to decrease the frequency of classes per month in order to create more demand than supply. The balance of this plus our luck in finding very interesting teachers offering diverse yet relevant classes helped bring balance and reduce the no-show problem. There is no one magic solution to this issue, it is in the human psyche that we sometimes cannot keep up to our promises, especially if there are no consequences.

GUAYAQUIL

We always ask the teachers to send an email one or two days before the workshop in order to confirm participation, but we still always had a high no-show percentage. We attribute this to the fact that in our city people are not used to committing if it doesn't cost them. But we could always still have the workshops, except one that did not have participants.

LOS ANGELES

Preventative measures were the only course of action we took regarding no-shows. In teacher orientations we told teachers to expect a no-show average of anywhere from 25% – 50% of those registered. If they wanted a class maximum set at 12, we would set the max to 20 on the website to allow a large amount of people to register, knowing that many would not show up. For a short time, we tried to follow-up with those students that didn't show up by email, but the process was very labor-intensive and didn't seem to yield any results.

NORWICH

If we become aware that somebody has missed three classes then we contacted them to ask that they let us know in advance if they are unable to come to a class. We assume that people are absent for good reasons.

PIETERMARITZBURG

Our feeling is that if only one person attends, the class goes ahead. We feel strongly about this because in a university context we have seen more and more classes shut down because they are not "viable" (not big enough in terms of student numbers), and so we are consciously trying to disrupt that. We ask teachers to please respect this, and so far all of them have – In fact, they usually report back that they had really rich discussions (and their classes don't seem to be noticeably shorter!). So far, we have cancelled only 2 classes because nobody came (nobody had registered; but we set up just the same in case anyone came). In terms of the students who register but don't come, we've never followed up with them. We probably should; it would be useful to know why they didn't come. In terms of more people coming to some classes than others, that is definitely the case. Also definitely the case that we usually just don't know which classes will turn out to be popular – we're often surprised. Sometimes, there are classes we think are likely to be popular, and are (like a class we ran in our September 2016 TS on #feesmustfall, the students' movement that erupted in South Africa towards the end of 2015); but often, we don't have a clue. In our first Trade School, the most popular classes were circle gardening, and Marx and Gramsci. In our third, apart from #feesmustfall, our best attended classes were one of the two fracking classes, and a beginner's class in crochet.

QUITO

We send a reminder the day before to the teacher and students and we always tell them that if they are not attending the class to please let us know. Sometimes students send us an email saying that they are not coming and asking for the teacher's email to do the barter anyway. In a pottery class we had a 100% of attendance and we had to explain the teacher that this is not common (in a previous email I asked her to open more spots because normally not all of them go) and it was a bit complicated for the class to take place, but it ended up working fine. In other classes half of the people or even less attended.

SINGAPORE

Our dropout rate was actually much lower at an average of 20–25% (4 out of 20 students). There was a systematic approach to contacting these students: when class was underway, we would call and text to see if they were coming (sometimes they would just be running late). If they were not coming, we would inform them that they had to uphold their end of the barter trade agreement with their teacher. Overall, people usually preferred hands-on classes (craft, movement) as opposed to more theoretical classes. We only conducted one class involving children (a parent-child class on how to teach financial literacy to your kids), which had a smaller class size but highly engaged students.

Which is the best class length — 60 minutes, 90 minutes, 120 minutes, or longer? How did you figure this out? How should the class time change based on the subject?

ATHENS

Elen Usually, 120 minutes with no break works fine for both the students and the teacher. This duration keeps everyone concentrated and focused. Most of the time there is only one class per day. But sometimes if the curriculum is too big or if the topics are multiple, a teacher can ask for a two or three-part class and we have a week or two in between. Craft classes work better in small groups for a longer duration, in order to allow for one-on-one help. In these cases we suggest that the teacher brings an assistant. We have figured out these practices because one of us always participates in the classes, so we can tell from our experience.

CARDIFF

We have been figuring out through trial and error—and from feedback from teachers and students—that 60 minute classes are slightly too short, 90 minutes are good for an introduction session or an overview of a theoretical topic, and 120 minutes is the minimum required for anything hands-on like crafts.

GENEVA

Narmada We suggested keeping the classes between 45–90 minutes due to the general attention span—plus the space booked at any given location wasn't longer than 120 minutes. Some cooking classes that included dining together extended the class timing.

Celine I would say 90 minutes is the best, as 45–60 minutes could be frustrating. As the classes occur mainly in the evening after work, classes should not be too long. Not more than 120 minutes, unless the teacher is full of energy and can keep the students' attention.

GUAYAQUIL

Depends of the type of class; we had a stop motion class that had a duration of 3 hours because it was also practice not just theory. But the time we generally recommend is 1 hour and 45 minutes.

LOS ANGELES

Teachers were allowed to set the class times that worked best for them. In orientation, we encouraged them to add an extra 45 minutes for late arrivals, introductions, and wrap-up conversations. Most classes were about 3 hours long.

NORWICH

This depends on the nature of the class. The longest any of our classes have run is 120 minutes. These classes have been for storytelling, creative writing, and some DIY projects. Although the default time is 60 minutes, we let all teachers know that they can have more time if they feel they need it.

PIETERMARITZBURG

We initially used the manual guideline that about 90 minutes was optimal. By the second Trade School, we had a good sense of which classes would take longer than that. We discourage classes of less than 90 minutes (and very few people have said they thought their class was too long). For a few, especially the practical ones, people have told us afterwards they would have liked more time. The longest class we've run is a knitting class, and bird identification (4 hours). So we think it depends on the class topic.

QUITO

It depends on the topic and the class activities, but normally the classes are between 90 and 120 minutes.

SINGAPORE

All Trade School Singapore classes are between 90 to 120 minutes. Classes that involve both a theoretical and practical component often require more time, while classes that teach students how to make a specific product during class time also require more time. Theory only classes are kept to 90 minutes with a question and answer session after if students want to continue engaging with the material.

What are your top tips to anyone who teaches a class? What is your advice to craftspeople who haven't taught before in regards to planning, time, size, and format?

ATHENS

Eleni To inform us of what they might need in the room, such as chairs, laptop, projector, pencils, markers, papers, Wi-Fi etc. Most teachers know the duration of the class from the beginning, and we also recommend that they visit the room before they start preparing their class. The majority of teachers do not have issues regarding the planning and the format. Our advice to them is to stay in touch with us (via email or phone call) with any further questions they might have. Sometimes we also meet them before they give their class.

CARDIFF

We have made some resources to help people who have never taught a class before. We have a teacher information pack that we share with potential and new teachers and we made a couple of videos with teaching tips, and will be looking at creating more of these in the coming year. For crafts, we usually recommend allowing 120 minutes minimum, and to remember that things take time so teachers are likely to plan more than they can cover in one session. 12–15 people is usually the maximum number for a hands-on class (12 is comfortable, especially in tables of 3–4, 15 is the upper limit). We recommend that people explain how they came to enjoy and feel passionate about this craft, and some basic techniques, then let people try it out and circulate and advise. They can ask people to bring some materials to the class as barter items; for the rag rug

class, one barter item was old clothes that could be used for rug making. Attendees enjoy having something to take away with them—even if it's only just begun and they finish it at home.

GENEVA

Nicola "KISS"—Keep It Short and Simple. Don't take it too seriously. Try, fail, try Again. Try a format out; if it doesn't work well, try something else and propose a new class the following month. I delivered a class three times, and each time I took the feedback and modified the format of the class.

Celine People love to hear other people when they talk about something they are passionate about. Breathe and let your knowledge flow. They are going to love it!

GUAYAQUIL

We recommend that the class has to be didactic, so it's better when the teacher brings materials that help to explain their subject in a better way. There is not much time and it has to be in the simplest language possible; this is the most important thing because people come from different education levels so it's better to instruct a basic class, teachers can then propose a second level.

LOS ANGELES

Plan a moment in your class when students can connect with each other. I

always said, "If Trade School students truly wanted to just gather knowledge, they would go to YouTube. They're showing up because they also want connection with other people, in real life. Make sure there's a way for that to happen in your class." Give them something to leave with—whether it's a paper, an email list of resources, a helpful zine—something they can walk away with to continue their experience.

NORWICH

Never assume that your students have any prior knowledge of your subject. Always make sure that the learning is "active," that students are doing or making something for much of the class. Sitting and listening is not a good way to engage or learn. Listen to the experiences of your students. They may have insights that you have not encountered before. If you need to use materials then make sure that you bring more than you think you need. Running out of materials can be frustrating. Make a lesson plan but build some flexibility into it.

PIETERMARITZBURG

Be flexible; create a relaxed environment; don't have very long activities; encourage discussion and engagement, and don't lecture; keep classes relatively small (and expect small!); be as low tech as possible. Usually, we try and make sure there are some spares of things like knitting needles by borrowing from friends if the teacher doesn't have them. On the whole, classes requiring technology like data projectors or laptops have been quite tricky—in our website design class, half the time was spent just getting people online and downloading the software; and our making a short film class was plagued by compatibility issues.

SINGAPORE

This is an excerpt from our teachers' welcome package on class formats: "Lessons can be about anything and structured any way you like—just be sure that you feel comfortable about setting the tone and sharing information! You are in complete charge during your class. Past topics and approaches to teaching in the original Trade School New York have ranged from butter-making workshops to foraging walking tours; from business lectures to group discussions. It was observed that the students in Trade School New York wanted to get to know each other, so classes were often broken up into groups to facilitate interaction. You may want to consider this social aspect of learning in your class plan."

Did your group implement any specific practices to ensure your classes were a mix of craft traditions, contemporary tactics, book-learning, and hands-on tactical experience?

CARDIFF

Just trust people to find their way of teaching. Encourage them to look at other class descriptions for inspiration, and make it as participatory and interactive as they can. Last year we decided to run monthly classes with two 90 minute slots and tried to alternate between a practical class and a theoretical class. We also held a stand-up comedy class on a Friday night, recognizing that Fridays are generally more of a social evening, so we wanted a fun class. That was hugely popular and our teacher ended up walking out with a huge bounty of beer and sausages!

GENEVA

Nicola Not directly, we have a list of pending classes and would seek to achieve diversity in the offering by shifting classes around so that we didn't have just "cooking" or "sports" or "skills" focused courses each month.

GUAYAQUIL

In total we had two seasons scheduled and one open season that basically consisted in making a call for proposals from which we selected the workshops. We did this because even when we all had something to share, not all of the proposal topics contributed to the principles of barter, so we tried to keep the spirit of community cohesion in our classes.

INDIANAPOLIS

Silvia Our group broke classes up into the following categories and color-coded them for the website and e-newsletter: "In the Kitchen" (blood orange), "Humanities" (lavender), "Crafts/Hobbies/Textiles" (turquoise), "Practical Life Skills/Technical" (light blue). Categorizing the classes like this was a useful visual tool, but also served to point out how many classes were being taught in each category each semester. It's possible that this may have alerted people to the fact that a particular category was prominent during one semester but not another. It's difficult to say, though, since Trade School Indianapolis regularly experienced ebbs and flows in terms of the types of classes offered. For example, a fall semester may see more "Crafts/Hobbies/Textiles" classes because teachers may anticipate students will want to pick up a new craft they can work on indoors during the winter. Similarly a spring semester may see more "Practical Life Skills/Technical" classes because teachers with realty backgrounds may recognize it's a popular season for buying homes and multiple teachers may predict a class on home buying or home selling may be well attended.

LOS ANGELES

No! Happened organically.

NORWICH

No. Although there is a strong bias towards craft activities, we feel we have a good mix at the moment.

PIETERMARITZBURG

The collective would brainstorm ideas for classes, thinking about our context, and who we knew, as a first step in planning for the next TS. We very deliberately thought about practical versus political versus experiential versus local issues. We tried to make sure we had some classes that were creative (art, crafts), some that were movement-oriented (dance, yoga), some that were topical or contentious or activist, some that were more "academic" ("big ideas"), and some that were outdoors (gardening, biodiversity). We did this over a period of about a month before each Trade School. We also asked people at the second and third Trade School to give suggestions. For the third Trade School, we very consciously also thought about drawing in public institutions like our public library, local museum, and local art gallery. the idea was to run classes ABOUT these institutions, so people would visit them.

QUITO

During the past four seasons we accepted all kind of workshops and classes, but at the end we decided to work on thematic seasons. The last season was focused on a campaign against violence against women, and it was great how people got involved participating in the classes. From now on we will work on thematic seasons and the classes will be linked to specific topics and initiatives taking place in the city.

SINGAPORE

Before each season commences, the organizing team gets together to draw up a rough plan of some classes we're looking for before asking around for teachers. We keep about 30–50% of the season open for teachers who organically approach Trade School to teach. This process has worked well thus far; when we first began we believed Singaporeans (who are known to love a bargain and freebies) would flock to Trade School Singapore to attend classes, but we have in fact been overwhelmingly encouraged by the number of teachers who approach us with class ideas and proposals.

PARIS



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PROMOTING A SPIRIT OF INCLUSIVITY

Nicole Bergen, Trade School Geneva

Alternative learning spaces are often born in a spirit of inclusiveness. This was the case with Trade School Geneva. The co-founders of Trade School Geneva imagined a place where people of different ages, nationalities, education levels, interests, and life-orientations could gather together to meet, teach, and learn together. Paths that may not normally cross would intersect at Trade School Geneva. We believed that everyone would have a place at Trade School Geneva; after all, everyone has something to teach and everyone stands to enrich their lives by learning something new.

To promote inclusiveness in Trade School Geneva, we organized classes that would appeal to people of diverse backgrounds, and cater to various schedules and abilities. We reached out to welcome a wide variety of potential participants by promoting Trade

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School Geneva through radio programs, social media, community events and printed flyers. Trade School Geneva classes took place at several locations in and around the city, and even covered a few different languages.

In our first month we jumped in with both feet, holding 30 Trade School Geneva classes in 30 days. A strong start, we felt, would generate momentum for what we envisioned would be a vibrant and sustainable community program. And the first month of was a resounding success. Classes were well attended; they received great reviews and, as we had hoped, appealed to a wide diversity of people. Shoulder-to-shoulder, immigrants and locals chopped, grated, and stirred to prepare an Indian feast. University students, working professionals, and full-time parents gathered to learn effective communication strategies. A curious class about writing complaint letters drew the interest of those wanting to practice English, those seeking networking opportunities and those wanting to become more effective complainers.

After a successful launch month, the team of co-creators dreamed big for the future. The expectations and possibilities for Trade School Geneva flourished, with visions of rapid expansion into new spaces and new audiences. In the months and years that followed, Trade School Geneva would gradually adapt to fit the needs

and preferences of the community. Though our commitment to inclusiveness has not wavered, we have learned a few lessons about inclusiveness that have been valuable in helping us to manage our expectations for growing our alternative learning space.

- Create a space for anyone, but not necessarily everyone. Our alternative learning space is open to anyone, and we make efforts to cater to a diversity of needs and interests. We have learned, however, that Trade School Geneva is not for everyone — and that's okay. Alternative learning spaces are, as the title suggest, alternatives. There will always be skeptics, onlookers, and future participants who just aren't ready to partake quite yet.
- Alternative learning spaces need to grow at a natural rate. Our launch month was a great way to create buzz around Trade School Geneva in the community. 30 classes in 30 days was an ambitious and rewarding undertaking. We discovered that sustaining this level of activity was not feasible for our group of co-creators. We were stretched thin! We eventually scaled back to hold fewer classes, which allowed

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us to put more energy into promoting each class and ensuring that each class is a positive experience for all.

- Learn about your host community and become part of it. Over time, our alternative learning space has gradually become more integrated into existing community programs and structures. We participate in a variety of community events. We are featured in newsletters of other associations. We have even received financial support from the local municipality. Partnering and co-existing with other community programs has strengthened Trade School Geneva and expanded our reach to a diversity of potential participants.

POSSIBLE DIRECTIONS

Elie Gauthey, Trade School Geneva

There are several different types of alternative learning space that are possible within Trade School, related to the purpose of the teacher who gives the class. At Trade School Geneva, we witnessed that the purposes of teachers are very different. One can be motivated to give a class to gain teaching experiences and skills. Another can come to give class to test a new format of their class and see how it goes. People who are just arriving in Geneva and wish to create a social circle also give some classes at Trade School. It is a good way for them to meet people and maybe start a project outside of Trade School. Some people just give classes in hope to meet people who share the same interests as them. We recently started a new format of classes where people who are passionate about healing come and give healing sessions to one another. In this format,

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people who have been trained in a healing practice (massage, energetic healing, hypnosis, etc.) can join. The format could be adapted to any domain.

In this sense, the question is, in what directions do you allow your Trade School to go? The flow of different teachers and what they have in mind will determine what the learning space will be like. As the class format is rather free, people will try to use it for different purposes. As a co-creator you have to pay attention to the potential deviation of the Trade School concept. For instance you should be careful that teachers do not use the Trade School as a marketing tool for their activity outside of Trade School. It is perfectly okay to exchange contacts at the end of a class but to market what you are doing several times during a class is not in the Trade School spirit. Anyway it is rather easy to feel what kind of teacher you have in front of you and their intentions.

Your role as an administrator is to witness what direction your learning space is taking and adjust when you feel there is too much deviation so that it stays within the boundaries of Trade School. The more you let go of what is happening, the more you are going to see the different shapes the learning space can take.

LOS ANGELES



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A ROUTE TO ASSET-BASED COMMUNITY BUILDING

Desiree Brandon, Trade School Indianapolis

I can still remember my first Trade School Indianapolis class. It was a class on Medicinal and Herbal Uses of Plants — as with most new things, I was dragged there by my wife. She was excited, and I was apprehensive. I had a laundry list of tasks that needed to be accomplished for the evening, and now my time was being taken away. As we walked into The Little Red Door Agency, a local nonprofit, I had little expectation for the evening. Within 15 minutes, I was hooked. The teacher showed us how to make tinctures for different ailments using herbs and plants, and even gave us recipes to recreate at home. I was surprised by the amount of useable information that I learned in a little over an hour.

A few months later, when the opportunity arose, I taught a basic candle-making course. It was in preparation for this class that I realized that bartering could be helpful to the

community. When choosing my barter items, I found myself choosing things that I could give away or use with other community members. Most of the barter items I received were essential oils, which are crucial to making lovely scented candles. This worked perfectly, as I was going to be teaching candle making at a local community center, and was worried about purchasing enough essential oils for that class. I was able to connect the barters I received from one Trade School class to the items I needed for the community.

I realize that some people might not be familiar with the term Asset-Based Community Development (ABCD). It is the premise that local assets are the primary building block. The Trade School premise that everyone has something to offer resonates with me, and it certainly showcases asset based community building. When we approach our neighbors and fellow citizens, we should always approach them as if they have something to offer the world. In my community on the near east side of Indianapolis, this is not a normal practice. Most people are judged based on a few factors: where they live, how they dress, how they talk, and how they earn a living.

Building on the skills of the people in your city strengthens and sustains the city itself. That strength, in turn, builds resilience and community. My time with Trade School made

**When we approach our
neighbors and fellow
citizens, we should always
approach them as if they
have something to offer
the world.**

me more interested in how programs help build community. This led me to take a 10 month course at the Indianapolis Neighborhood Resource Center. The course, The Community Building Institute, helped me to build upon the skills I had already learned. I now am extremely active in my community, and more importantly, I approach all my fellow citizens with the Trade School premise: they have something to offer and so do I. And to think — this all started because my wife dragged me to a single Trade School class.

BLOWN AWAY

Tessa Naiker, Trade School Pietermaritzburg

When I first heard about Trade School I was blown away! Teaching what I knew to someone else appealed to me, and the thought of learning something new without paying for it grabbed my attention almost immediately — it was so rare and really unheard of before, at least by me.

Having searched for craft classes in and around my city I was left terribly dismayed. No one really offered any classes that were of interest to me and the classes I thought I could try were too expensive. I also realized that learning at my institution reinforced the idea of “education at a price” — a high price.

Trade School offered community and a space to learn and teach in an unstructured, non-institutional manner. I was able to teach a jewelry class to a small group of women, some students and others retired or working.

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It became apparent that I was not the only person looking for a space to share my craft or hang out with likeminded people. It provided a space for interaction in a very informal setting, to ask questions without intimidation and fear and generally just share your passion and knowledge with others.

The experience itself was rewarding. It resonated feelings of being a teacher without the constraints of qualifications, rules, authority and hierarchy. Everyone was an equal, no matter how old or young you were. Your race, ethnicity, etc. did not matter. The common factor was our need to learn from each other and find pleasure in what we were doing.

Though logically demanding, Trade School is a great way to empower people without qualifying access. I would participate in this project a million times over; it's a rewarding and empowering concept, especially in a society that is as unequal as ours.

BAR

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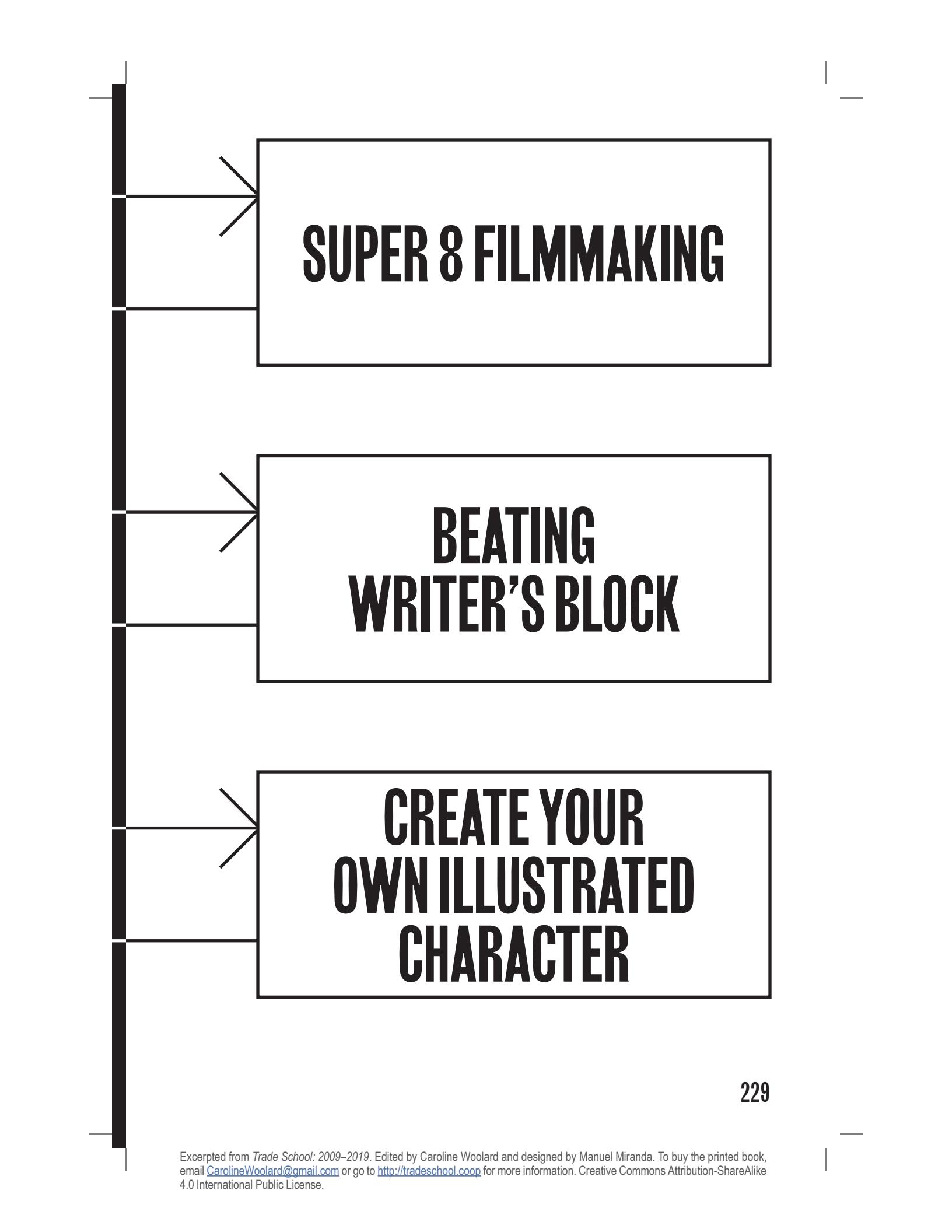
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HAIRCUT

A BELL FOR MY BIKE



SUPER 8 FILMMAKING

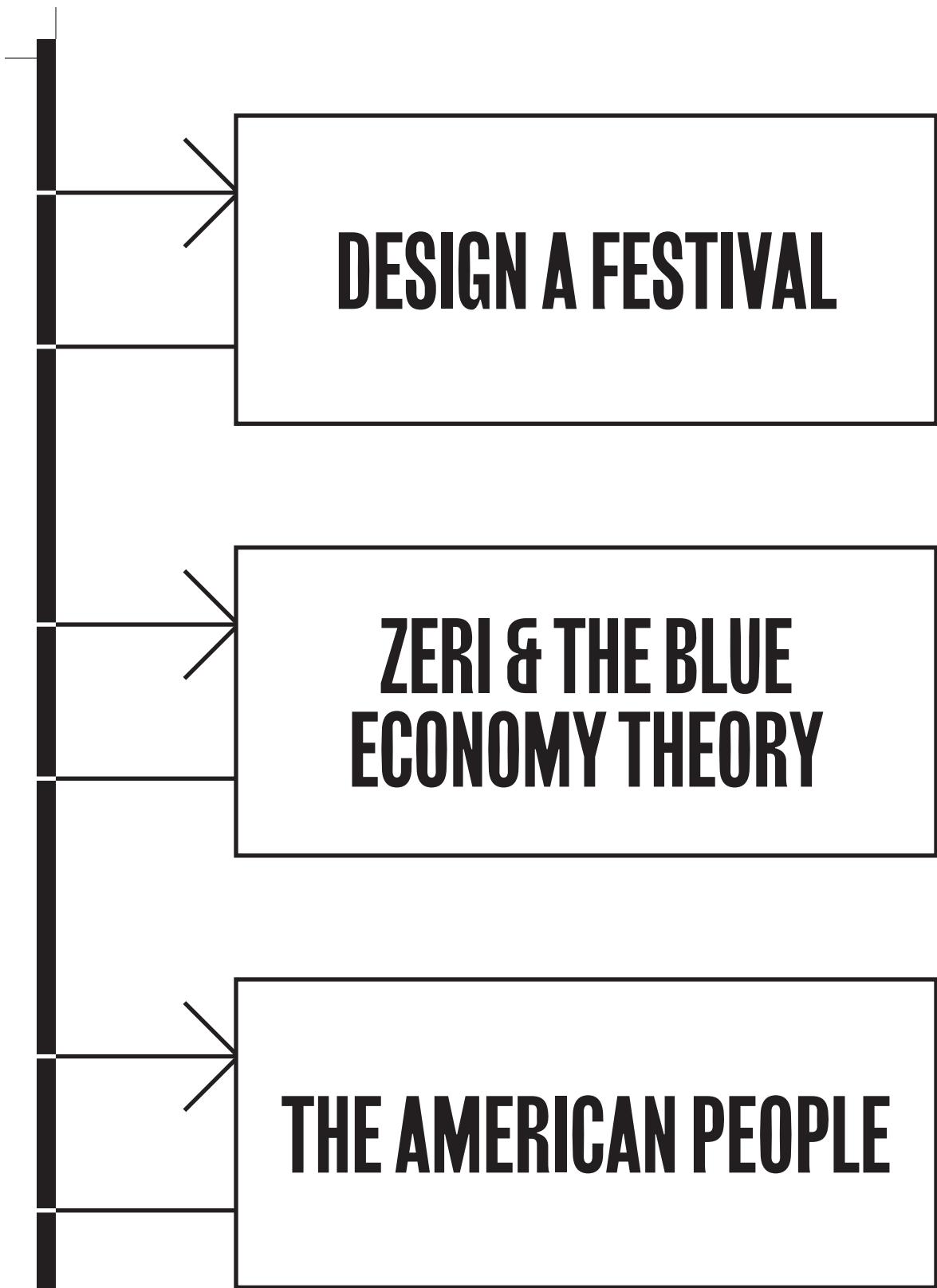
BEATING WRITER'S BLOCK

CREATE YOUR OWN ILLUSTRATED CHARACTER

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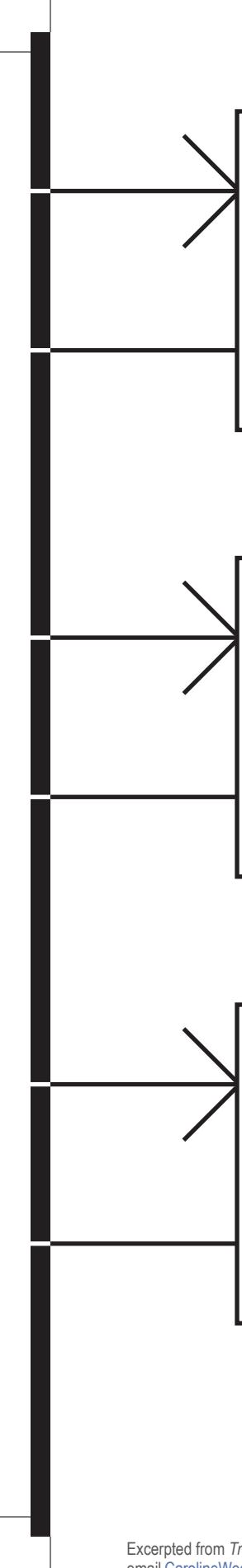
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KITTY LITTER

LAPID CHICHARON



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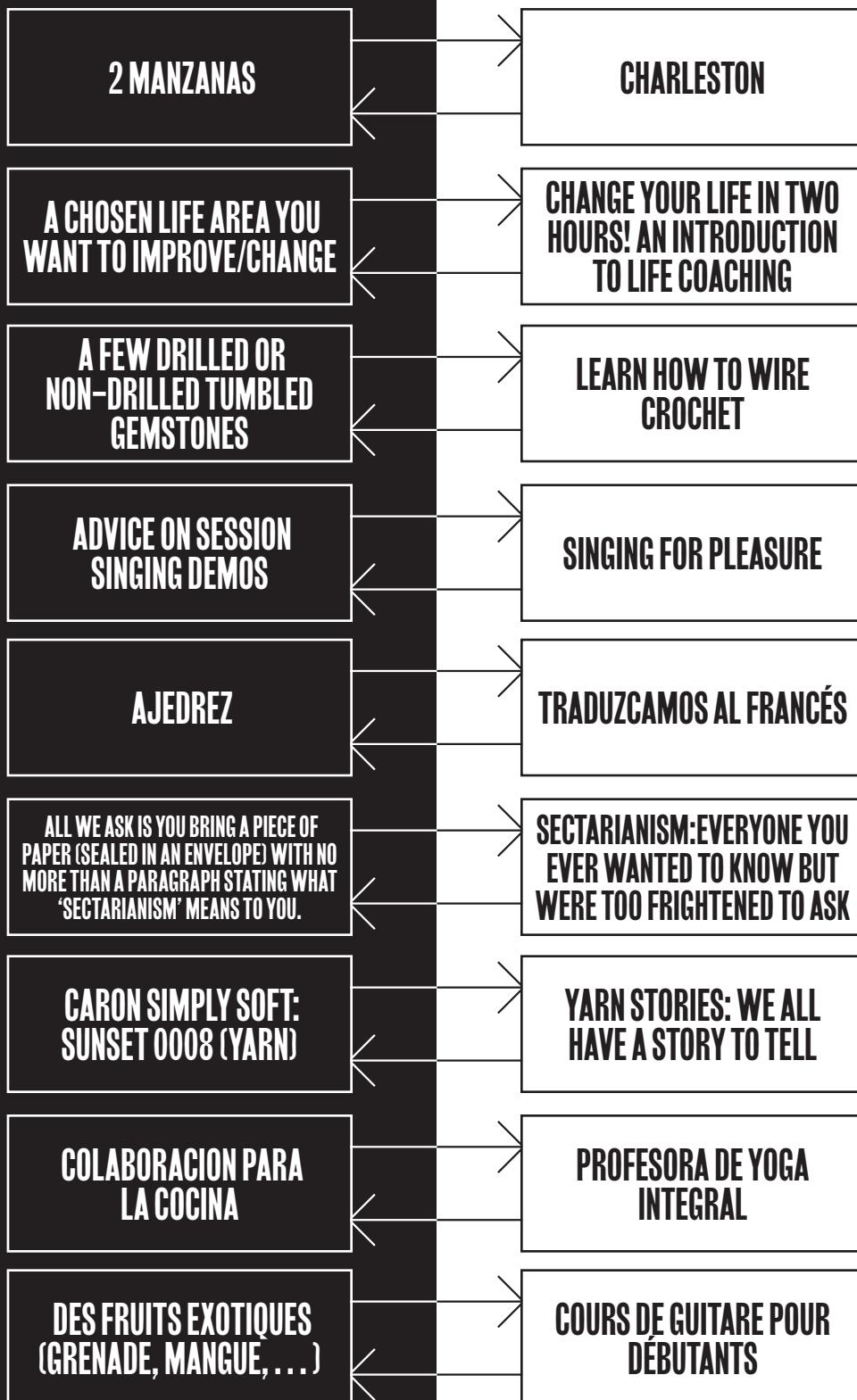
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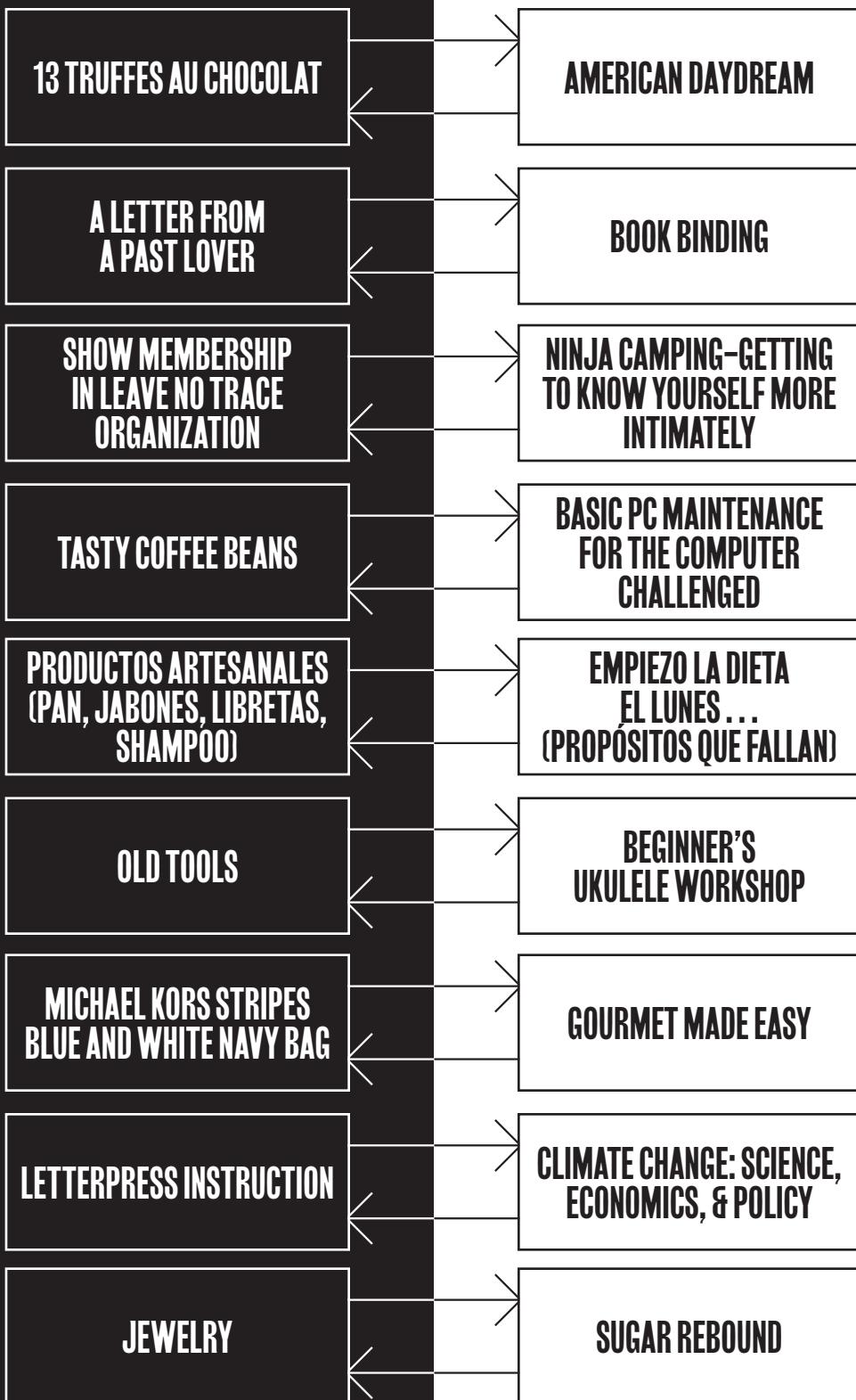
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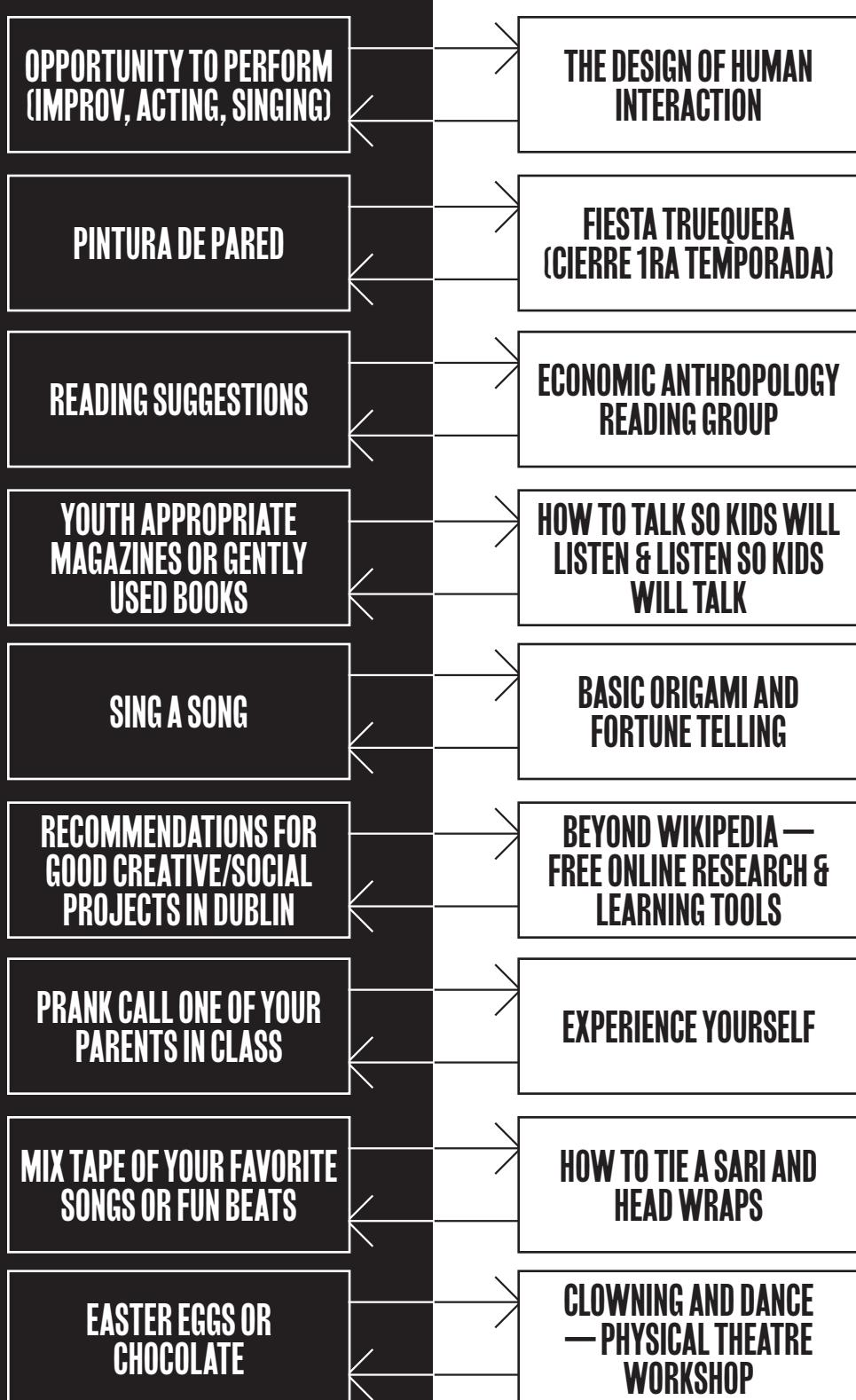
BARTER

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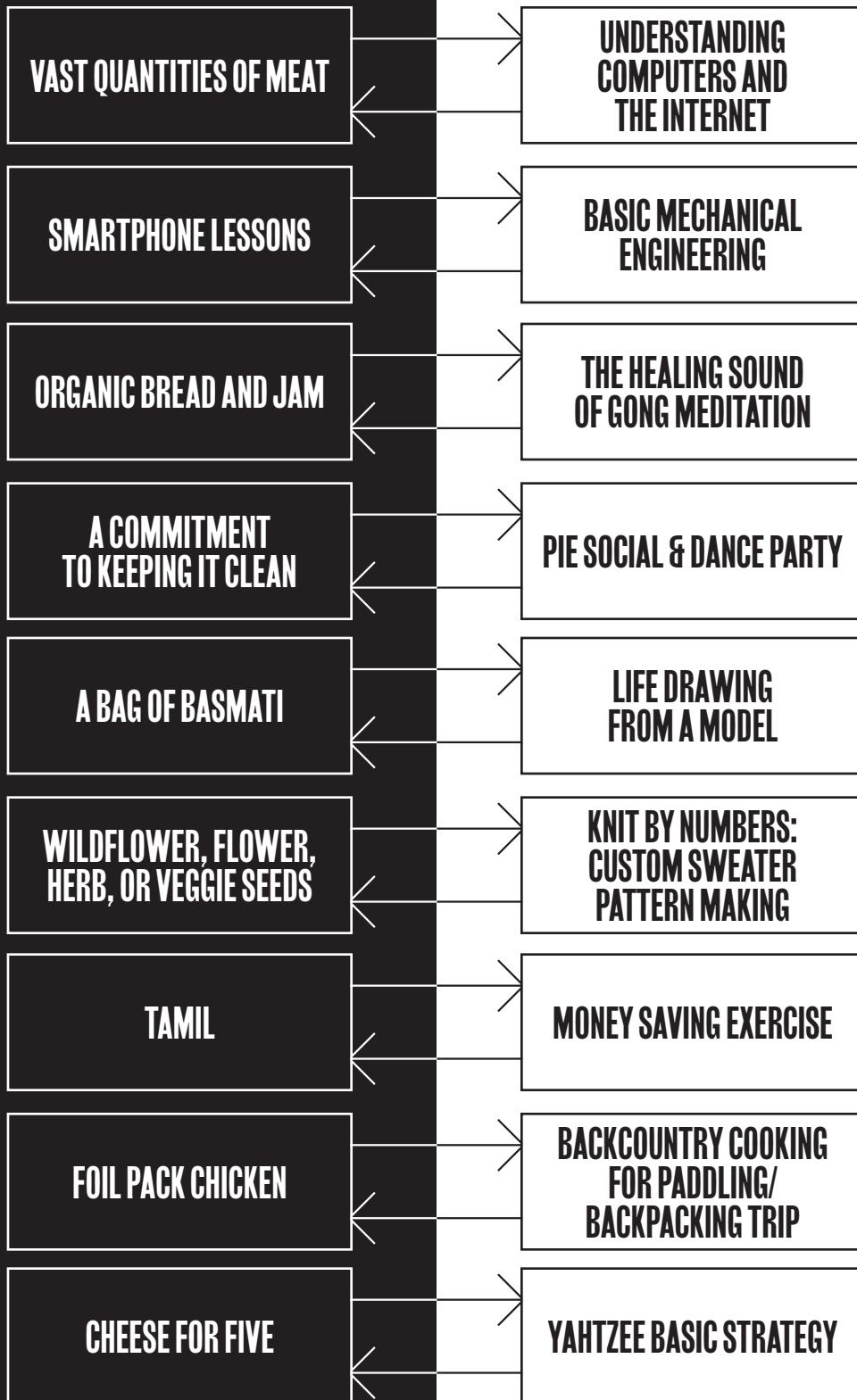


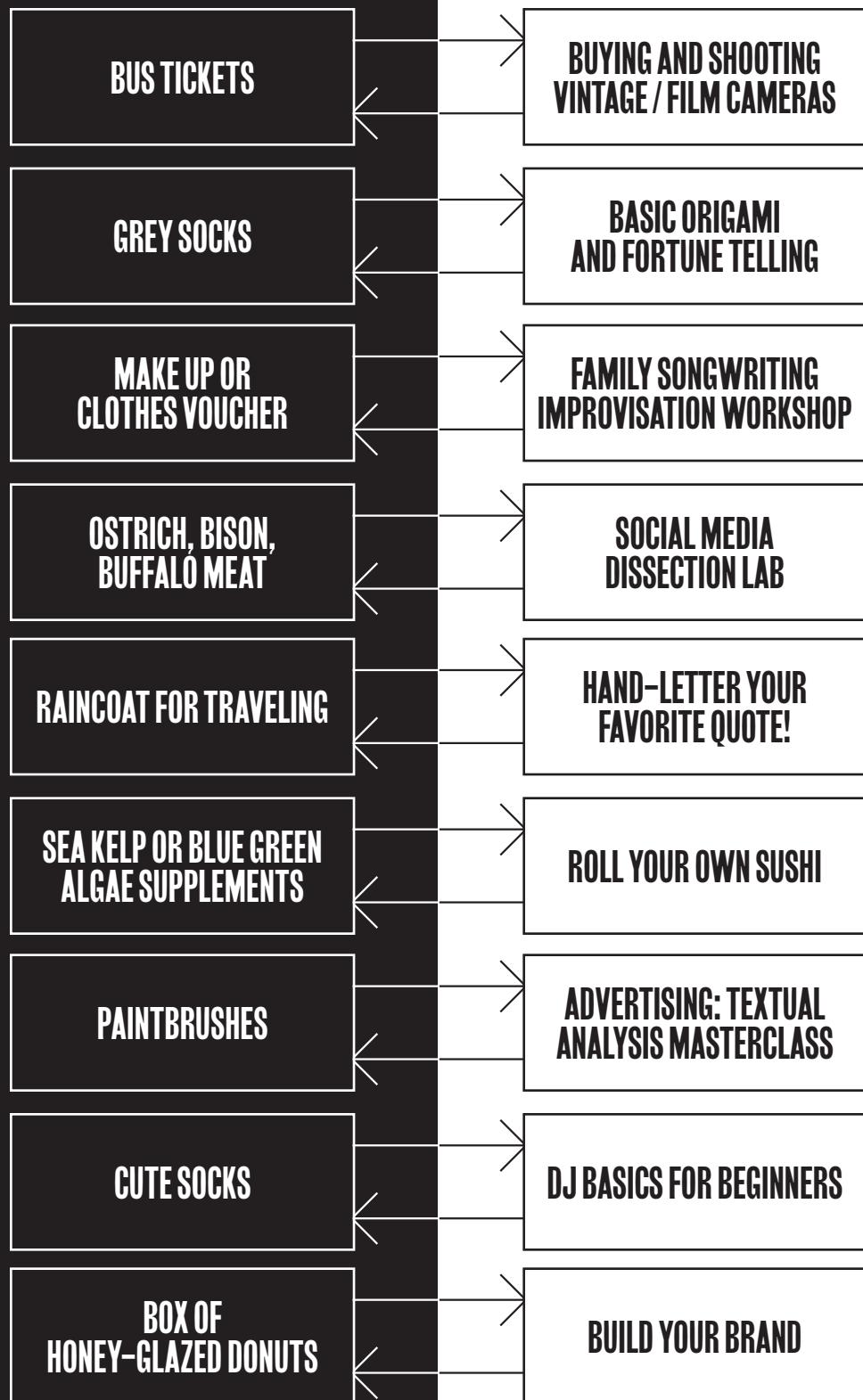


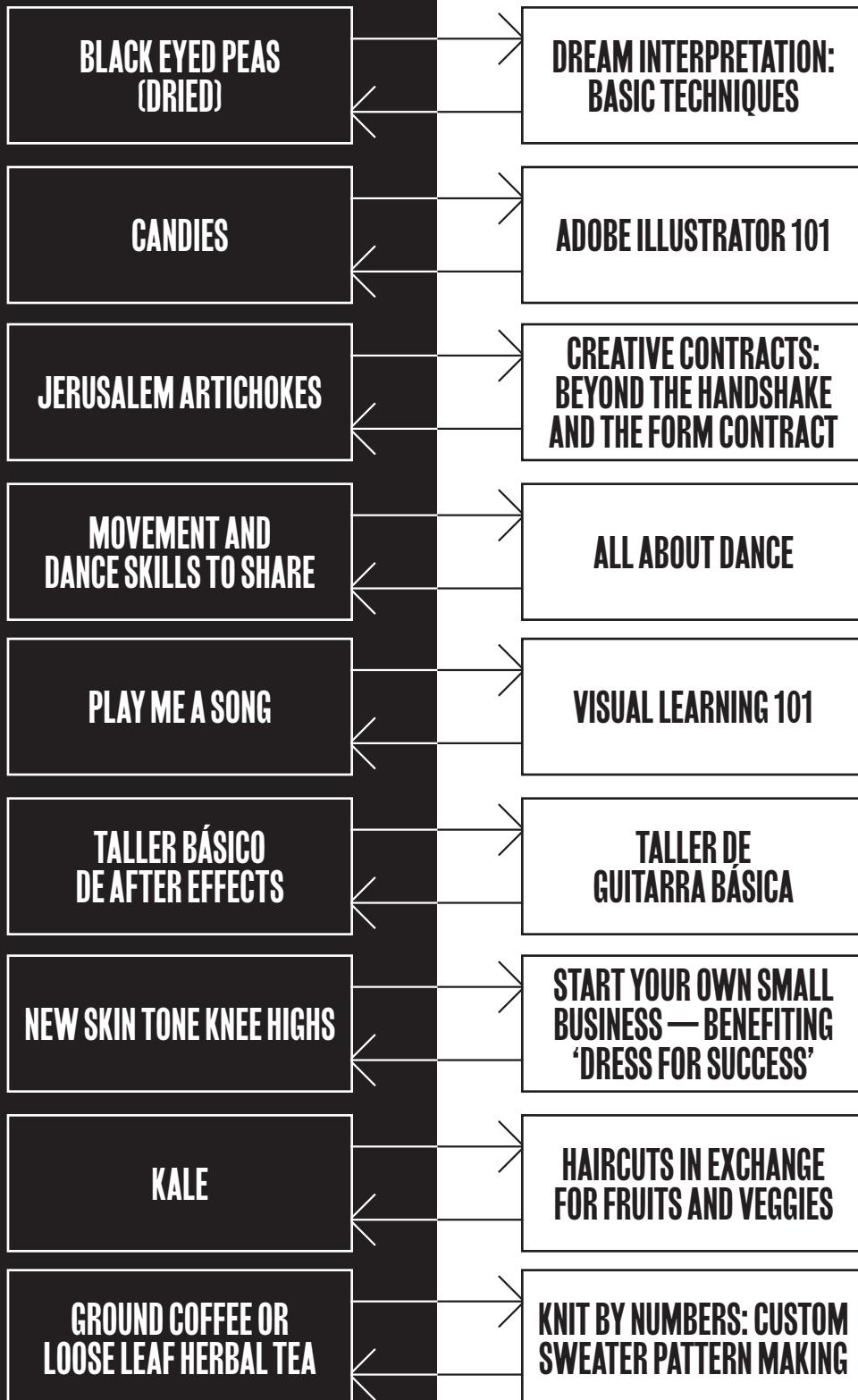


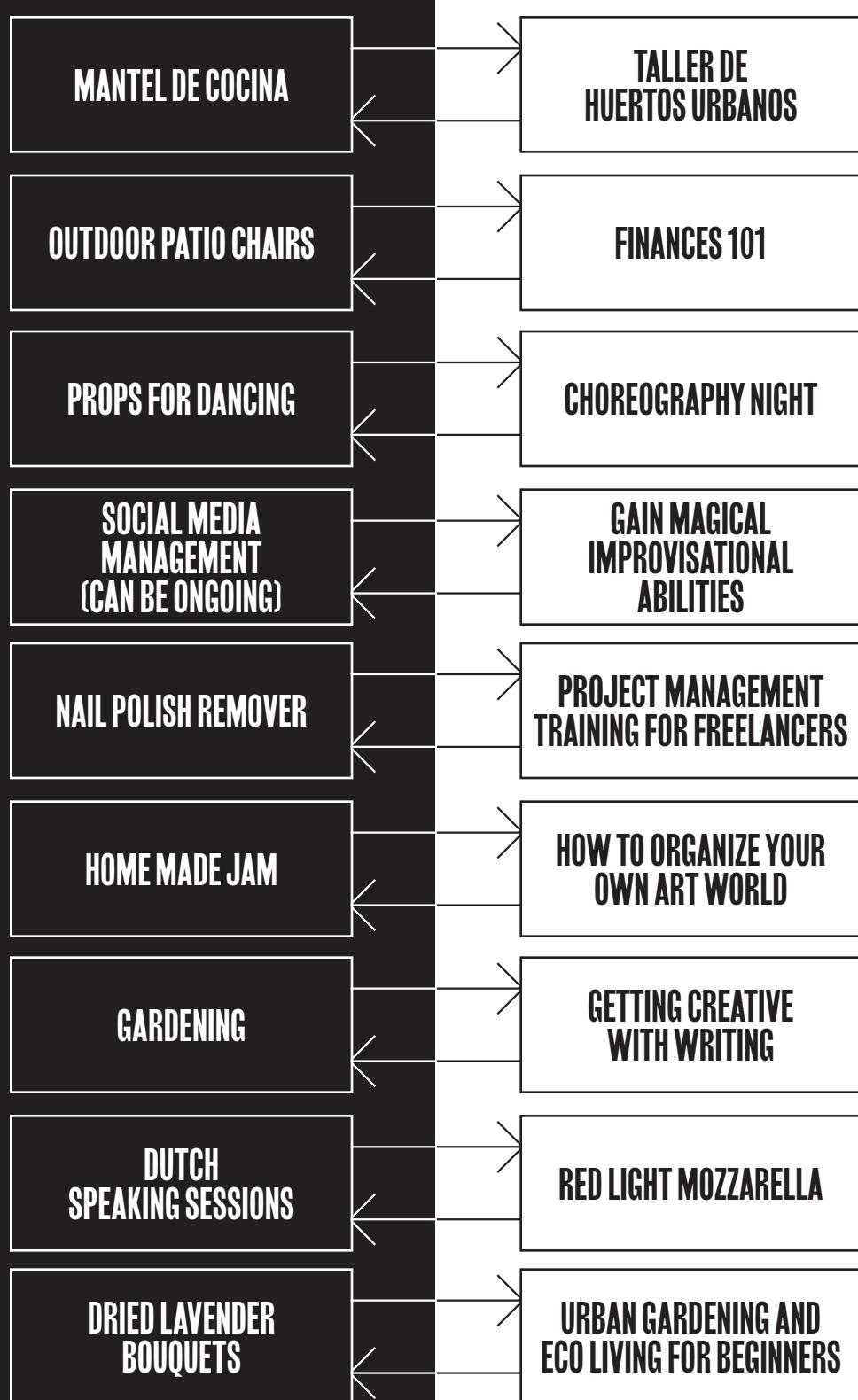








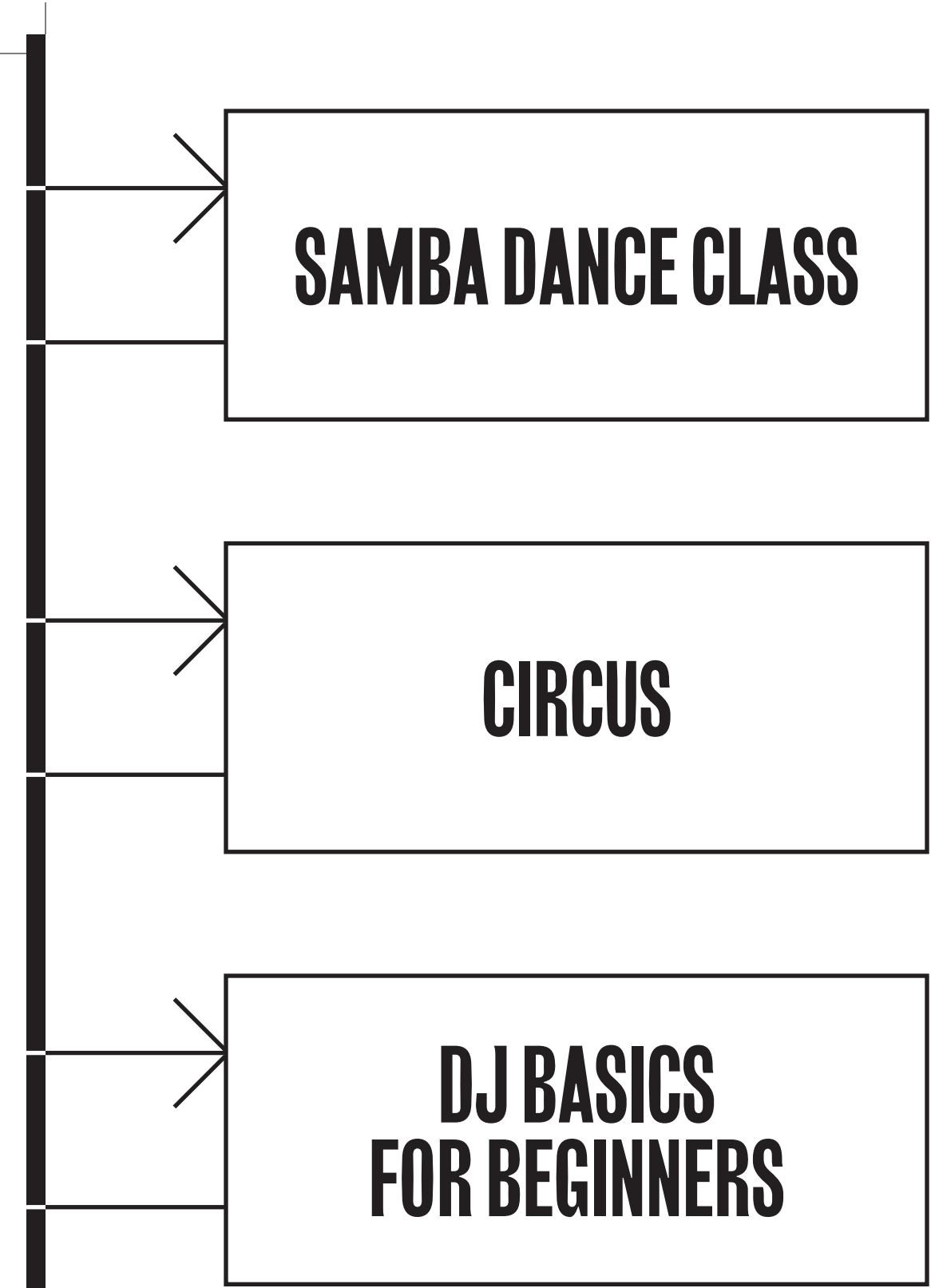




DUSTLESS CHALK

**HAND ROLLED
CIGARETTES**

CHOCOLATE BAR



SAMBA DANCE CLASS

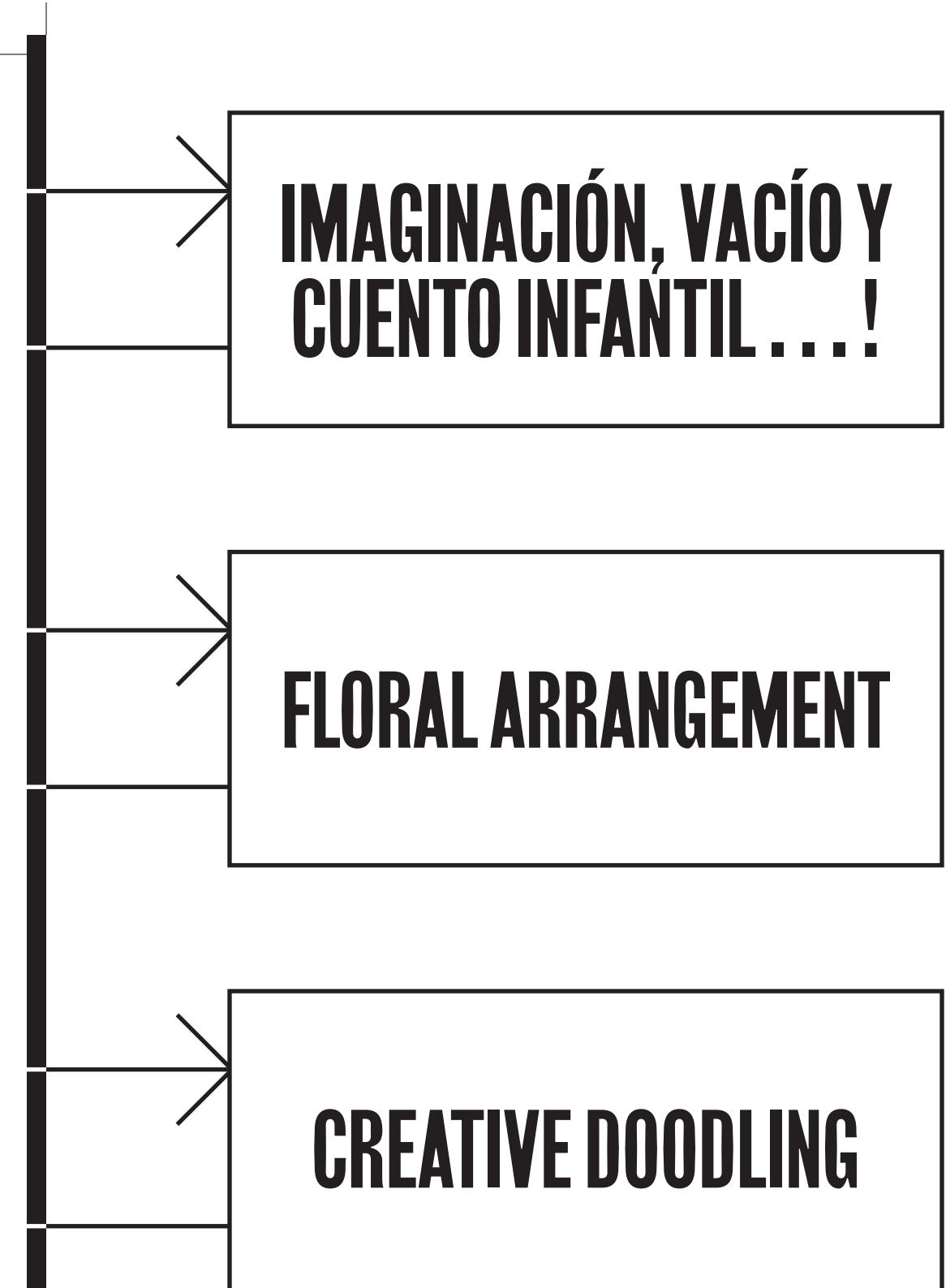
CIRCUS

**DJ BASICS
FOR BEGINNERS**

MACHETE

DRIED PASTA

**A BOTTLE OF SAKE
(PREF. UNFILTERED)**



**IMAGINACIÓN, VACÍO Y
CUENTO INFANTIL . . . !**

FLORAL ARRANGEMENT

CREATIVE DOODLING

KNOW

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LEDGE

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What discussions did your group have about what barter items teachers could ask for? Did you create any barter guidelines?

Were you strict on bartering or did you operate in more of a gift economy?

CARDIFF

We generally adhered to the original Trade School guidelines and examples, but as we became more experienced and familiar we started to develop a diverse list of sample classes and barter examples to help inspire people. We encouraged people to suggest five items and ultimately the people attending decided what to bring. One of the most intriguing barter items was to ask for "a surprise" to which people responded in incredibly thoughtful ways, usually relevant to the teacher's class. For instance, a craft teacher who taught near halloween received a beautiful little box with a whole shedded snake skin that looked like a silk stocking! Some of the most popular barter items have been plants, books, food, skills, help with repairs, wine/beer, home-baked goods, pet food/treats, and "a surprise."

EDINBURGH

Jo & Dani The bartering takes place at the end of each of our sessions as a thank you to the teacher. Different groups react differently and teachers are usually overwhelmed by the gifts. In our experience, it works best to offer the gifts one by one. Although this can make some folk feel awkward, once the beginning clumsiness is over, people tend to share some really nice moments during the gift exchange. We have also found that more

meaningful barter items like anything homemade, favorite poems, or top 10 songs, go down very well. This creates another opportunity to be more present, show your humanity, and connect with another person. Our funniest barter item so far — meat.

GENEVA

Nicola It was important for us that the teachers were realistic about the barter items and services they requested, and that it did not feel as if through the items and services they were being "compensated" or "remunerated" for their class. Therefore we produced these guidelines: Think of the barter items you ask for as a giant wish list. Make it as long and as creative as you can. Last year, someone asked for homemade food and got homemade jams, a freshly baked chocolate cake, pasta, and more. This is also a way for students to get to know you, or to begin learning about your topic before class begins. Try to ask for skills and non-monetary things (like research, advice, tips, help cleaning up, handmade stuff, enthusiasm) as much as monetary-requests (like clothes, food, materials,etc.).

We had some cases where we contacted a teacher to change their barter items (one person in particular had put only bottles of wine and alcohol as options) and in all cases the teacher changed them.

GENEVA

Nicole We review the list of barter items before the class is approved. At the beginning we often contacted teachers, asking them to expand or amend their list of items. The most common issue was that the list was too short, or too specific. We emphasized to teachers that having more options may result in better attendance at their class. In a few cases students attended without bringing a barter item, which has not caused any problem.

GENEVA

Narmada In 9 out of 10 classes, teachers asked for either "nothing" (a hug, smile, attention) or something very simple like vegetables, cheese, or homemade stuff. I remember one instance where a teacher asked for alcohol, not as in a bottle of wine but more like a bottle of rum, wine, whiskey, and martini. This initially triggered some anger and disappointment among some in the group, as if we failed in communicating the principles of Trade School. But we also realized we cannot dictate terms or restrict on barter items as long they were not illegal. We kept the basic principle of bartering open and even bordered more on a gift economy principle, giving people the freedom to act upon their idea of barter. Other times we noticed how some activity-based organizations (yoga, dance, writing, marketing, etc.) used Trade School Geneva as a platform for advertisement. In most cases, these teachers did not barter in return but expected to discuss their services during or at the end of their class. We intervened here and set guidelines about restricting sales and commercial pitches.

GUAYAQUIL

We were very open minded and trusting about the exchange items asked for by the teachers, and most of them always asked for groceries, such as a pound of organic apples, 350 grams of mozzarella cheese, etc. But in the material barter there were different types of items, so we invented our own interchange system. We were very strict, because we encourage people to bring stuff in good condition. We basically decided to categorize the items in three major groups: Red — clothes, jewelry, shoes, etc. Yellow — Books, cds, dvds, etc. Green — electronic items, bicycles, furniture, etc.

INDIANAPOLIS

Silvia Organizers in our group at Trade School Indianapolis either discussed barter items with each other or clarified barter items to a teacher nearly every semester. Trade School Indianapolis operates a strict barter economy and provides guidelines for which kind of barter items are generally unacceptable based on experience acquired from hosting many classes over the years. The guidelines for teachers specify the following: "None of your items should be brand-specific, self-promotional, or have a direct monetary value. Please do not ask for exact quantities. If a student has something unique to offer not on your list, they can always contact you to see if you're interested." As we see it, the barter economy not only helps make Trade School Indianapolis accessible to everyone but also empowers the student and teacher to determine what constitutes a fair exchange, considering the student will always have something of value to offer. In addition, every class is required to include the option for a student to barter "something else" or their time as a class facilitator/volunteer. These two barter items ensure anyone

can find something to offer. Some barter items that have not been allowed in the past include gift cards (i.e. a Starbucks gift card), an exact number of an item (i.e. five blank notebooks), and the purchase of a good or service at the teacher's personal business. Successful barter items that come to mind include recipes, favorite books, lessons of some sort (i.e. Spanish, guitar), and something homemade (i.e. cards, earrings, food).

NORWICH

We have guidelines on barter items that we request teachers follow. From the Trade School Norwich website:

"Here are some tips and guidelines when you think about the barter items that you request for your class. Think of the barter items you ask for as a giant wish list. Make it as long and as creative as you can. Try to find some barter items that require skills, time, or non-monetary things such as giving advice on creating a personal blog, helping to assemble furniture, sharing a favorite recipe etc. Asking for help for a charity, local community project, or social enterprise as a barter item is acceptable but we cannot accept help for businesses as a barter item. When it comes to barter items that have a monetary value then we would encourage you to ask for items that are either homemade, locally produced, can be commonly found in a person's home, or can easily be found in a charity shop. If you are asking for a specific barter item (such as a packet of tea) that does have to be bought new, then where possible, please specify items from local and independent retail outlets. There are lots of independently run shops on the Norwich Lanes as well as on Norwich Market. Trade School Norwich has teamed up with NorLETS. This is Norwich's local LETS scheme where people can barter goods and services with each other. We have

agreed that teachers can ask for 10 NorLETS credits as a barter item for their class. These credits are then added to your NorLETS account which you can then use to "buy" things from other NorLETS members. We would like to encourage our teachers to open a NorLETS account so that you can take advantage of this new partnership. You can find details at the NorLETS website. We have found that students like offering barter items that they have made/created themselves. For example, requests for homemade cakes and biscuits are always very popular.

LOS ANGELES

In teacher orientations, we explained "You can ask for anything in your barter request list, provided that it does not have an explicit monetary value (ie., a gift card) and that it's not illegal or offensive." Beyond that, we gave the following tips: include items that they wouldn't mind receiving multiples of; include at least 1 or 2 items that would be easily accessible to those of any economic status, be very specific. If you only drink free-trade, organic, dark roast coffee do not ask for "coffee" because you are setting yourself up to be disappointed by Folgers. Ask for things that you will be happy to receive and that will make you feel valued for your time.

PIETERMARITZBURG

For our first Trade School, we created a list of barter items that other Trade Schools around the world had asked for, and gave this to teachers as examples. The only item we said could not be bartered was cash; and we emphasized bartering service/time/energy over stuff. For the first one, we really weren't sure yet how it would work, never having done it before. We did say if people arrived

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without a barter item they should have to make some kind of contribution, but we weren't very strict—as a collective, we never checked whether people HAD actually brought what they said they would. Oddly enough, the only barter-related problem we really had that first time was students clicking every item on the list—we had to email them and tell them they only had to bring one thing (though they could bring more, if they wanted).

QUITO

For some people, it can be difficult to think of what they really want or need, so we ask them to write a long list with different alternatives. We encourage them to ask not just for material things but for services and knowledge as well. We tell them things like, "Maybe you need a graphic designer for your company, or maybe you want to learn French or how to climb rocks." When we give them some alternatives, they usually have more ideas about what they want and need. We haven't banned any item, but during the orientation workshops we explained to them that money or illegal stuff is not allowed. Some of the best requested items have been: a parking spot in the city, a person to wait in line at the bank, a person to have a coffee with and talk about philosophy and literature, a bicycle, a logo design for a project, help harvesting a crop, fill in a poll, walk my pet, a book with your perception of how the world works, people to help me as a judge in a downhill competition, a secret date, how to make braids like Frida Kahlo, how to make cheese, something special you made, teach me about cattle, how to use excel, how to make a monkey fist decorative knot, a dentist appointment, a hug, a joke, new music for my ipod, smiles, an interview, and someone to read my thesis and provide feedback.

SINGAPORE

We have a policy of giving general guidelines before teachers submit their barter wish list—each teacher receives a welcome pack that details the Trade School ethos and history; the season's need-to-knows like class duration, venues, etc.; a to-do list for teachers (submit profile, provide class proposal); barter guidelines (with examples of barter wish lists from various trade schools); contact information; etc. This is an excerpt from the package of our barter guidelines:

Think of the barter items you ask for as a giant wish list. Make it as long and as creative as you can. In Trade School New York, a teacher asked for a pair of new size 9.5 women's running shoes and received them. Your wish list is a way for students to get to know you (e.g. if you ask for vegan recipes, it is suggested that you follow a vegan diet, which may spark conversation), or to begin learning about your topic before class begins. Try to ask for skills and non-monetary items (like research, advice, tips, help cleaning up, enthusiasm), as much as requests that have to be purchased (e.g. food, clothes, materials, etc.). Please also keep the items requested to an nc-16 rating.

How do you respond to teachers who say, “I don’t need anything,” or, “I don’t feel comfortable asking for anything,” or, “I just want money”?

CARDIFF

If teachers say “I don’t know what to ask for,” we generally suggest a range of asks from a simple “thank you” to homemade goods, to help with repairs, in order to help inspire people with a variety of different options. It is helpful to have past examples of classes to look at, as well as looking at what other schools worldwide are offering. We haven’t had anyone specifically ask for money, but a few people felt they were giving away their professional services. In those cases we would suggest they teach something that wasn’t work-related or something that was only a small taster of what they do. These people generally did not go on to teach as they didn’t fully understand the principles or opportunities of Trade School. We have been very clear from the beginning about Trade School not being a platform for promoting commercial work and that no equivalent remuneration is made for teaching.

GENEVA

Nicola This is addressed in the guidelines that we wrote in two languages that are displayed on class registration page of our website. We haven’t come across a teacher who liked the concept of a “barter-based learning space” that then demanded some form of payment. For those that didn’t want anything, I proposed to put hugs, smiles, laughter, or “surprise” as barter items.

Celine The most important thing is that teachers and students are happy with their class, and each student is able to participate. Most of our classes offer the option to ask for a hug, a discussion, or just motivation in exchange for the class.

GUAYAQUIL

Most of the teachers didn’t know what to ask for, so they referred to other teachers’ barter lists. As I said before, most of them ask for vegetables, fruits, and groceries in general. None of them asked for money because they understood the principle of the barter school.

NORWICH

We have made the barter aspect of Trade School very clear right from the start and make sure that all the teachers are on board with this. We have had a couple of people say that they cannot teach a class with us as it may undermine their ability to offer the same class for money. We have accepted that position.

LOS ANGELES

The asking is the hardest part for many people. I would often talk about how bartering can sometimes turn sour because we don’t correctly estimate our wants, or our limits, or we lack the trust to ask of others. In orientation we spent time talking about this common tendency in teachers to resist asking and emphasized

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the important role it plays in creating an exchange that leaves both parties feeling good. Part of our reason for bringing barter into people's lives was to celebrate and acknowledge that there are other ways we can express and receive value, outside of our economic standing. Thus, it was important to stand by this idea by participating in the barter.

PIETERMARITZBURG

By the second Trade School, we were giving people specific examples of what they might ask for (since we know so many of them, we know what they like!), especially things that weren't about stuff. So we would give as examples things like visiting, reading, and "liking" Facebook pages of causes they supported, or bringing a newspaper article related to the issue being discussed, or second-hand books that could be donated to a local school library, or donating time to doing some particular thing (e.g. an hour of administrative help), or getting people to help the class set up before or tidy up afterwards, or to bring food to share with the class, as well as things specifically related to that class. We had one teacher who was fantastic at this right from the start (he has taught in all our Trade Schools), and we used his list to show people the range of what could be asked for. On the whole, people have seemed more comfortable asking for things that didn't directly benefit themselves. So while we do encourage people to ask for things like good coffee, or a bottle of wine, or seedlings for their garden, or vegetables from other people's gardens, many prefer to ask for things that can be directly used in the class itself (e.g. food to be shared) or directly relate to the class (e.g. donating wool/buttons/etc. for craft classes), or which help the organization they work for (e.g. the local library asked people to bring colored card they could use with children's groups they run), or

which relate to a cause they care about (e.g. nice soap to be used in rape crisis care packs), or they just use something like "bring enthusiasm", or "bring an open mind." By the third Trade School, we were insisting teachers come up with five options, and this often means quite a few email exchanges with them! We did not allow anyone to ask for money, ever (not even cash donations for a cause).

QUITO

We explain that this is a space where we are not interested in the use of money, so they have to be creative about the things or services they need or want. If they don't have any idea, we propose some items or give them examples of things or services that previous teachers have bartered.

How do you respond to teachers you say they are teaching a class for free? How did you explain that barter does not equal free and express the power of non-monetary value?

CARDIFF

We have had clear communication about the barter system and haven't had this happen. Teachers are usually excited about what students will bring in exchange for attending the class. Even though the teachers put together a wish list, the final outcome depends on who attends the class and what they choose to bring or how they interpret the requests.

GENEVA

Nicola There are plenty of places you can pay for a class, and this last year pseudo-sharing economy websites have appeared where people offer classes for a fee. If they only want to get paid then I direct them to those platforms. I do inform them that at Trade School you build a connection with the people in the class. Bartering and sharing creates ties and relationships; this is worth more than the potential earning from a fee-based class, and you can get amazing things (my favorite barter item: homemade pie!) in return for your time and energy.

Narmada Free versus barter was quite a tricky concept to communicate towards the beginning, both to students and teachers. Mostly because the teachers did not ask for anything specific, plus we did not dare impose strict barter guidelines because we wanted classes to have at least 10 students, which was not always the

easiest thing to achieve. As for the teachers, we requested them to ask for something (not only physical objects) which most of them did. In cases where the classes specified clear barter items, 90% of the students would bring more than what was asked for. One time, a teacher asked for something homemade and he received three courses of a traditional home-cooked Nepalese meal from one student, a cake from another, and homemade granola bars from another. In some cases, students just came to receive and did not give back (or barter). Neither the teacher nor a member of TSG confronted them with this. We noticed these students were not interested in the idea of community either but just came to listen to the classes and just left towards the end. We never asked so we never knew what their motive was or their opinion on barter.

GUAYAQUIL

We were very clear in explaining to both teachers and participants that it is not about free classes, that we believe it is important that as people contribute their knowledge, that these contributions be recognized through the list of things that the teacher proposed as a form of exchange. We also emphasized creating new relationships as another objective of the trade process.

BARTER TIPS

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LOS ANGELES

We review this in our teacher orientations, our class intros (which all teachers are requested to read before they begin class), and include it in our FAQ on the website.

NORWICH

Some teachers have referred to their classes as free when they advertised it on social media. If we are made aware of this then we do ask them to change it to emphasize the nature of barter. It is interesting that non-monetary is seen as something that is "free."

PIETERMARITZBURG

In our initial email, we just explain that in a monetary economy, "free" is seen as having no value, whereas their knowledge and time and energy have a lot of value. Usually, they see this immediately—if they were going to a class taught by someone else, they would value it. In our third TS, we approached one of the teachers specifically because he had a sign in his coffee shop that customers could pay only in cash or through barter—so he knew what we talking about immediately!



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EATING CLASSES / DANCE RESEARCH

Athena Kokoronis, Trade School New York

Trade School was an impactful hub that widened my approaches to art making and specifically dance. It offered me the barter economy as a mode to push boundaries for a context of an art practice to exist in.

At Trade School New York, I adapted my art into a pedagogical format. Offering four classes titled “Eating Class,” I channeled my curiosities and dance research into class content. In part, I offered tastes of foods and techniques for mapping the tasting experience; cooking and candy-making tricks; cinema about family, polenta, and peasant labor in Italian 19th century; a conversation with my mother, a certified lactation consultant, and the artist Mary Walling Blackburn on healthcare and zine making; instructions for frying chicken livers; and MFK Fisher excerpts about knives, sharing, and scarcity.

Eating Classes were bartered for 3–30 seconds of original dance phrases or gestures created and performed by each class participant (which were video recorded). In the end, all compiled gestures and dance phrases were pieced together and generated movement material for a dance I presented. The dance was about agency, value, taste, things that you can see, and the invisible things. I have been continuing to articulate these themes that were planted through the hospitality and willingness of Trade School.

WORKING WITH BARTER

Marie Claire Peytrignet, Geneva

When we first started Trade School, many questions came to mind regarding how the barter should be done — what happens if everyone shows up with the same items and the teacher ends up not knowing what to do with dozens of mugs? In cooking classes, how do we monitor if every student shows up with the same ingredients ? Experience showed us how to manage all of these interrogations. For instance, for cooking classes, we found that the perfect solution was to include the barter items in the description of the course, and as for the barter item, simply include “bring ingredients for the class”. Then one week or so before the class, we would write to every student who signed up, and sort out the barter items via mail. And if new people were to sign up last minute and all the ingredients were covered, simply ask them to bring something we can all share (such

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as drinks or appetizers) while cooking together.

In three years of collaborating in on Trade School Geneva, things ended up working out pretty well. It happened only once that a professor asked for unreasonable barter items, and in that case, we just had to explain that the classes had to be accessible to all. Moreover, a great deal of teachers ask for symbolic barter items, such as presence, a smile, attention, and good energy. This helped us realize to what extent people share in order to get a human exchange, and barter gives space for that type of experience. We also noticed that in some cases, students went a long way to thank the professor for sharing their knowledge. One calligraphy teacher was given a screen print of a famous swiss artist. Another professor that only asked for a pass at a local hammam received actually a voucher for a 60 minute massage in that same place. Many teachers asked for a surprise, and they received some delicious home cooked cakes.

We find that overall, people who decide to participate in Trade School are very attracted to the concept of barter. The space provides endless learning resources, where the exchange is readily accessible for people with less resources. We live in Geneva, and everything here is expensive. Cooking, yoga, dance, and theater classes here are an investment. We noticed that our system provided

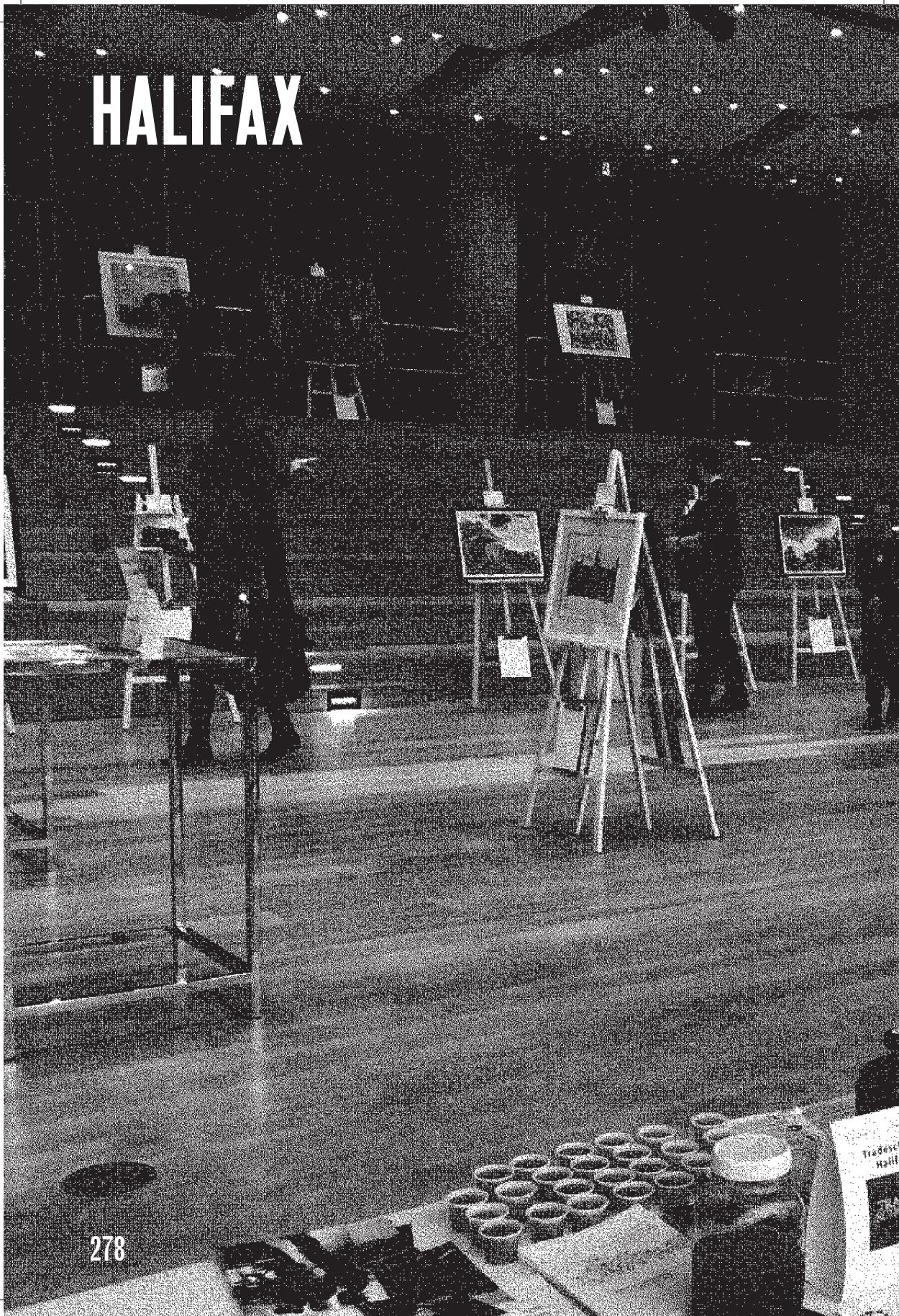
an opportunity for people to discover new things. Then, some classes started taking off out of the scope of Trade School. This either encouraged some students to take up regular classes outside our facility, or to set up regular classes with the teachers on their own terms. This happened recently with a creative writing workshop, where students have continued meeting regularly with the teacher outside our organization. These experiences made us notice that barter was a powerful way to create synergies, and this is much needed in this era of economic transition.

Nonetheless, every now and then we still receive criticism from skeptics. For example, some free-market economists have told us that they do not see the utility in barter, as giving money to the teacher is perfectly equivalent to going and buying that same something for the teacher. They might have a point there. And extending barter to the society as a whole for running our daily errands might be less than ideal! Nonetheless, our experience did show us that barter has its space in society. And it provides a wonderful non-quantifiable added value to human relations and hence, society as a whole.

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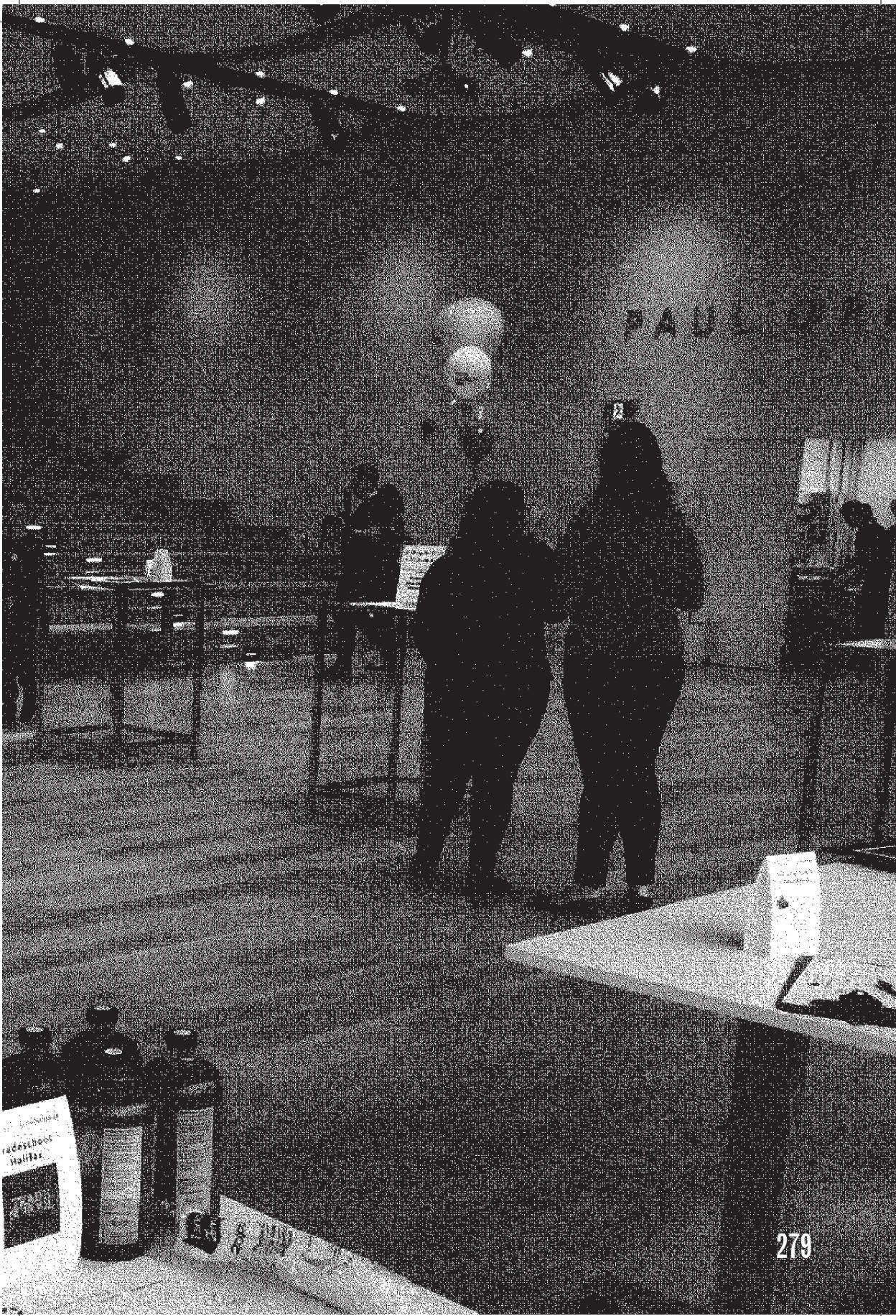
**Barter provides
a wonderful non-
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value to human
relations and hence,
society as a whole.**

HALIFAX



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SIGNIFICANCE AND LIMITS OF TRADE SCHOOL GUADALAJARA

Eduardo Enrique Aguilar, Trade School Guadalajara

Trade School Guadalajara started in Guadalajara, Mexico, as part of a project articulated in a Barter Market, a space for the promotion of Agroecology, and a TimeBank. The general goal of this articulation was to build a non-monetary economy; that is, to generate spaces where goods and services could be acquired without money. This project started in 2011 and ended in 2015, although it didn't end formally as several people continue to gather for barter and there have even been attempts to revive the whole movement. The objective of this article is to think about the achievements and limitations encountered in the course of the implementation of the Trade School in conjunction with the other three initiatives.

First of all, it should be mentioned that the Trade School was integrated into the overall

project because of the vision and effort of Daniel Contreras Dordelly. He was very clear that it was necessary to include an educational component and through various connections came to know OurGoods.org which referred him to the alternative education experience being built in New York. After he proposed incorporating something similar to the project, we saw that if we started a Trade School in our city we would achieve several goals: First, to strengthen the space of non-monetary economy by having a space to obtain goods (Barter Market), services (TimeBank), food (Tianguis Agroecological), and an educational space (Trade School). Second, to form our first international network. So we set to work to realize Trade School Guadalajara.

The process from my perspective was something like this: We watched the videos that Trade School New York made many times and read the testimonies left by the participants, then we thought about who could give the first classes. And as we saw that it was a totally new system in the city, we decided to start the courses ourselves. We were not sure that our experiment would work out.

In that first session we offered classes to learn how to make bracelets, yoga, personal defense, and home gardens. Fortunately they were a success. We received around

Trade School is a transitional device that is not an economic alternative per se. To transform the Trade School into a real economic alternative it would have to be connected to a series of economic spaces in a chain or a network.

30 people, which allowed the dynamics of exchange to continue. Our goal was on one hand to convert public spaces into classrooms that anyone could access and on the other hand to convert students into teachers. We always started from the premise "everyone has something to share." After our great start we had complete years in which classes of all kinds were offered. Our priority was to occupy public places like parks and squares, although for certain classes and in rainy season we relocated to other spaces, always surrounded by the solidarity of people who approached us and who wanted to support the project.

This would be an extremely long text if I attempted to share all the experiences we had over three years and also not the purpose of this writing. Rather, I want to leave an analysis of the scope and limits that I can see in retrospect.

Trade School Guadalajara had two explicit objectives. First, to be a democratic place of teaching and learning, and second, to promote the exchange (barter) of knowledge for goods or services. From my point of view, we were able to build that space. All kinds of knowledge were offered, and it was a democratic and open space where people of different ages came as both teachers and students. And they all got what they asked for; very rarely did a teacher feel displeased with what they received for barter. The paradigm of abundance could be

perceived when one looked at the teachers leaving with their hands full.

However, it is necessary to have a critical eye if we understand Trade School as an innovation that seeks to transform the economic system. Although barter functioned as a method of economic pedagogy to both the pupil and the teacher, demonstrating that money is not necessary in the exchange of goods and services, it was not possible to break with the dynamics of capitalism in any of the sessions. In an example that became recurrent, a teacher would propose a class in and ask for some kind of food as barter. From our perspective, ideally students would offer something they produced in their home gardens, or at least share a portion of food that they had previously bought. Unfortunately, the reality of the city is complex, and it is not that easy to have a garden at home, nor do people have the habit of sharing the food they have at home. At the very least, we wanted to promote buying locally, but the most common thing was for people to buy foods for barter at big commercial chains like Walmart. Therefore while it represented a moment of abundance for the teacher, the same act of barter and exchange did not leave a capitalist economic logic. The Trade School action that at first seems to be virtuous, is subsumed within the economic system.

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Clearly, Trade School is a transitional device that is not an economic alternative per se. To transform the Trade School into a real economic alternative it would have to be connected to a series of economic spaces in a chain or a network. Within our previous example, an urban space of vegetable production could have made our barter virtuous. Of course, the demands of teachers are not reduced to just food. We need to consider Trade School within an ecosystem of economic endeavors that aim to build a solidarity economy that is totally alternative to the capitalist system.

BARTERING CONNECTS US

Alegría Acosta, Trade School Quito

Every single one of us can do something to make a difference.

—Desmond Tutu

In a world moved by money and power dynamics, the idea of joining an education project that works with barter was really appealing for me. It sounded revolutionary from the start. Change needs to happen at every level, in every environment, and radical and fundamental change needs to happen in education.

In Trade School we're all teachers and students. This project trusts in everybody's capacities and skills. All of us have something to offer. Vertical dynamics are not part of this school, there is not a space for them. Horizontal relations happen naturally, like something obvious. This is a project that brings

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us together to share what we know, or share ideas and thoughts. We learn together.

Bartering connects us, empowers to own our knowledge, and helps us to recognize ourselves as capable and valuable human beings with the ability to share our ideas, our knowledge, and our thoughts. This is a school for everybody, where knowledge is shared.

Barter also works on a deeper level: it's not just not using money, but getting together, creating community, sharing ideas in horizontal ways and knowing that we can work together as a whole. The barter system creates a whole new paradigm, when we're closer to others, we cultivate trust, it doesn't matter if the person giving the class has a PhD, we trust what they know and want to share. It also develops solidarity between people in a very nice way. This initiative transcends the idea that knowledge belongs to wise men and women, to the big institutions, and that only people with money and resources can access wisdom.

Nowadays, most of our planet's population lives in cities and, paradoxically, this is where we feel the most isolated. In Quito, people responded immediately to the idea, especially when we launched a season in public spaces. We encouraged people to give classes in plazas, parks, streets, and also to open their homes. We launched this season in a park and little by little people were encouraged to share

what they know outside, to get out and get together in their neighborhoods.

With cities, it is as with dreams: everything imaginable can be dreamed, but even the most unexpected dream is a rebus that conceals a desire or, its reverse, a fear. Cities, like dreams, are made of desires and fears, even if the thread of their discourse is secret, their rules are absurd, their perspectives deceitful, and everything conceals something else.

—Italo Calvino, *Invisible Cities*

Trade School reconnects us; it invites us to get together, to recognize our creative potential inside of us. Cities are the perfect place to create a barter system and dream about more friendly, resilient cities, where we are the protagonists and not our machines. Trade School is a call to action, to sharing, to getting together and dreaming cities with people that share and dream together.

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Bartering connects us, empowers us to own our knowledge, and helps us to recognize ourselves as capable and valuable human beings with the ability to share our ideas, our knowledge, and our thoughts.

MY EXPERIENCE OF A TRADE SCHOOL BARTER SYSTEM

Rachel Arnould, Trade School Paris

I first heard about Trade School at a OuiShare dinner in the winter of 2011. I instantly loved the approach. However, I was not sure if a barter system was the best solution to our current economic and social crisis. Indeed, as a former economist and newly trained sustainable advisor, I was more driven by initiatives based on complementary currencies. I thought complementary currencies were easier to deal with, both for the owner of the initiative and the future or current user. A couple of weeks later I met up with Carmen Bouyer. Carmen and I were both working on a community supported agriculture system for our universities, and she had just learned that a major Parisian Museum (the Palace of Tokyo) agreed to give her a space to present her work for three months. The space was huge enough to have a space dedicated to other projects. Her idea was to use the leftover

space to experiment with a Trade School.
That's how everything started
in Paris.

The first classes instantly proved my opinions about barter wrong. Barter is far more than just a trade for joining classes, it breaks down boundaries. Through barter, students and teachers are learning things from each other — stuff they would never have asked for or would have told about themselves. This is why we always advise people to start the class with the barter. Once the barter is done, people tend to forget about the teacher/student relationship, and act more like individuals having both experiences and knowledge to share. This is to me the greatest gift that a project like Trade School can give to communities: help them to learn from each other without the burden of the hierarchical school system.

We did not have a space on our own, so through the years we have had the chance to collaborate with beautiful Parisian locations such as coworking spaces, cafés, libraries, gardens, and arts spaces. This has enabled us to experience Trade School through several different well-established communities. While artists communities were directly involved with the bartering system, this was not the case with all kind of communities. The coworkers, for example, used their Trade School experience to launch new services more than to exchange

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knowledge between them. After we left, the coworking space even launched a skill-sharing system based on money that was more successful than Trade School for coworkers. Don't read in this statement that our time at the coworking space was not successful: we had great classes, however they were filled with neighbors, rather than coworkers. On the other hand, many communities that were already organized in associations for years had their own difficulties with barter. Indeed, they were used to sharing their knowledge freely.

We found that — at least in Paris — the barter system is not tailor-made for all existing communities. That is why our team has decided either to stick with places that are neutral in terms of communities (rent spaces) or with spaces dedicated to artistic communities (but still open for anyone). We hope that through the success of the classes that really respect the barter, other communities will embrace that type of exchange too. The future will tell us if we were right about that!



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CLASS TOPICS

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ALMERÍA

Firefox avanzado
Wordpress
Cultivando la ciudad
Taller de Animación con Rotoscopia
Taller de Animación con Rotoscopia
Taller de Storyboard
El té, una medicina milenaria

AMSTERDAM

Activate your network!
FRINGE - Revolution through relationships
How to Design your own Experiences
2d Communication design
Communication Design in 2D
Viewpoints: playing with time and space
How to turn an individual dream into a collective act
This is Radio!
On Chronology and Time Travel
downloading furniture
How to organize your own art world.
Holiday Picture 2.0: Travelling through Google streetview
Follow your Heart, and Make it Happen
How to reject a class
No Trade School today
Basic Financial Administration Skills for Artists
How to Write Text for Art Grants
Smokey eyes, baby!
From idea to product to market
From throw-away to couture
What's so special about You and Birds?
Basic Yoga for Computer Lovers with RSI Symptoms
Introduction to Manual Digital Photography
Introduction to R (a open-source statistical software)
Introduction to R (a open-source statistical software)
For whom do we want to work as artists?

How to make a fool out of yourself. Start being senseless.
Personal Branding: Passion test

Issue Mapping
Trends research for high impact solutions

Trade School Closing Party

Online customer 101

Dancing with Objects

Be aware what you wear!

Create your own illustrated character

Extremist Actions as Situationist Performances of Conviction - The Radical Performance of the Everyday

Draw your own illustrated character with movement

Leren met hoofd, hart en lichaam — “een reis van nieuwsgierigheid, creatie & passie”

Can the physical environment be used to change behaviour?

Life Drawing

Open air painting + mate

Onuitputtelijk Rariteiten Kabinet voor beginners/ Mevrouw R. Cabinet of Curiosity for beginners

Open air painting + drinking mate

Think Like a Lawyer, Don’t Act Like One

Open air painting

Collective building of a bartering market stall/cart

Feest! Alle dagen feest maar ten kosten van wat?

Strategy basics (for start-ups)

Red Light Mozzarella

Warning, spoilers ahead!: a short history of the slasherfilm.

Our Layered Life

Warning, spoilers ahead!: a short history of the slasherfilm.

Strategy basics (for start-ups)

English language
Conversation en Francais- Rememorar la langue via la discussion.

Cupcakes

Hatha Yoga

Basic origami

BARBICAN

Writing and reading haiku

Portrait drawing

Make a Sock Cat Soft Toy

A magician’s guide to better social hacking

How to Start a Trade School

Counted thread embroidery technique and design

Cyanotype: Let’s make prints with Sunlight!

How to Blog Regularly

The Lost Art of Hitch-hiking – the free and friendly way to travel

BARCELONA

Improvisación Musical Creativa

Taller de Salsa y Bachata

Taller de pintura usando el rostro como tela

Moda ética

Promoción clases de Yoga

Aprendizaje por trueque!

Charla informativa

Ashtanga Vinyasa yoga

Aprendizaje por trueque!

La sonrisa interna

Sueños en Acción

Sueños en Acción: Conectar con nuestro sueño

Sueños en acción: Autoconocimiento

Sueños en acción: Conectar con nuestro sueño

Sueños en acción: Crecer y caminar

Sueños en acción: Relacionarse y cooperar

Ganchillo para principiantes

UHO TE UKA (Uho la doncella) LEYENDA RAPA NUI

Costura para principiantes / los que ya saben un poco...

Aprendizaje por trueque!

Hatha ioga i meditació

Dansa afro

Introducció al disseny, confecció i fabricació de faixes a mida
xerrada treball emocional

Quiero ser blogger

Pase del documental “Y tú que sabes”

Recapitulación, respiración Tolteca

No compres regalos en navidad!

Ritual del solstici d’hivern

Conecta con tu Maestro Interior. Autosanación.

Danza de los 7 colores

Explorando nuestros centros vitales

Danza africana mandinka

Hatha Yoga

Petjada ecològica

Taller de Bioenergética sobre el lenguaje del cuerpo

Taller de Bioenergética sobre el llenguatge del cos

Estados creativos del inconsciente

Encuentros de Creatividad Autogestionados

Danzaterapia Para El Desarrollo Personal. Danzando nuestra naturaleza.

Encuentros de Creatividad Autogestionados

Encuentros de Creatividad Autogestionados: Potencia tu energía creativa

El poder del inconsciente

Taller de Constelaciones y Pensamiento Sistémico

Encuentros de Creatividad Autogestionados “Sem saber o que virá depois”

Encuentros de Creatividad Autogestionados

Taller sobre la autobiografía Taller de autoayuda de Jin-Shin-Jyutsu.

Explorando nuestros centros vitales: fuego interior, voluntad, poder y determinación

¿Qué tienen en común los psicofármacos, un telescopio y el Dalai Lama?

Arterapia, Cuerpo y Gestalt, para Mujeres

Taller para practicar la meditación de transmisión.

Kundalini Yoga

hacemos musica?

Cafe sistemtic

Encuentros De Creatividad
Autogestionados
– Desbloqueo y
Desaprendizaje Musical
Explorando nuestros
centros vitales: el corazón
pedagogía sistémica
Kundalini Yoga
Taller de autoestima para
mujeres
Herramientas de

BERLIN

How to eat pizza
simple book binding
workshop
French Conversation for
Beginners
Reiki and healing
Ableton Live
How to persuade –
überzeugende

CARDIFF

Trade School Conversations
Repair Cafe
Repair Skills
Non-violent communication
Book Binding
A total beginners' guide to
knitting
Polish language and culture
for total beginners
Building a Desktop PC and
What's actually in one...
How to develop a business
as an Entrepreneur
How to Write a Life List
Projection Mapping:
Disposable interactive
graffiti with a projector
Installing Windows &
Essential Software on
your PC
Teaching: Theory and
Method
Woodworking for beginners
& how my computer taught
me to use my hands.
Beginner's Ukulele
Workshop
Basic Mechanical
Engineering
Train your brain with Shiva
Nata
Basic Sewing
Photoshop Basics
An introduction to
programming

Approaches to combating
boredom with a piece
of paper
Beyond Wikipedia –
free online research &
learning tools
TBC
50 (mainly free) digital tools
to make your business work
for you...
UnLecture
Emergency Time
Management & Creative
Visual Thinking
Somali Culture and Heritage
Falafel Making
Learn about Afghanistan
and Language 'Dari'
Skills for gaining
employment
Learn about Syria culture
and language
How to perform music
using the Oud
Cultural Dance Workshop
Edible Landscaping
Job Applications And CV
Writing

CHIHUAHUA

Creación De Empresas
Como andar
Kundalini Yoga
Aspectos Legales al Crear
una empresa
probando
Primeros Auxilios
cocina, empresas,
maquillaje, salsa basica
Taller de Lactancia
Taller Práctico de Fotografía
Creativa
Clases de Corel Draw X6
Un regalo creativo hecho
por ti usando material
reciclado.
Activate con Kundalini Yoga
Maquillaje de acuerdo a la
Temporada Invernal
Lactancia Materna / Mitos y
Verdades
Clase de cómo dar clases
(Teaching how to teach)
probando un error
Clase de cómo dar clases
(Teaching how to teach)

CROYDON

Introduction to Trade School
How to start a Trade School
Social Media and Online
Marketing
Direct Sales & Network
Marketing
Getting Creative With
Writing
An Introduction to Blogging
Fashion Design
Trade School Croydon
Social
Making a living from lipstick,
wooden spoons and oven
scourer
Conquer Sugar Cravings
The Stones of Croydon
Developing the Desire to
Do Art
Introduction to Bee-
Keeping
Journalling for Work and
Play
Concrete Floor mural
making
Social Media Marketing
and SEO for Creative
Businesses
Cyanotype bunting: Making
cyanotypes
Growing and propagating
herbs
Electronic Music
Production Crash Course:
How To Start Producing
Electronica Quickly &
Without Paying A Penny To
Do So
Music Industry Digital
Marketing And PR
MasterClass
Freelance Writing For Fun
& Profit: Or how to make
money & get your stuff
published in the media
without being a PR or
professional journalist
The creative city seminar
The Stones of Croydon
Bunting-making
Cyanotype bunting: Making
bunting
The Stones of Croydon
Music Industry Digital
Marketing And PR
MasterClass
Walking through history
around Granby Park

DUBLIN

MCing Workshop
Creativity— what it is and
how to provoke it
Capoeira Muzenza
The Lost Song and the
Creatures of Whistleberry
Forest (Early Years Music
Workshop Experience)
StoryDraw
All Ages Beginners' Knitting
Class
Stretching in the city
Urban Yoga Moves
Renga Poetry Workshop
Family Songwriting
Improvisation Workshop
A Philosophy Salon for
Everyday Living
Cooking Brunch with
Kitchen72
Maculele, Samba and
Capoeira Roda
Family Capoeira, Frevo and
Capoeira Music
Capoeira, Samba and Frevo
Portrait Photography Fun
Time
A Philosophy Salon for
Everyday Living
CAPOEIRA MUZENZA
Children's Printed Crafts:
Fabric And Fibre
Easy song lyrics rhyming...
French/English
Dramatization of a story
Street Art Stenciling Class
Dramatization of a story
Pallet Knife Painting
Pallet knife acrylic
workshop
Visual Story Telling for
Families with children (+5
years old)
Art classes for curators and
arts administrators.
Introduction to Spanish
An introduction to Trade
School
Playground: Creating
Performance from
Improvisatio
ASTROLOGY/
MANDALAS/CROP
CIRCLES/PEACE.
Creative upcycling
Upstarters — Assemble!
Funky Flowers
The Benefits of Voluntary
Work
Help with your CV!
Beyond Wikipedia –
free online research &
learning tools

298 PART II: TRADE SCHOOL EVERYWHERE

Make Your Own Electronics	Relationship Listening	SCIF Providers Café	Danzaterapia				
Introduction to Digital Fabrication—How to	Circle: Theme Commitment	Change Your Life in Two Hours! An introduction to Life Coaching	Taller de piñatas!				
Performing poetry	Letters (let-ers), Words, Weirds and Spellings	"They're aw oor weans": Safeguarding children within communities	MANEJO DE CÁMARA PROFESIONAL				
Ceol Café: Tin-Whistle for Beginners	Making Herbal Healing Balm	CV Writing & Interview Skills	Clase de defensa personal (básica)				
Introduction to Journalism	Test	Come and try Gaelic singing	Yoga Kundalini				
Golden Geometries & Astral	Storytelling for Better Living	SCIF Provider Cafe	Clase de defensa personal (básica)				
EDINBURGH							
More heads are better than one	Alternative housing options to choose from	Dogs	Huertos en la ciudad para principiantes				
Energy Matters	Learn How to Compost!	You. But better.	Taller de pulseras de hilos				
Basic Bike Maintenance	Intuitive Eating and Exercise 101	Time for you	Malabares con pelotas - 1				
Energy Matters	Music Appreciation: A Look into Rock Songs Inspired by the Classical Music Idiom	Don't Worry Be Happy	Taller de pulseras de hilo II				
Trade School Edinburgh – Looking Ahead	Power Tools for Everyone	Don't judge a book by its cover	Taller de pulseras de hilo				
Lets take some pictures	The Names of Notes in the Piano Keyboard – A Primer	The Glass is Half Full	Haciendo Tamales				
Change a behaviour	Residential Electrical Wiring 101	Making Sense of Communication	Ajedrez				
The Bikeable Style	Strategize Stepping Forward	Change Your Life in Two Hours – An Introduction to Life Coaching	Máscaras de papel maché				
Beginners Knitting – Part 1	Winter Garden Extension	Boost Your Body Image!	Taller de preparación de leche y ocarra proveniente de frijol soya				
Beginners Knitting – Part 2	FLINT						
Freelance Journalism	Kids painting class						
Beginners Crochet – make a granny square	Banner Action Workshop						
Understanding Computers and The Internet	Community Organizing 101						
Life Drawing from a model	Sole Connections with Modern Dance						
Life Drawing Class	GLASGOW						
Real Life Fiction - Attempting to Capture Leith in Writing	Future life planning: Sort Your Affairs workshop (Everything you need to know about the decisions you should make now for later)						
Film-making 101	Speak with Confidence (and a Smile!)						
How to write a business plan	Singing for Pleasure						
A Workshop on Workshops	Facilitation 101						
Mindfulness 101	Impact and Presence: How to give an memorable presentation						
EVANSTON				GUADALAJARA			
Yoga	Basic Training Design: Creating Something from Nothing						
Our Shiny Class	Managing stress and creating mind-vitality with NLP						
Speak Up!	Unearth Your Hidden Strengths And Unlock Your Potential						
Ceramics	Branding Basics on a budget.						
Introduction to Restorative Circle Practices	Gain Confidence in the Kitchen						
Testing!							
What's All the Hype with Gluten?							
Why Eat Organ Meats? Food, History, and Health							
Affordable housing - mix to broaden your options							
Overview of African Great Lakes Conflict							
Action Vs. Emotion							
Writing the Young Adult Novel							

CLASS TOPICS

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Clase de alemán básico	Classic Indian Cooking: Hyderabadi Cuisine – Benefiting ‘Outside the Box’	Crafty Happy Hour: Get Felt Up (wallet or biz card holder DIY)	Empower Yourself through Movement & Music!
Introducción a la Gramática Latina	Homemade Baby Food	Crafty Happy Hour: Holiday Gift Tags & Cookie Swap	Trade School Outing: Picnic & Dirty Dancing
Latín II	An Introduction to the Arabic Language	Create Your Own Franken Nail Polishes	Trade School Outing: Picnic & Animal House
Diademas para niñas	Simple Baking: Building Your Pantry - Benefiting ‘Project Home Indy’	Yarn Stories: We all have a story to tell	Terrarium Bar
Taller de encuadernación artística	Cake Decorating Crash Course	Hot Wheels: Hybrid & Electric Cars	Food Gardening 101
diademas para niñas	Intro to Egyptian Bellydance	Have a Heart: Recycled Newspaper Valentine Hearts Class!	Intro To Jump Rope: Not Just For Kids Anymore
ENEAGRAMA	Cheese Making 101	Transitioning to the Non-Profit Sector	Trade School Indy 1 Year Anniversary Celebration!
Aperturas ajedrez La apertura inglesa	Sweets for your Sweetie: Valentine’s Soufflé	Aviation Safety	Belly Dance: Mysterious Veil Dancing
Clase de prueba	Cooking with Cold Brew	Barteristheanswer	Empower Yourself Through Music and Movement!
Ecotecnologías Domésticas	South Indian Vegetarian Cooking	Ballet Fitness	Doodling, Drawing & Sketching from Still Life
Costura	Homemade Freezer Food & Meals	Public Records 101	Not Your Mama’s Jump Rope Class!
HO CHI MINH CITY			
Photography101	Simple Dinner Party	Supply-Free Games to Play with Kids	AmeriCorps: The Domestic Peace Corps
Trade School Closing Party	Pairings - Amaze your Friends without Blowing Your Budget	Ballroom Dancing – Latin Styles	ZERI & The Blue Economy Theory
Speaking English - Speak Everything	Basic Guitar Maintenance – Re-Stringing, cleaning, tuning, and storage.	Ballroom Dancing – Swing & Ballroom	The Blue Economy & The World
Western dining etiquette	Writing Workshop: Self-Editing Tips & Techniques	Demystifying the State House: How to Advocate Your Issues with the Indiana General Assembly	Build Your Own Backyard Grocery
English Resume - A Lead to great opportunities	The Blue Economy: Taking Sustainability to the Next Level	Backpacking 101: Get lost and find yourself this summer!	The Blue Economy - A Scan of Indianapolis
The American People	Trade School Indianapolis Launch Event!	Introduction to Home Remodeling	Hitchhiker’s Guide to Indy – Benefiting ‘Foundation East’
English Resume - A Lead to Opportunities	Introduction to Forest Gardening	Hypnosis 101 – How it can change your life.	Australian Rules Football – Benefiting ‘Indianapolis GIANTS’
Beyond Language (Cross-Cultural communication)	Dehydrating the garden	Public Records 101	What Happens When Plan ‘A’ Doesn’t Work?
101-OPERATIONAL EXCELLENCE (LEAN & SIX SIGMA)	Build Your Own Website: It’s Easier Than You Think	Indianapolis Snapshot I: Word	Become Your Own Brewmaster
Salsa for the Soul	Nail Art 101	Indiana Living Green & Trade School: Upcycled Coaster Crafting	Beer
INDIANAPOLIS			
Heat Embossing	Primitive Natural Cordage	Backpacking 101: Get Lost and Find Yourself this Summer!	Become Your Own Brewmaster
Real Food Cooking Basics	Hypnosis, everything you’ve always wanted to know and didn’t know who to ask!	How to Pack Art & Other Valables	Indy’s 1st Letter Writing Social! Learn what Mail Art is all about.
Easy Meat Ragu in Less than an Hour!	Second Semester Launch Party	Creative Writing Using Squiggles & Synesthesia	Intermediate Cuddling for Couples (& Optimistic Singles)
Purging Packaged & Processed Food – Pantry Edition	Intro to Blue Economy 2: Theory and Principles for Designing with Nature	Intro to Bellydance: Get Your Shimmy On!	Book Binding
Gluten-Free Pantry Basics + Recipe	Intro to Blue Economy 2: Theory and Principles for Designing with Nature	How to Survive the Zombie Apocalypse	Paper Engineering
Real Food Basics	Gunter’s Fables: Science, Emotion, Art, Systems, Action	The Amazing Honey Bee	Book Binding 2
The Art of Indian Cuisine	Live fast, eat slow.	Constitutional Law for Everyone: The First Amendment	Beginning Knitting
Backcountry Cooking for Paddling/Backpacking Trip	Public Speaking	Know Your Rights – Constitutional Law in the Modern Era	Preparing your Home for Sale
Kale: The Other Green Leaf	Introduction to Law: Part 1	Hypnosis 101 – How it can Change Your Life	Project Life/Smash Book Scrapbooking
Simple Syrups, Elixirs and Cocktails	Run for Your Life: A Brief Lesson on That Hobby You Want to Love but Hate	401K/403B Investment Strategies	Paper Rose Bouquets and Kissing Balls
Remix Your Wardrobe	Crafty Happy Hour: Reverse Stencil Tote Bag		Hypnosis 101
Become Your Own Brewmaster	Crafty Happy Hour: Three Simple Lil’ Gifts		Self-Editing Tips for Writers of all Ages
Making Kombucha 101			Fashion Illustration 101
Italian Desserts: Cannolis - Benefiting ‘The Villages’			
All-Natural Soap Making			

300 PART II: TRADE SCHOOL EVERYWHERE

Tap Away Your Problems With EFT	Bike Commuting & Light Touring	The Secret to Mastering Your Relationships	Let's Crochet a Hat! (Part 1)
Public Speaking	Trash to Treasure	Weekly Conversation 1: Art for People	Let's Crochet a Hat! (Part 2)
Fabric Stash Swap	Transformational Journaling: Techniques for Creative Self-Evolution	Weekly Conversation 2: Placemaking & Tactical Urbanism	Basic Sewing 101
Sight & Write: Journaling about Cinema	Swing Dance – Line	Weekly Conversation 3: Strategies & Ideas	Native Pollinators
Be Naturally Well & Thrive!	Trade School Teacher Open House	Weekly Conversation 4: Methods for Choosing & Starting Projects	How to Eat Seasonally & Locally
Playwriting Workshop	Intro to Email Marketing	Weekly Conversation 5: Creating Engaging, Inclusive Projects & Events (It's All About Empathy)	Jump Rope Cardio
Pinterest101	Relaxing Massage Techniques for Valentine's Day!	Weekly Conversation 6: Keys to Collaboration	Empower Yourself Through Movement & Music!
Summer School Launch Party	Intro to Nonviolent Communication	Weekly Conversation 7: Marketing & Branding (A Crucial Part of the Art)	Emotional Balancing Techniques
Barter Party	Impress Your Book Club	Weekly Conversation 8: Great Documentation	How to Talk So Kids Will Listen & Listen So Kids Will Talk
YogaSprouts	Learning & Playing the Game Go	IMA Summer Nights Film Series: John Hughes	Fundamentals of Wine Tasting & Appreciation
100+ Years of Moviegoing in Indianapolis	How to Achieve Outrageous Success with Goals Using NLP Techniques	Playwriting 8-Week Workshop	LILLE
Letter Writing Social: Mail Swaps - Benefiting 'Easter Seals Crossroads'	Developing Your Written Voice	Invoke Your Inner Goddess' Dance – Benefiting 'Gaia Works'	Concevoir des événements co-créatifs pour penser, agir et créer ensemble
Intro to Energy Healing: All About Reiki - Benefiting 'Cats Haven'	How to Talk to Bloggers	Real World Nutrition	Les fondements monétaires et le fonctionnement d'OpenUDC, concepts et pratiques.
Crafters Christmas Ornament Exchange	New Moon Manifesting: Working with Lunar Phases	Get a Handle on Stress	Mets au internet votre site web - sans investiments de argent
Yarn Bombing	Not your Average Paper Dolls	Relaxation Yoga for Beginners – Benefiting 'Trusted Mentors'	Construction de site web – sans investiments d'argent
DIY Galaxy Print - Benefiting 'Center of Wellness for Urban Women'	Advocacy 101: Quick Tips to Start Changing the World	Sugar Sluething	Cours débutant à Sketchup
Letter Writing Social: Fabric Postcards – Benefiting 'Jameson Camp'	Twitter 101	Celebrate & Reclaim Your Menstruation	LONDON
Basic Sewing 101	Wear This Instead: The Style MANual	Herbs For Healing	Balloonology
NaNoWriMo Prep – Benefiting 'Indy Reads Books'	Spring Semester Launch Celebration	Menstrual Wisdom for Men & Women	Cyanotype Workshop / Let's make prints with Sunlight
Google Yourself Organized	Changing a Bicycle Tire & Tube	The 'C' Word – What you need to know about Credit & Insurance	Introduction to Adobe Photoshop
Writing Revision Triage	Garage Sale 101	Mindful Eating – For the Health of it!	Children's book writing, and how to be an editor
Marketing for Authors	Intro to CSS	Nutrition For Oral Health	Yoga for Beginners
Developing Your Writing Voice	American Horror Cinema – Not Another Remake!	Demystifying Hypnosis	How to change the world
Basic Science	Mandalas & Meditation – Benefiting 'Edna Martin Christian Center'	The Thrive-ability Factor	Clowning and Dance – Physical Theatre Workshop
Knit By Numbers: Custom Sweater Pattern Making	Everyday Branding and Design Principles Derived from Nature	Listening to JAZZ!	Making usable websites
Fashion Illustration 101	Juggling to Engage Cross-Brain Benefits	Raising Backyard Chickens	How to create a self-contained wormery composter
How To Be A Policy Advocate - Benefiting 'RESULTS Indianapolis'	Ideas from the Intersection of Art and People- How to: Creating Engaging, Inclusive Projects and Events (It's All About Empathy)	Yarn Scavenging	"Easy-bake" bread-baking class. 3 easy bread recipes anyone can make.
Intro to Geocaching – Benefiting 'Project Night Night'	Old-Timey Letter Writing	Screw the New Years Resolution!	How To Make Upcycled Baby Trousers from an Old Jumper (bring a sewing machine if you can)
Think Ink: Tim Holtz Style – Benefiting 'Every Dog Counts'	Quick tapping for change	How to Use Your Camera: Digital & Film	tunnel book workshop (victorian-style 3D scenery)
Start Your Own Small Business – Benefiting 'Dress for Success'	Intro to HTML	The World of Mail Art & Mail Swapping	Open Poetry Workshop
Life Coaching: Rock Your Twenties!	Sugar Rebound	Cross Stitch 101	How to grow food in cities
Life Coaching: The Five Attitudes in Relationships	Simple Photography Magic	Paws & Relax Pet Reflexology	
Homemade Lotions and Lip Balms	Where Art Meets Science	Resume & Cover Letter Writing	
Creepy Crafty Hour	Making Headway: A Closer Look into LGBT Cinema	Craniosacral Therapy	
Create Your Own Smash Book			

CLASS TOPICS

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How to grow food in the city	Ukulele Class for Beginners	Personality Enhancement through Proper Grooming	How to Build a Startup Company According to Tita Witty
An introduction to Basic Cycle Maintenance	The Magic Wand: Adobe Photoshop for Beginners	Personality Enhancement through Proper Grooming	TSM Open House - Coffee Chat on everything Trade School! (Kapitolyo)
Advertising: Textual Analysis Masterclass	(THE REPEAT) Money Investment 101: Grow your Savings without a SWEAT	Basic Hands-on Training on Adobe Photoshop	How to be a Productive Bum Learn from the Experts
How to make Classic Chocolate Sponge Cakes, cupcake size.	Hired! What You Need to Know to Land that Job	Wordpress for Beginners	cinematography for dummies
Willow Lantern Making	Finding Your Spark & Turning Ideas Into Action (Part1, Take 2)	Leadership Frontiers	Krypton Course #001: How to Overcome Fear, Pick Yourself, & Start a Project That Matters
REVAMPING FURNITURE	Finding Your Spark & Turning Ideas Into Action (Part2, Take 2)	Athlete of Life: because we are athletes in the game of life	Krypton Course #001: Session 2
You versus photography	Preventing Presentation Trauma (rerun)	Athlete of Life : because we are athletes in the game of life	Washi Tape Crafts
How to read between the lines. Textual analysis masterclass.	Yoga Playdate for Moms and Kids	Your Best Face Forward	The Travel Package to Outer Space!
Keep Cool & Carry on: making ice cream with dried ice	Basic Nihongo	The Glee Project – Finding Your Voice (Part1of 3)	Computer Aided Design and Manual Drawing 101
Knitting for Beginners	Polymer Clay for Beginners	The Glee Project - Mastering Your Voice (Part 3 of 3)	Think Before You Eat: The NEED-To-Knows to jumpstart your way to a Healthy You!
Brick Factory	DIY Paper Decors for Intimate Events (weddings, birthdays, showers, etc.)	Photoshop for Beginners	TSM Open House – Coffee Chat on everything Trade School!
Dancing the Irish Way	Solo Female Travelers Unite!	Cash Flow Game 101	TSM Open House – Coffee Chat on everything Trade School! (Quezon City)
Build a Bug Hotel	The Technical Director	Cartoon Monsters! A how to draw class!	Introduction to Multi-Media Arts
Introduction to Street/ Urban Art	Makeup 101	Film/Video and New Media Production Management 1	Everyone Can Draw.
LETTERPRESS	Event planning 101: Starting your fun, lucrative EXTRA job	Philippine Labor Law	Negotiation and Presentation Skills
PRINTATHON	Boracay vacation on a budget	How to Make Your Blog/ Website Rank on Google (SEO for Beginners)	Event Management for Beginners
Letterpress Printathon	Basic Spanish Language	Wedding Planning Part I (Where to Start)	drawing the basics of fashion illustration
How to start your own business wiv little or no MONEY	The Magic Wand: Adobe Photoshop for Beginners 2	Events & Wedding Planning (Part II)	"The Art of Dodging" – How to be a Graffiti Writer in the Philippines
Remap the city	Gourmet made easy	Work in your Pajamas (LaunchYour Work-From-Home Career)	How to Play Guitar Blues (for Beginners)
Create your scenario	MS Excel – Macros	Etna Origami Kusudama Lantern/Lampshade (30 modules)	Contract Bridge for Dummies
Remake the city	MS Excel – Macros (Session 2)	How to Use Social Media for Business	Guitar theories/ improvisation concepts/
Play an urban game	"Pera ko 'to": How to Manage & Grow Your Money	A Quick Study: Fine Art Nude Photography	Origami Kusudama Lantern/ Lampshade /Lesson 1 – Little Roses (30 modules) (Dodecahedron –12 surfaces/20 apexes/30 edges)
Make social circles	"Pera ko 'to": How to Manage and Grow Your Money	Event Management Workshop	Origami Kusudama Lantern/Lampshade / Lesson 2 - Little Roses (30 modules) (Icosahedron -20 surfaces/12 apexes/30 edges)
Develop a workers coop	Urban Gardening and Eco Living for Beginners	Money Investment101: Grow your Savings without a SWEAT	Kite Aerial Photography: Art project from start to finish plus some tough love
Facilitating consensus	Urban Gardening and Eco Living for Beginners	Zumba Dance Class	Craft101 - The Art of Paper Quilling
Overcoming barriers in horizontal groups	Stress Management: Making The Most Out Of Your Life	Samba Dance Class	
	Yoga Class for ALL Levels	You Can Bake!	
	Nihongo 101	Basic Visual Merchandising	
	Introduction to Papercutting	Fashion Jewelry Making: Embellished Wire Bangle	
	Origami Kusudama Lantern (30 modules) Icosahedron	You are what you eat: Healthy Cooking and Healthy Eating	
	Japanese Brocade Origami Kusudama (30 modules)	Washi tape crafts	
	Origami Kusudama Lantern (60 modules) Icosidodecahedron	Basic Mountaineering Course	
	Financial Planning	On Writing Your First Screenplay and Making Your First Film	
	Job Interviews – Introducing Oneself		
	Learn from the Experts		

MANILA

Corporate Events	Urban Gardening and Eco Living for Beginners	Event Management Workshop	Contract Bridge for Dummies
Design Processes – Snap Out of Your Rut	Urban Gardening and Eco Living for Beginners	Money Investment101: Grow your Savings without a SWEAT	Guitar theories/ improvisation concepts/
Change Making 101: Creating your Own Social Innovation	Stress Management: Making The Most Out Of Your Life	Zumba Dance Class	Origami Kusudama Lantern/ Lampshade /Lesson 1 – Little Roses (30 modules) (Dodecahedron –12 surfaces/20 apexes/30 edges)
PPT – Preventing Presentation Trauma	Yoga Class for ALL Levels	Samba Dance Class	Origami Kusudama Lantern/Lampshade / Lesson 2 - Little Roses (30 modules) (Icosahedron -20 surfaces/12 apexes/30 edges)
Barter 101	Nihongo 101	You Can Bake!	Kite Aerial Photography: Art project from start to finish plus some tough love
Career Planning: Success with in your Reach	Introduction to Papercutting	Basic Visual Merchandising	Craft101 - The Art of Paper Quilling
Boost your Online Presence with a Blog or a Website	Origami Kusudama Lantern (30 modules) Icosahedron	Fashion Jewelry Making: Embellished Wire Bangle	
Breads and Pastry Production	Japanese Brocade Origami Kusudama (30 modules)	You are what you eat: Healthy Cooking and Healthy Eating	
Money Investment101: Grow your Savings without a SWEAT	Origami Kusudama Lantern (60 modules) Icosidodecahedron	Washi tape crafts	
Build Your Brand	Financial Planning	Basic Mountaineering Course	
Kickstarting Your Eco-Friendly Lifestyle	Job Interviews – Introducing Oneself	On Writing Your First Screenplay and Making Your First Film	
	Learn from the Experts		

302 PART II: TRADE SCHOOL EVERYWHERE

Money Investment 101: Grow your Savings without a SWEAT
Making the Most Out of Your Life: Stress Management
Learn How to Make Riddles
SFAS (Guidelines For Taking Good Photos)
Ukulele 101
art writing 101 and portfolio presentation
Music Video Directing 101
TSM Open House - Coffee Chat on everything Trade School! (Salcedo Village)
Making a Difference
Crochet for Beginners
Job Interviews Part2- Best Answers to DREADFUL INTERVIEW QUESTIONS
Personality Enhancement with Right Posture
Directing for Dummies
Education Planning 101 – How to come up with a financial plan for your child's college education
Athlete of Life : because we are athletes in the game of life
The Glee Project – Tuning Your Voice (Part 2 of 3)
Hand-Letter Your Favorite Quote!
Getting a Hold of Stress: Strategies in Stress Management
Disaster Reduction for Dummies
How to be a Superhero: Seeing your life through the geeky stuff
First Steps to Work Life Balance & Financial Freedom
Krypton Course #001: How to Overcome Fear, Pick Yourself, & Start a Project That Matters
Business Idea Generation
Money Investment 101: Grow your Savings without a SWEAT – THE REPEAT
Of Words and Weapons: Telling Stories through Concept Art
Is your MONEY working hard for you? 5 Things You Should Know About SAVING and INVESTING
Traveling on a Shoestring Budget! (Planning and a few tips and tricks)
Conflict Management 101

Creating Change (Inside and Out)
Etna Origami Kusudama Lantern/Lampshade (30 modules)
Etna Origami Kusudama Lantern/Lampshade (30 modules)
Adobe Illustrator 101
5 Steps to Work-Life Balance
Concept Art

MÉXICO D.F.

Traduzcamos al francés
Introducción a la música / Coacalco-Tultepec
Joyería con material reciclado / Tultepec
Clases armonía aplicada a la guitarra
Principios básicos del solfeo apreciación musical
Eneagrama (Herramienta de autoconocimiento)
Re-creativo
Flauta transversa
Joyería con material reciclado / D.F.
Dibujo
Moustros de tela
Breve recorrido por la música del siglo XX
Hazlo realidad: aterriza tu sueño en una carpeta de proyecto.
Aprenda un poco Autocad
Illustrator Básico
Taller de diseño de fanzine artesanal
Taller Fanzine artesanal
Curso básico de chino mandarín

MONTERREY

ensayo
Clase de salsa
Taller Desbloqueo Energético
taller de metafísica
Curso-Taller de jabonería artesanal

NEW YORK

Anhoeck Recorded Exam (subject area: Beautiful Economy)
Intro to creative coding with openFrameworks
Horizontal Pedagogy Discussion and Open Mic
The Human Economy: an interdisciplinary approach to the world economic crisis
Creative Financial Literacies: Speaking a Local Dialect

Measure for Measure: What's Fair?
Qualities of Economic Performance

Women, Reproduction, and the Production of the Commons
Unsilencing Racism through Forum Theater

Visionary Design and Non-Violent Civil Protest
Guerilla Public Art: Making art without the Institution

Learn to Make Plarn
Paper Holograms

Creative Contracts: Beyond the Handshake and the Form Contract
Unsilencing Racism through Forum Theater

Bicycle Tube Revamp
Object Theater

Experience Odissi, an Indian dance form
How to Tie a Sari and Head Wraps

Herbal Concentrates
Radical Museum: New Narratives

Video Game Design for Artists and Everyone Else
Radical Museums

Bodies by Design
What the Frack?

Speech and Debate
Embroidery Basics

Spring Kite-Making
How to Talk to Strangers

Burnout Prevention for Activists: Creating a Sustainable Workplace that Cares for You and Your Community
Barter for Knowledge Tonight

The Art of Book Folding
Bike Tube Revamp

Pilates in a Chair
Homecoming Dance Party

Economic Anthropology Reading Group
Three Questions for Lucy Lippard: Trade School at The Brooklyn Museum

Group Creative Therapy with Fingerpainting
Russian language

"I can't draw"
– realistic drawing

Photoshop for Beginners
Icebreakers

The Models 3-Day Real World Workshop
Salsa Rueda:

Compassionate Partnership and Community through Social Dance
Barter: Theory and Practice

From Crash to Crash: Art Activism and Gentrification in NYC since 1974
Meditation= Celebration

Surveying Waste and Capital
Solidarity, Justice, and Cooperation, oh my!

Economics for the rest of us.
Singing for pleasure

Creative Contracts: Beyond the Handshake and the Form Contract
Eat seaweed for a healthy thyroid

How to Do an I-Ching Reading
English Paper Piecing

Climate Change: Science, Economics & Policy
Learn to code, the how and why (and some history!)

The job of your dreams is here now: a collaborative discussion about your job search
Ensemble Improvisation

Fall Soup Making Course
Introduction to the Alexander Technique - Find Relief from Pain, Improve Performance and Breathe Freely

Online Organizing 101 for Advocacy and Organizing
Run. Enjoy. Repeat.

Awesome Workshops & Presentations Without PowerPoint
Critical Thinking for the 21st Century

my debt story
Efficiency of movement

U.S. Immigration 101

CLASS TOPICS

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304 PART II: TRADE SCHOOL EVERYWHERE

CLASS TOPICS

305

ceramic hand building cups
Drumming for the Rhythmless
Drumming for the Rhythmless #3
Drumming for the Rhythmless #4
Basic Flatground Skateboarding 101
Chisel-tip Sharpie Calligraphy
Chisel-tip Sharpie Calligraphy #2
Skateboarding—beginners on up
First Meeting
Zine Making Workshop
Intro to Permaculture: Ethics meets Ecology meets Farming
Making Pesto from Wild Leeks on Purchase Campus
Creating an ALL IN ONE NOTEBOOK
Making Friendship Bracelets

QUEENS

Spanish Language
Health Class

QUITO

prueba
Taller de escritura de cuentos
Taller de videoarte
Origami
"Descubriendo el Francés"
TALLER DE EXPRESION ARTISTICA Y CORPORAL (ANTI STRESS)
TRIBUTACION AL DIA
Cocina vegetariana para todos
clases de trompeta — charlas sobre Derecho (varios temas)
el juego infantil .
EMPRENDEDORES: TALLER BASICO DE VENTAS
Yoga para relajarte
kvhb
Meditación
33
Inscríbete: Taller de bici (mecánica)

Inscríbete: Cómo comer sano y de mi tierra en el Ecuador
Inscríbete: Kundalini Yoga
Inscríbete: Taller de malabares/golos/ fabricación y manipulación
Disfraces para guaguas
Inscríbete: Disfraces para guaguas
Inscríbete: Libros hechos a mano
Pintura meditativa y mandalas
Expresión y conciencia corporal
MOTIVACIÓN Y TOMA DE DESICIONES
Zambrano
Cursos Producción Publicitaria
Conociendome a mi mismo para amarme
Solución en tus manos, Reciclarle consciente
Dibujo, pintura y geometría sagrada
Ensamblaje de PC de escritorio
prueba mails
Inscríbete: Pantalones bombachos
Agricultura urbana
Yoga para niños y niñas
Yoga diversión y relajación
Enseñar aprender lo basico de guitarra acustica, enseñar a la gente el valor de los músicos independientes en el país
Discusión sobre la realidad de los artistas y músicos independientes en el país
Cocina 101
RICO Y FÁCIL!
Profesora hatha y vinyasa yoga
Tips de entrenamiento
FIESTA TRUEQUERA – (Cierre 1ra temporada)
CHARLESTON
MURAL COLECTIVO
Taller de Huertos Urbanos
TALLER DE HUERTOS URBANOS
RECICLARTE
MURAL COLECTIVO
prueba 2nda temporada
Todos a jugar! Todos somos actores!
expresión corporal.
máscaras, maquillaje pelucas teatrales

Derecho al alcance de todas y todos
Vídeo de presentación
Danza Árabe para principiantes
Tan tan tan... Imaginación, vacío y cuento infantil!
Elaboración de productos lácteos y agroforestería urbana
Taller de Circo
Taller de ITALIANO nivel básico
Imaginación, vacío y cuento infantil ...!
Vocalización y modulación de voz
Taller de Ula Ula básico
taller de brass
Taller de guitarra básica
Juegos de Teatro y Estética del Oprimido 2
Juegos de Teatro y Estética del Oprimido 1
Encontrando mi clown
Gestión del Turismo Comunitario y Solidario
Máscaras

Mirar Adentro: una conexión entre la cabeza, el corazón, y el lente con el que te observas
caminando y descubriendo
Clase de técnica en bicicleta
Armonízate con un dulce masaje en los pies.

RIO

Storytelling
Horta Urbana

SAN DIEGO

karate
DJing
Collective Body-02
How to Make Tea
Sewing

SINGAPORE

Design Without Clients
Designing for Offset Printing: The Basics
Trade property starting with Playing Monopoly
roundtable discussion & a thank-you gathering
Detox, Rejuvenate, and Revitalize
Making Art on iPad / iPhone
Beginner Street Magic (Hands On)
How to Remember Everything
Basic Selling Skills (Corporate Sales)
Working the Subject-Enhancing Photo Composition
Economics & Financial Literacy— It's a parent+child thing! (For parents of 6-12 year olds; bring the kid!)
The Art of Collage
Learn to Program by Drawing Pictures
Zine Experiments
A Felt Affair
Friendship Bands 101
Everyday Functional Fitness
Imagination Aerobics
How Not to Be A Tourist
SPAIN IS DIFFERENT :-)
Micro-publishing & Book-binding

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My Back Hurts: The Finest Whine	Gain Magical Improvisational Abilities	When in doubt, swing out! (8-count lindy hop for beginners)	Volunteer Meet Up: First Timers Welcome!
Introduction to Typography	Research & evaluation for non-research professionals: A crash course on working with data with rigour and social relevance	Collaborative Consumption	All life is improvised, so learn improv itself! It Just Makes Sense.
Understanding yourself through Art & Coaching!	Tar Sands and Environmental Justice	Improv, or: The Fine Art of Making It Up As You Go Along	How to Run a Workshop
PS: I Love You!	Reflexology massage	Creative Expression for Self-Acceptance	Bikechain's Beginners Bike Maintenance Seminar
make your own re-useable baggu*	Learn to spin yarn	Animation characters	Balloon sculpting: how to make animals, flowers and other things from balloons.
Be your own party planner	Finances 101	Super 8 Filmmaking	Learning to fly means loving the wind
Weave The Hearts – Japanese Zori Making	Intro to Spoken Word	Helping Each Other Change	Energetic Interrelations
Introduction To Typography	On the Open Road: Bicycle Touring 101	Introduction into Bead Weaving: Peyote Stitch	Negotiating Intimate Experiences: Setting yourself up for Possibilities
self defence 101	100 (ish) things you should know about Latin America: revolutionary men, travelling tips and beyond	Return of Haiku	Choose-Your-Own Adventure: Exploring your Future Sex Life
Move Like (Chuck) Norris.	How to use Social Media	Don't Fence Me In: DIY cut & paste expressionism	Ninja Camping-getting to know yourself more intimately
The Coffee Experience	Photography 101	How to Start a Community Garden – or other community food project!	Coming Home to the Kitchen
PS: I Love You!	Finances 101	Introduction to Gemstone Healing	Introduction to yoga: breathing, poses & meditation
Parade Arts: Infect Space With Enthusiasm	On the Open Road: Bicycle Touring 101	Pysanka- Ukrainian Easter Egg Workshop	The Love Lab: Make Your Own Natural Lubricants
Beatboxing for Beginners	Celebrate! The Future of Trade School Toronto	Medical and dental school application workshop	Natural Contraception: Affordable, Effective Options that are Healthy for You and The Planet!
Moving Situations	Design Class	Sourdough Bread Baking	Spiritual Journey To Yourself
Conversational Cantonese	Duct Tape Creations	Vegan Cookie Decorating	Spiral Journey to Yourself
Medical Myths Busted!	Visual Learning 101	Natural skin care workshop: Turn your home into a spa!	Joanna Macy and The Work that Reconnects
Bookbinding 101	The Evolution of Media: A Guided Discussion	Drawing For Beginners	Become a Trade School Organizer
How To Make A Hand-Tied Posy	Designing Transformative Problem Statements	Natal Chart Reading	
Basics of Italics	Learn How to Crochet	Fermentation	
Light-Up Christmas Ornaments	The Design of Human Interaction	Page after Page: Survival strategies for longer writing projects	
Basic & Practical Mountaineering Skills	Design a Festival	Sourdough Bread Baking	
Coffee Tasting: What's All The Fuss About Anyway?	Collaborative Consumption: Design your life to be more collaborative	Fermentation	
	Human-Centered Design: A Primer	Learn How to Crochet	
	Learn How to Wire Crochet	Duct Tape Creations	
	Learn the African Net Weave with Seed Beads	Beginner French	
	Dating by Design: The Basics	Drawing For Beginners	
	Design a Workshop on Anything	Less than \$15 meals – All levels	
	Blogging Workshop	Free Boating: How to get and care for a boat for little or no money	
	Sustainable Investing 101	Introduction to Tarot	
	Movie-Making Made Easy	Labour of Love: Basic Bread Baking	
	Origami Flowers	Dance With Intimacy	
	Dating by Design: The Basics	Bicycle Maintenance for the Commuter	
	discovering your speaking voice	How to Make Flavourful Food: Tips and Tricks from Two Toronto Chefs	
	Health Care on Your Finger Tips	The Improv Session of your DREAMS!	
	Instructional Design: The ADDIE Model	Speak To Me: French & Spanish Bilingual Jam	
	Learn HTML5 and CSS	Scholarships, Grants and Awards: How to get one (or all)	

TORONTO

Second Attempt
Design Class
An Ally Journey
Social Innovation, Collaborative Consumption and Living with Intensity
basic bike maintenance
Who are the trees in your neighbourhood?
How to Exercise for Absolute Beginners
Mission Impossible
Cool stuff
Vool
Toronto Mac Tech – Intro to the Mac and iOS Devices
Keep Your Pen Moving ~ a creative writing workshop for people who want bulgy hand-muscles
Introduction to Cycling Basics and Bike Maintenance
Resisting Mentalism: Becoming an Ally to Mad People and the Consumer/Survivor Community

TULSE HILL

All about Dance
Grow your own: how to use windowsills to grow winter herbs and salads
Speaking with Confidence
How to start a Trade School
Quilt Making
Make your own cloth nappy.
Introduction to Marxism
Cooking with children
Knitting and Crocheting

VANCOUVER

Repurposing Everyday Objects
Life Drawing

CLASS TOPICS

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Math in Real Life: Why We Factor	Urban Beekeeping	Winter Naturalist Skills for Families	Learn Money
How to Come Up with a Good Idea	Introduction to Secular Tarot		How to set up your creative business?
Bonjour	Bookkeeping for Sole Proprietors		Social Media Dissection Lab
How to look for a job	Be Fully Heard (and hear fully)		Learn how to get control over sugar cravings
Art Philosophy Part1	Internet Startups101		Craftivism: A spoonful of CRAFT helps the ACTIVISM go down
Art Philosophy Part2	Marketing Basics		Bake your own: Danish Christmas cookies
Internet Startups101	Tassling		Roll your own sushi
Beginner Programming in Scala	Dancing to the Nineties		
Everyday Photography: Tips to breathe creativity into your life	Beginner Street Dance –Popping		
Resume Help	Bike Maintenance 101		
Backpacking from A to Z	Repurpose Baling Straps into Functional Objects		
Paper Caper! Adventures in Paper Crafting	Silhouesque Dance		
Project Management Training for Freelancers	Hatha Yoga		
RRSPs and TFSAs101	But is it an Emergency?		
Aquaponics 101	Beating Writer's Block		
Dream interpretation: Basic techniques	Crisis and Change: How Deep Do We need To Go? Part1		
Making the World a Better Place According to Socialist Theory	Energy Maintenance and Meditation		
Vision & Goal Setting	How To Create a Blog		
What is Milk and where does it come from?	Hatha Yoga		
Beginners Ameslan Part1	Trade School Vancouver Launch Day!		
Beginners Ameslan Part2	Canvas Making		
Setting the Context For Change: Crisis and Change, Exploring the Solutions	Floral Arrangement		
Anxiety 101	Creating Alternate Realities Through Abstract Collage		
Fundamentals of Photoshop, Illustrator & inDesign	Introduction of Screenprinting		
All Fingers and Thumbs Knitting	Make Your Own Super Hero Outfit		
Guerilla Style Usability	Introduction to Beer Making 101A		
Eating for Health and Wellness	Mastering Mexican Salsas (the edible kind)		
HTML & CSS for fun and profit	Traditional Ukrainian Pierogi Making		
Conflict Management 101	Macrobiotic Cooking 101		
RRSPs and TFSAs101	Facilitating a Community Kitchen		
Building Your Personal Online Community	Plant Identification		
Job Hunt Black Ops	Common Urban Herbs and Their Uses		
Backpacking: From A to Z	Vibrant Movement Yoga		
Career Planning 101	Ultimate Frisbee 101		
Poetry: Off the page and into performance	Urban Herbs & Edibles		
Marketing Basics	Beating Writer's Block		
Buying and Shooting Vintage / Film Cameras	Introductory Spinning Poi		
Basic PC Maintenance for the Computer Challenged	Beach Volleyball 101		
Event Planning 101	Bike Maintenance 101		
Introduction to iOS development	Bike Touring 101		
	Improv for Public Speaking		
	Speak! Speak!		
	Put a Bird On It – Recycled Tree Decorations		

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CONTRACEPTION: DEBUNKING MYTHS ABOUT WHAT REALLY WORKS

Silvia Canelon, Trade School Indianapolis

I believe everyone should know how to make informed decisions regarding their health, including reproductive health and contraception. Trade School Indianapolis allowed me to share thorough and accurate information about each reproductive system and type of contraceptive through a class titled "Contraception: Debunking Myths About What Really Works." Unfortunately, a stigma surrounds discussion of reproductive rights and health in the United States and individuals reach adulthood knowing very little about their own bodies, let alone that of the opposite sex. The only education publicly provided about reproductive health and contraception usually comes as a brief health education workshop in middle school or junior high school and a single required health or sexual education class in high school which many find to be inadequate.

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in preparing soon-to-be adults for a healthy reproductive life. I believe this lack of evidence-based information leads to adults being grossly unprepared to make informed choices and contributes to myriad concerns regarding public health including sexually transmitted infections, unplanned pregnancies, reproductive disorders, gender inequality, and gender disparity, among others.

Assumptions and myths about pregnancy and contraceptive effectiveness have permeated the fabric of modern society and created a foundation for cultural expectations based on incomplete or incorrect information. This insubstantial foundation has informed the way healthcare is delivered and has disempowered individuals to make independent choices about their reproductive health. I think that the stigma enveloping this topic not only limits offerings of reproductive health education but also keeps adults from seeking it. Reproductive health and sexual education for adults can sometimes be found in environments such as college campuses or health centers, but any adult outside of the targeted demographic would be unaware of or lack access to the information. For this reason, I felt Trade School could provide a platform for me to disseminate accurate information in a casual, safe, and judgment-free environment, accessible to everyone in the community.

At a minimum, the goal of teaching the contraception class was to provide a breadth of evidence-based information that students felt motivated explore further. My greatest hope is that the class helped students feel enlightened about contraceptive options and emboldened to reevaluate them in order to make a truly informed decision that aligns with their values and priorities.

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A SPACE TO LISTEN

Alegría Acosta, Trade School Quito

Wisdom and knowledge can best be understood together. Knowledge is learning, the power of the mind to understand and describe the universe. Wisdom is knowing how to apply knowledge and how not to apply it. Knowledge is knowing what to say; wisdom is knowing whether or not to say it. Knowledge gives answers; wisdom asks questions.

— Starhawk

The Trade School platform has been an accessible space to reach out and share ideas, not only knowledge, but a space to invite people to discuss something, to raise questions over a specific topic or to get organized and do something together. For some reason it felt easy to do it in this context. I shared the topic

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that I wanted to talk about and I was honest and transparent when I talked about myself. I said, "I'm not an expert in this matter, but I would love to get together and talk about this." When I first did this it was to talk about race, and it felt like an experiment. I went to hear about Angelica Dass at project Humanae, and this encouraged me to raise the call. I registered the class ... 3 people came. We talked, shared ideas, and collectively made a collage about race and how we felt about it.

I felt comfortable setting up a space where I didn't feel the pressure of having the answers, so I decided to do it again. This time I wanted to talk about feminism. My second call was for a class called, "Video: We should all be feminists." The idea was to show Chimamanda Ngozi Adichie's Ted Talk and create a space to talk about what she said. It felt like a start of something powerful. This brought around 20 people together. After we watched the video together we talked about gender violence, creating a new world for women and men, and the need to create more spaces like this one. Trade School helped to bring people together, to share ideas and to leave questions up in the air. There were no answers for everything but there was a need to talk about feminism.

The third call was to bring moms together to be part of the march: "Vivas nos Queremos" (We want us alive). There was a huge wave

There is a need to get together as a society, to share ideas and put them in action.

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of demonstrations all over Latin America to protest femicide and violence against women. The slogans were: “Ni Una Menos” (Not one less) and “Vivas nos queremos” (We want us alive). Trade School Quito decided to join this cause by opening a season to share classes over these topics. I took this opportunity to reach out to moms. “Let’s get together and weave our stories” was the name of the first class. We got together to talk about motherhood, about the silent revolution that is taking place in every home every single day by moms and we all agreed that we wanted to march together. The next call in this same context was “Moms in action.” We already had ideas and a plan and more moms joined.

These experiments proved for me that there is a need to get together as a society, to share ideas and put them in action. Trade School is also an opportunity for bringing stories together, sharing our stories, and making a space to listen to other people’s stories.

GENEVA



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LOCATION

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Were you able to create your own space? Did you use barter to obtain class space, furniture, supplies, PR, etc.?

AMSTERDAM

Robbert One of the cofounders, Jowon, offered his work location in the city center of Amsterdam, a unique art exposition space as the host location or Learning Space, if you will, for the first series of Trade School courses. This space was very basic by nature, a concrete space with chairs, a table, and restrooms close by.

CARDIFF

We run Trade School using existing resources in the community. None of us have time to take it as far as creating our own dedicated space ... We are conscious of how much energy and time we all have to give to the project. While we'd love for someone to take on and run disused buildings and turn them into community spaces with permaculture, making and meeting spaces, organic and fairtrade cafes, etc. — it's not for us to take on now. We help promote coworking spaces and existing assets and resources. We see ourselves as a "summer school" rather than a "real permanent physical school." In our last venue we did end up bartering goods for the space in the spirit of Trade School and this is definitely something to consider for the future.

EDINBURGH

Jo & Dani Johanna Holtan and Dani Trudeau set up Trade School Edinburgh in 2013 after Jo found OurGoods online.

Originally, sessions were run in various cafés, pubs, and other venues. Going to different venues had its perks but we quickly wanted a designated space, to avoid distractions and other limitations. The physical space is important because of the importance of trust and the wide range of skills taught and shared. We have done everything from bike maintenance, with a bike on a stand, to trigger point pilates, where we need to spread out on a clean floor. In 2015, we pursued our dream of having a cool place to do great things with good people and opened Tribe Porty. Tribe Porty is a community coworking and creative events space. We have enough space to run sessions at giant tables in our coworking side, or anything else in our events space which is a large open space. The space is important to have a warm and welcoming feel and we have worked hard to create an inviting and interesting space. Trade School and its roots of connectivity and mutual exchange really provide the perfect ethos for all things which happen at Tribe Porty.

MILAN

One of the most interesting things about running a Trade School in your town is that each chapter faces distinct cultural, social, and economic differences and must try to adapt to them. Finding a space was problematic. In Milan private spaces are extremely expensive, and we knew it was important to find a place in the center of the city, easy to locate and easy to reach. In the end we made a deal with a coworking space in Milan's

Chinatown. It featured most of the facilities we could have needed for the classes (tables, chairs, whiteboards, projector, kitchen), and it would let us run classes on night hours during the week, but we had to pay money for it. Bartering wasn't an option. We came up with the idea of running special classes in teachers' spaces or ateliers. Classes were given in artists' spaces, a fashion designer's atelier, and a music magazine's office.

SINGAPORE

We did not create our own space but we did barter for space at kennel., our venue for most of season01's classes. In exchange, we held an event in kennel.'s name.

How did you create a safe, welcoming space?

AMSTERDAM

We decided that at least one of the founders would be present for each course, so I joined a few classes myself. Basic catering was provided by the Learning Space, there was tea, coffee, and some soda for the teacher and students. Every class started off with a short introduction from one of the founders, followed by sharing the barter items with the teacher. Seeing what the students brought to trade with the teacher was always a great moment. I also enjoyed experiencing that there truly is a teacher in each and every one of us, even in people unexperienced in presenting to groups.

ATHENS

Eleni We were there to help. The teachers could always use our phone number in case some trouble came up on their way to class. When the students and teachers arrived we offered them coffee, water, or tea and showed them around.

CARDIFF

We maintain a good response time on Facebook, Facebook messenger, Twitter, and emails. We're there for a meet and greet (personally welcoming people on arrival, initiating conversations), and set an introductions slot at the start of each class (principles and ethos of Trade School; logistics e.g. toilets, fire exits, smoking areas, refreshments; introducing the teacher). Each teacher has one of the core team as an assigned teacher contact. We use a light-hearted and

friendly tone of voice on social media — posting messages, updates, and gifs, sharing what happens in the class, tweeting and posting to Facebook during the class. We also had some Trade School Cardiff 25mm pin badges made as small gifts for attendees and teachers.

GENEVA

Nicola A co-creator would be present at the beginning and end of each class to introduce Trade School Geneva and the teacher to the class, as well as thank the people present and gather feedback at the end. The feedback and the experiences of the co-creators present were shared with the team at meetings, and lead to collective action by the co-creators. Being an international city in a French speaking part of Switzerland, it was essential for us not to become "linguistically-exclusive," so our communication with the public, and the classes offered, were always in two languages and seeking to be inclusive of other languages (we also have had classes given in Spanish, Italian, and Russian).

GUAYAQUIL

We thought it was important to always have a host—not just the teacher, but either Paulina or Blanquita—to encourage people to keep the sense of the project in mind, explain the rules, and give support to the teacher.

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INDIANAPOLIS

Silvia Trade School Indianapolis creates a safe, welcoming space by partnering with a community coffee shop which already has created a comforting physical environment. Our group specifically hosts semester launch events at the beginning of each semester with food and drinks to welcome students and teachers to the space and meet one another. For classes, we also provide water to drink and class facilitators and teachers are trained or asked to interact directly with students to help them feel comfortable at each class.

LOS ANGELES

Often, teachers would ask for "snacks to share with the group" as one of the barter items. Having food and drink available always helped to warm the mood. We also made sure to have Trade School Los Angeles postcards and flyers at all of our partner venues. The intro speech helped to set the tone of who we were, why we were there, and what we stood for.

MILAN

An important trait of Trade School is how it makes everyone feel welcome, so we always tried to give the classrooms a recognizable identity. Things like a drawing on a blackboard, a DIY banner, or hand-drawn posters gave the space openness and informality. Most of the time we had to clean the spaces after we used them, so we did our best to create props we could reuse and move easily.

NORWICH

We always make sure that a member of the Trade School volunteer committee is there to meet and greet the teacher

and students and stays throughout the classes. Tea and coffee are available.

PIETERMARITZBURG

We put a lot of effort into advertising not just each Trade School, but the ethos underlying Trade School. So we put up banners and created flyers in two languages, which we handed out as widely as possible (we also put piles in places where lots of people go); we did as much one-on-one talking to people on campus as we could manage; we created a Facebook page, Instagram account, Twitter account, etc. In preparation for our first Trade School, we bought red T-shirts and had them embroidered for the 5 collective members, and wore them at each class. For our first one, we did it over 3 days, all in one building, to create a bit of a presence and buzz. We also provided tea for some of the longer, more creative classes, and got the teachers to ask learners to bring food to share as their barter item. We also tried to make sure the spaces were nice ones for each class — more relaxed ones for the more creative/craft classes; outside when the weather was nice and the class appropriate (e.g. fabric painting, gardening); and for our city-wide Trade School, we used venues that were already known to some people as safe public spaces — the library, local NGOs, etc.

SINGAPORE

We personally texted students before each class to remind them of the session and their barter agreement. We also tried to sit in for entire classes to prevent teachers from taking advantage of a readily engaged audience (we once had the unfortunate experience of a teacher selling her products to students).

What should future organizers consider when looking for a space?

ATHENS

Eleni Look for a place close to central streets or close to a subway station. Take into consideration easy access for people with physical disabilities, and also find a place with windows and natural light, if possible! We think that it would be useful if the space had three different rooms — one of them with a wooden floor and big enough for physical workshops.

CARDIFF

Spaces should be flexible and easy to customize in terms of table and chair layout, with enough chairs and tables for the numbers of attendees. Think of space layout to ensure full participation, for instance a bike-repair demo works best with the bike in the middle so everyone can crowd around. You should also consider tea and coffee making facilities or access to a café for refreshments; toilets; accessibility; opening hours (e.g. does everyone have to be there on time to be let through a gate that is locked behind them, or can people arrive and leave easily?); facilities to project/screen/power sockets; and enough space and good lighting, especially to run crafts sessions. The intangible requirements: is it appropriate, does it fit the ethos, and feel "right"? Is this space dedicated explicitly to commercial gain, or does it have a community-minded approach?

GENEVA

Nicola The real-estate dictum comes to mind — location, location, location. Some important factors: Accessibility by public transport, proximity to city center or neighborhoods of interest, having a working large kitchen for cooking classes, large open spaces with mirrors on wall for dance and martial arts classes, a wall to project onto (slideshows, AV, and film screenings), price, availability, relationship with landlord/neighbors/community. Geneva is an extremely expensive city. From the first meetings there was a question of renting a space or finding a space to house Trade School in. Our solution was to decentralize and seek support from the community centers (*Maisons de Quartier* in French) that are financed by the City of Geneva, but managed by local community members. The first year we had the support of four different community centers across the city. Over the course of the years we built a very positive relationship with one of these centers. To facilitate the co-creator task of opening and closing the space to teachers and students, we decided to focus on using this center for the time being. We do offer the teachers the possibility of hosting their class in a space they know and have access to, so there is flexibility there. That said, this policy of space management depends on the community centers, their availability, and the City of Geneva continuing to operate with this system (for example this year there have been changes on how this system is managed,

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and as a result TSG might need to adapt). We always saw this as a partnership. Community centers are community spaces organized by the city; there never was an issue of identity for us. We are one of many associations that use the spaces they offer, and as a result we also get more exposure to new students and potential teachers for classes. I believe this decentralized approach worked great, having had only positive returns from the spaces we used. This was the only way we could have realistically implemented a volunteer-run, fee-less platform in this city.

GUAYAQUIL

First define your target audience. At the beginning we did it by the hostel downtown because many of our participants were located in the area, but later we decided to explore and expand to a different neighborhood where people didn't know anything about the project and it attracted a lot of people. The type of activities define the place you need.

INDIANAPOLIS

Silvia Consider partnering with a local business or community space to extend the bartering principles beyond the classroom! If renting a space, be mindful of the potential for future rent increases and ensure that the Trade School budget will allow for sustainable leasing of the space for long-term use. Using a single space in the long term may help to solidify and further legitimize the Trade School organization as opposed to running "pop-up" classes in various locations. Using a single space for the long term is also helpful logically because scheduling classes becomes much easier if the location is not variable. We have found the ability to post a schedule of upcoming classes as well as

Trade School contact information to be very helpful for those who are not familiar with Trade School.

NORWICH

Look for a fully accessible space that is available evenings and weekends. A space used by other similar groups so that you can find ways of working together and sharing information. Find a location in the city center, if possible. A space where outsiders can see what is going on. That way Trade School doesn't become too inward-looking and the word gets spread.

LOS ANGELES

Space was (and is) the largest challenge for Trade School Los Angeles. It's time-consuming to organize classes, but becomes much, much more difficult when you are also shopping for a place to host class, then trying to coordinate host and teacher schedules. I have dreamed for the past few years of finding a room that could be ours. Ideally, it would be an empty room, big enough to fit 30 people, with a closet to hold tables and chairs and supplies; with a sink, an accessible bathroom, and maybe even a refrigerator. It would have a private entrance where we could use a lock-box to transfer pick up and leave keys whenever a class was taking place.

PIETERMARITZBURG

Somewhere central. Easy to access — inclusive of those with disabilities — but safe (including safe parking, for those with cars), and easy to find (lots of signage/banners etc.).

QUITO

My recommendation for future organizers looking for spaces is first to encourage people to open their own spaces to give the class. This experience is quite challenging but the rewards are enormous. The relationships people can make in such a short period of time are invaluable. I think in this world full of fear and insecurity, opening the doors of your house is an act of rebellion. We've had many good experiences and good feedback about this process. If people don't feel secure or if they don't have enough space for the activity, the alternative is to use public spaces. I don't know how it works in other countries, but here in Ecuador, if you are not charging for that activity and you are not doing anything illegal, you can use places as parks, agoras, amphitheaters, etc. for free and without permission (obviously if you are not bothering other users).

SINGAPORE

Think about these additional questions: How will using the space affect any existing tenants of the space? Is there easy access to a clean washroom? Is there easy access to a rubbish dump (for any post-class trash that has to be cleared)? Are there affordable areas to eat at nearby? Many of our students would eat before or after class.

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Have you had issues with insurance? What was your solution?

CARDIFF

We spoke to the venue about insurance every time we used a new place, and they were happy to cover the project through their public liability insurance. If teachers are sharing professional skills they are usually covered by their own professional insurance but we have not made this a requirement as many teachers volunteer to share a hobby or passion. We wrote some terms and conditions into the teachers' pack, but we're not strict about getting people to sign disclaimer sheets. We considered and discussed this, and we made the decision to keep it simple. Here are the Trade School Cardiff T&Cs:

Trade School is a space of mutual respect where students barter with teachers for instruction. Here are a few notes about how we roll at Trade School Cardiff.

- We have been granted use of the venue for free, because the owners believe in supporting these types of community events. In recognition of this, please treat the premises with care and respect. If an accident happens (e.g. spilled coffee) please notify a member of the Trade School team straight away.
- If you are teaching a class: Use common sense, think through your session, and evaluate any possible risks. Speak to a member of the Trade School team when planning your class if you are unsure about anything. Make sure you keep yourself and your students safe, and the venue undamaged.

- If you are attending a class: Please take responsibility for yourself and for your learning. Behave nicely, be it with the teacher, the other students, the venue staff, or the members of the public who might also be on the premises at the same time.

This entire project is run on a voluntary basis, and it works thanks to everyone giving their time, energy and enthusiasm to make cool stuff happen. Please bear in mind at all times the values of kindness, respect, and sharing. Be excellent to each other.

GENEVA

Nicola & Nicole By law, as an association we are covered in Switzerland by basic insurance (third party damages) generally referred to as "civic responsibility cover" in Europe. We discussed insurance after the feedback from one of the martial arts classes was "what if someone hurts themselves during the course of the class?" Our policy was to make it clear to people before the class that Trade School Geneva could not be held liable as an association, and that we were not offering the service (the class) but just the space. For some classes that involved physical activity we asked the students to sign a declaration to this effect. In Switzerland, people are required by law to have personal health and accident insurance, so the assumption was made that everyone had at least personal coverage. No incident ever occurred to warrant the use of insurance.

NORWICH

The owner of the church where Trade School Norwich used to meet covered liability insurance until the last year we were there. After that we had to find our own. We fundraised to cover it for a few months while we looked for a new home.

LOS ANGELES

Teachers and hosts were all informed that Trade School Los Angeles was an unincorporated association. In the eyes of the law, this meant we were similar to a volunteer group or a chess club—a group of people who willingly decided to get together for a common cause. This also meant that there is no separate legal existence or liability from its members. Everyone was given the option to request a general “limited liability” waiver if they felt their class or location warranted one.

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Create a timeline of the spaces you hosted classes in. Which space worked out the best and why?

ATHENS

Eleni Our classes mainly took place in municipal spaces, squats, and private venues. We sometimes had difficulties in communicating with the managers of municipal spaces; there were times that they had forgotten the class or were absent, so we had to find a different date or another room in the building that town hall had offered to us. Also, some of the students thought that the classes that took place there were offered by the municipality of Athens. The good thing is that one of the rooms was big enough to host many students and it had many technical facilities. There was also another space that was offered to Trade School which was too small and too difficult to enter, but still very close to a subway station. In the squats we felt that we were coming closer to the artistic part of the community and to other groups of people (e.g. refugees) and it was very interesting to cooperate with them. We were lucky with the private places which were always very clean and cozy, and the managers very hospitable. We could organize things there more autonomously.

CARDIFF

Cathays Community Centre

Positive

free.

Negative

Small room (the space was cluttered and not very flexible). This meant smaller class sizes. Brought our own tea/coffee making stuff. Location may have been hard to find for some.

Indycube (coworking space), Castle Arcade

Positive

Free, knew people running the space, had plenty of chairs and tables, easy to customize space, whiteboards, coffee making facilities, central location.

Negative

Restricted access (closing/opening gates), limited finishing time.

Oasis Cardiff (charity supporting refugees)

Positive

Free, had plenty of chairs, tables, whiteboards, coffee making facilities, space used daily by refugees who participated and became students and teachers in Trade School.

Negative

Location on a small side street, perhaps harder to find, and limited parking.

Pelican Nursery (Welsh-language organic day nursery)

Positive

A quirky, colorful space, customizable, access to kitchen for teas.

Negative

We had to be mindful that the space was a working children's nursery and to ensure

we left the space exactly as it was found, restricted access and locking/safety concerns, slightly off the beaten track with limited parking, had to bring adult-sized chairs!

Shipping container outside The Gate arts center during Made In Roath festival week**Positive**

Next to a clothes swap event and part of a community festival, people popped into classes off the street, quirky!

Negative

Could only fit 5 people, not much room to do things, no heating, no electricity, it was cold!! People asking about all the other events around us.

Little Man Coffee**Positives**

Really generous and community-minded business, good space with tables and chairs that will fit up to 30 people, bright and friendly, excellent coffees and teas, good evening access, central location, venue and the type of customer demographics that have an interest in Trade School-type events.

Negative

Got a feeling that perhaps we overstayed our welcome? Not sure if we're being paranoid as we haven't sat down to chat with the owner about the relationship as yet.

So far Little Man worked out the best for us, though we are exploring new venues for the three quarterly sessions in 2017, so that they are in different parts of town and types of spaces. Generally the use of

venues for Trade School classes tends to bring people in through the door into places they might not otherwise have known about.

GUAYAQUIL

Manso Hostal Boutique

This was the first place that hosted us; the positive things were that is very well located (in the center of the city), it's well known by people in Guayaquil, and the owners really support the project. On the other hand, our classes sometimes coincided with other hotel activities and it was hard to find a space so we had to improvise places in the hotel.

Feria Bonaterra (Colegio Balandra)

This was the second place that hosted us. It helped us connect with other people, outside of our list of friends and relatives. This was out of our comfort zone and was very positive.

INDIANAPOLIS**Silvia**

September 2015 – Circle City Industrial Complex Room**Positives**

- The space was used only by Trade School Indianapolis, so the group was able to decorate and use it in whatever way we thought would represent and benefit Trade School Indianapolis.
- Because Trade School Indianapolis was the only group using the space, the room could be locked outside of class hours,

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so all supplies were kept secure and only used by our students and members.

- Trade School Indianapolis had the freedom to schedule classes whenever was convenient without depending on other factors.
- The class facilitator responsibilities were fairly minor so it wasn't difficult to find members willing to use their time in this way as their barter item.
- Class facilitators had the responsibility of personally welcoming everyone that came into the room which, I believe, had the effect of letting students know to whom they could address questions, and eliminated the need for a "visitor's desk."

Negatives

- Trade School Indianapolis had to pay rent for use of the room within the complex
- Because classes were only hosted for a couple of hours each day a class was scheduled, the space was "wasted" outside of class hours.
- Room was a bit tricky to get to, in a large complex with winding hallways.
- There was no real "storefront" to inform a passerby that Trade School Indianapolis was located inside the complex.

Summer 2016—Rabble Coffee

Positives

The shared space at the coffee shop is inherently welcoming.

- Rent is much lower than it was at the prior location.
- Trade School Indianapolis was given a large section of a wall to post information and storage space for supplies.
- Rabble Coffee offers Trade School Indianapolis use of a pull-down projection screen for digital visual class presentations, a highly popular tool for teachers that we would likely not have purchased on its limited budget
- Because the coffee shop runs during the day and Trade School Indianapolis picks up when it closes, sharing the space allows it to be used to a greater potential
- The coffee shop owner(s) and employees are willing and able to spread the word about the Trade School to patrons of the coffee shop throughout the day, every day—directing interested patrons to sign up for the Trade School Indianapolis e-newsletter in a binder kept at the coffee shop near the counter, and directing patrons to our section on the wall for more information and a posted schedule of upcoming classes.
- Shop patrons can learn about Trade School Indianapolis when visiting the shop and they may not have heard of it otherwise.
- Trade School attendees have the option to support a local business

by purchasing a food or drink item to enjoy during class.

- Trade School Indianapolis was able to place a sign on the storefront window which helps get the word out to foot and car traffic, and helps attendees new to the space easily identify the correct location.
- The Trade School Indianapolis and Rabble Coffee partnership has opened up multiple avenues of cross-promotion, including:
 - On social media, Trade School Indianapolis will mention Rabble Coffee in its Facebook posts and vice-versa.
 - Word-of-mouth promotion of Trade School Indianapolis has to include Rabble Coffee and Rabble Coffee's partnership with us increases business for the shop.

Negatives

- The space is shared so Trade School Indianapolis needs to work and check in with the coffee shop with ideas on how to utilize the space (i.e. moving furniture) and when to utilize the space (i.e. some evenings each month, Rabble Coffee likes to host community events after the shop closes so Trade School Indianapolis is unable to schedule classes those days).
- Trade School Indianapolis cannot schedule classes whenever is most convenient because it needs to rely on when the coffee shop is available to be used.
- Sometimes coffee-shop patrons see classes taking place inside and try to go in, not realizing the coffee shop is closed. It can sometimes be

a little inconvenient at the beginning of class when the door is unlocked; it can be disruptive to teacher/student introductions as well as to the beginning portion of the class.

- The list of class facilitator responsibilities is longer and include more duties than the prior location (i.e. sweeping and mopping), which initially made it challenging to find members willing to volunteer as class facilitator in place of a barter item.

NORWICH

January 2013–May 2016, St. Lawrence’s Church

This is an unused church in the center of Norwich. It is an empty space run by a group called The Common Room that envisaged the space being used by local community groups.

Advantages

It's free! The exterior and part of the interior of the church date to the 15th century with 19th century additions. This made the atmosphere of the space a special one that people liked. This was a dedicated space — when Trade School was using it we did not need to share our space. It was easy to maintain, and in the center of the city.

Disadvantages

There was no heating, running water, toilets, or cooking facilities; in the middle of winter that meant teachers and students were very cold indeed. Physical access to the building was close to impossible for anybody with a physical impairment, such as wheelchair users. Rules by the owner of the building changed so that we had to provide our own liability insurance.

LOCATION

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May 2016–present, Millennium Library

This is the flagship library for the city of Norwich which was built in 2001. It is one of the largest and most successful libraries in the UK. We agreed that classes would take place in an open area in the library so that visitors to the library can see classes as they happen.

Advantages

It's free! The library covers us with their insurance, lots of people see classes and inquire about what we are doing, the library supports us with equipment, it's warm, accessible to all, and the bathroom is nearby.

Disadvantages

There are some restrictions on the kinds of classes we can offer. They don't want anything food-related, or anything that makes too much mess (so that's bicycle repair out, for instance). We are sharing the space with all other library users. This is only a small and occasional disadvantage. It can only be used during library opening times – this means that we can't offer evening classes.

LOS ANGELES

2014–2017

We tried to use a free patio space behind a friend's record store, but it was too windy and noisy to work. Pop-Hop Books allowed us to set up tables in the back of their store after they closed on Sunday evenings, which was a nice space, but Sunday night availability wasn't good for many teachers. Several spaces (like the LA Synchronicity collective and art gallery Chin's Push) could host outdoor classes, but direct sunlight, heat, or

darkness were often a challenge. Also, with any outdoor locations, I often needed to drive tables and chairs over before the class. I hosted quite a few classes in my apartment, setting up folding chairs and/or folding tables to fit about 15 but stopped this when someone pointed out that the set of stairs leading to my apartment made it inaccessible.

The art collective/music venue HM157 hosted classes in their large outdoor space. Sun, warmth, and darkness were challenges here.

Book Show Book Store became our most reliable classroom host. The owner, Jen, loved the concept of Trade School and was always encouraging and throwing events in her shop. She never took anything in exchange for using her space, even though it often meant she would stay later than normal to close up afterwards. We could fit up to 20 in the back part of the store, away from the retail area and were able to start classes at about 7pm on weekdays. The space was accessible and parking was easy.

At orientation, teachers were all asked to give a "Trade School Los Angeles Intro" speech before they started class. In it, we explained that, though you may attend classes in a variety of locations and venues, we're all part of the same mission.

People often suggested that I reach out to the local civic bodies, and I did many times, but all local libraries required rental fees of about \$300 per afternoon and, despite many attempts, the city councilmen and Parks and Recreation departments never responded at all.

PIETERMARITZBURG

For our first Trade School, we used various lecture rooms and a courtyard in Old Main Building, at the University's main campus. This is the first, historic, building of the University, so quite elegant. It's

very central and dominates the campus, so easy to see and find. Putting all classes in this building meant we could put up a banner to attract attention, and create a bit of a "buzz." There is one main entrance from which you can see the other two, so it's easy to see if people were entering from elsewhere, and easy to signpost. Some rooms are quite cramped and far from each other, and not in very good condition (one had no working power points). Some are not easily accessible to someone with a disability. One Saturday, some venues we planned to use were locked. It was difficult to book venues, because they are heavily used during term time for lectures.

For the second Trade School, we used a local museum. It is fairly central, well-known, and very well equipped. The teacher worked there and felt comfortable in the space. One of the classes was a "behind the scenes" tour of the museum, so it could only really be run there. Collective members had to drive there to make sure all was okay at the start, which wasn't as convenient as on-campus venues. Parking was a real problem and traffic was bad at the time this class was held.

In the third, city-wide Trade School Pietermaritzburg, we used a variety of locations:

Various rooms and the garden of the Education Building

This was very convenient, and easy to set up (e.g. When we had to remove all furniture, we had time to do this, because we had more control over bookings). The staff tea room proved to be a really nice, relaxed space and the garden was great (there's also porch right there if the weather became a problem). The building was not on the main campus, so not very central—we couldn't attract passersby as we had

done in Old Main. It needed a lot of signposting, because it could be entered from several different places.

Centre for Visual Arts, Main Campus – digital arts lab/gallery

The gallery was the only space we could find that would work well for a dance class, and it worked very well. It was a nice, open area, and aesthetically pleasing. The digital arts lab was probably the only possible venue for the 3D printing class, and it worked well. It needed a lot of signage, and people still found it hard to find, so some people were late.

Local NGO 1—boardroom

We ran a number of classes here, mostly Friday afternoon/Saturday mornings. Fairly central to CBD, it was easy to access via public transport. There was some secure parking behind a electronic gate, for people who were anxious about parking cars outside (there was also ample parking outside). We could hang our banner on the fence so people could find it/attract interest of passersby. It was well resourced and under NGO control, so if they weren't watching the main gate people couldn't get in. Because of the fence and gate, it was not very welcoming.

Local NGO 1—flat/apartment

As above (same place). We ran a couple of classes here, all on Saturday morning. It was a very relaxed, open space, with kitchen area for tea, etc.—well-equipped and comfortable. This was great for long, creative sessions. A very safe flat/apartment behind a second gate, so there were even more access issues.

Local NGO 2 – offices

Only one class was run here. It was relatively central, and fairly easy to access via public transport, though not as central as NGO 1. It had easy parking, and was easy to access. The teacher of this class worked at this NGO, and the topic was related to this work, so it was convenient for him. It wasn't as easy to find as NGO 1; there wasn't passing traffic to be attracted by banner, etc. This was in a fairly middle class area, and in fairly corporate-style offices, so not as in keeping with the TS ethos as other venues.

Public library/auditorium

This was central and very easy access via public transport. Signage we put up for the class attracted people who just happened to be in library (some of whom then attended the class). One of the classes run in the library was a "behind the scenes" tour, highlighting all the different activities going on in the library, so it could only really be run there. There were parking issues for those with cars, and some people couldn't find the main entrance to the library, despite signs.

Darville Sewerage Works

This is where we held the birding class. It is where academics/students from the University go to ring birds each month (which they've been doing for 40 years) because it is so rich in birdlife. It was not easily accessible via public transport (though is walking distance from one of the central townships/working class communities), and not easy to signpost.

Coffee bar

This was where the class on "How to make a decent cup of coffee" was held—the class was run by the owner, and the coffee bar is an alternative/steampunk coffee bar which allows barter, so it was very conducive to the ethos of TS. It was convenient to the teacher, and set up for the class—learners were all given a cup of coffee as part of the class. It was quite a way outside PMB (c.25km), so only accessible to those with private vehicles.

QUITO

We don't have a physical space. In the beginning, we worked on private spaces and traded services, mainly cleaning and communication, for the use of the space. This didn't work because most of the time it was us as organizers who had to do all the work agreed with the space. For the next season, we decided to work in public spaces; people offered classes in parks, streets, or open cultural centers. Additionally we encouraged people to open their houses and lose fear of opening their space to strangers. For us the last options were the best because we didn't have to be in charge of finding the adequate spaces, and the project started to be more self-sufficient. The most amazing thing was that people were happy to share their spaces to others. Most of them told me that the energy created was wonderful and they would love to do it again.

SINGAPORE

season01: kennel.

We were given two spaces in kennel.: a glassed-in meeting room with conference-style tables and chairs, and a closed, empty meeting room with white-board walls (closer to a "white cube"

concept). Teachers were given a choice between the two rooms.

Pros

This was a well-ventilated area with a welcome space/lobby, where we met students before class, and a kitchen area for washing. It was a flexible workspace with ready materials (foldable chairs, rugs, beanbags, tables, projector etc.) and ample parking space.

There were a few main negatives about kennel.: The location was in a gentrified, hip enclave which was generally inaccessible by public transport (the venue was a 15 minute walk in from the nearest bus stop), and surrounding food establishments were more expensive. There was no adjoining bathroom in the kennel space; the organizing team had to constantly buzz people in and out of kennel to get to the bathroom.

season02: Ecosystem

We used an attic space on the third floor of a shophouse office. Shophouses in Singapore are conventionally narrower with high ceilings, but we also faced some space limitations on the third floor because of a sloping roof.

Pros

Ideal location; centrally located (close to the cbd, easily accessible by buses and trains), with affordable food options nearby for people to eat. The large empty area in the attic was conducive for all kinds of classes (crafting, movement, language). Ecosystem allowed us to use their office equipment, and there was an in-house washroom on the second floor

Cons

A narrow staircase was difficult to access. It was a narrower space with limited furniture — no tables, but we had plenty of foldable chairs — and limited parking.

Food for Thought

Food for Thought kindly extended part of their restaurant space to us on weeknights for ad-hoc classes. This space was used for two classes during season02; both classes required tabletop use (which our main venue partner, ecosystem, did not have).

Pros

While not accessible by train, the restaurant was close to the Tanglin entrance of the botanic gardens, which is a 5-minute walk from the nearest bus-stop. There was a washroom onsite and ready dinner and drink options available for students coming from work.

Cons

The space was large and echo-y, which made it difficult for teachers to give instructions. (This was not necessarily a bad thing; the class huddled together during "lectures," and teachers gave one-on-one advice during hands-on practice.) There were no supper spots nearby, and the restaurant closed promptly at 9pm, so we had to make sure classes ended on time.

CARDIFF



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MOVING TO A NEW HOME

Colin Hynson, Trade School Norwich

When Trade School Norwich started back in January 2013, we were offered a place to run classes in a building that no other Trade School in the world could equal. The city of Norwich in the east of England has more medieval churches than anywhere else in Europe north of the Italian Alps. Many of these churches still function as places of worship, but there are plenty left over that have found a new purpose. Some have become antique centers or art galleries. One has become a puppet theater and another a center for circus performing arts.

One church building had lain empty for many years. St. Lawrence's Church is in the center of Norwich. It was built in the 15th century using the traditional building material of flint. Much of the interior was rebuilt in the 19th century. When Trade School Norwich moved

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in (as part of a collective called The Common Room), the building was empty.

St. Lawrence's is owned by a charity called the Churches Conservation Trust. They supported us by providing the space rent-free and by supplying various pieces of furniture and tea-making facilities. Having this space certainly gave Trade School classes their own special atmosphere and sense of place.

There were, however, some problems that were apparent right from the start. There was no running water and no bathrooms. Luckily we had an understanding with a nearby coffee bar who filled up huge containers of water for us and allowed students to use their bathroom without buying anything. There was no heating of any kind. This was okay in the summer, but in the depths of an English winter it made classes very interesting as everybody stayed wrapped up in coats, scarves and gloves. The Common Room collective was given a greenhouse (the kind normally found in gardens) which was installed in front of the remnants of the altar. We confidently claimed that we had the only medieval church in Europe with a greenhouse inside. With the addition of a hot air blower this made things slightly warmer but not by much. All of these things were accepted with good grace by everybody involved with Trade School.

The one thing that we had difficulty accepting was the issue of access. The only way that people could enter the church was down a steep flight of stone steps and then over several more steps at the south door. The floor of the church was also uneven in parts. Anyone using mobility equipment would have found it impossible to come to our classes. Our claim to be open to all began to ring hollow.

So we began to search for a new home. We needed somewhere rent-free, in the center of the city, accessible to all, heated, that had easy access to a bathroom. We put out an appeal to all our teachers and students for help and one person replied with an answer that instantly appealed to us: the Central Library.

Built in 2001, the Norfolk and Norwich Millennium Library couldn't be more different to St. Lawrence's Church if it tried. It is one of the largest and most-used libraries in the whole of the UK and was designed with open spaces for use by community groups. When we approached them they instantly agreed in principle but wanted to make sure that we were mutually supporting each other.

This has become more urgent as library services across the country have faced huge cuts to their budgets. In many parts of the UK this has meant that libraries have had to close their doors forever. Our local government has managed to avoid this but every library in the

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county has had their funding reduced and had to cut their opening and closing times to save money. If libraries are to survive then they need more people coming in and borrowing books. We told them we could help with both, and classes at our new home started in May 2016.

When teachers and students come into the library building for class it counts towards visitor numbers. Obviously it's not a huge number, but every little bit helps. We also ask all of our teachers to provide a reading list on the subject of their class. They are encouraged to suggest titles that are available through the library service. We then post that reading list on our blog (<http://tradeschoolnorwich.blogspot.co.uk/>) and the link is emailed to all of the students who took the class. That helps with book borrowing figures. Again, not a huge number, but every little bit helps. The library service can also point to us as an example of how they are supporting community groups, adult learning, and the local economy all at the same time.

We also agreed that Trade School classes would take place in the public area of the Millennium Library rather than in a private room. For the library service this meant that their support for us (and groups like us in Norwich) are visible. For us it meant that people coming into the library can see a class in action and come along to find out more. We have a

small display board for people to look at (as well as helping students find out where the class is taking place) with postcards to hand out and a form to fill in if they want to join our mailing list. The fact that there's wi-fi means that we're able to offer computer-based classes for the first time.

There are a few disadvantages to our new home. There are some types of class that we cannot offer such as cooking (although we have run a sourdough preparation class there) or anything too messy or likely to disturb other users of the library. For the first couple of months a few students commented on the background noise in the library being a distraction, but, just like the cold in St. Lawrence's, they soon got used to it.

If you are planning to open a Trade School, think about a local public building as a possible location. This doesn't have to be a library; it could be your local museum or a civic center. For us it became a way of showing our support for a well-loved local institution under constant threat in these times of austerity, while allowing us to stay true to our values in offering learning through barter to all.

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If you are planning to open a Trade School, think about a local public building as a possible location. This doesn't have to be a library; it could be your local museum or a civic center.

SETTING UP ALTERNATIVE LEARNING SPACES

Estefanía Bravo, La Trueca (Trade School Quito)

The crisis of the too-large city is
the reverse of the crisis of nature.

—Italo Calvino

Most of what I have learned in life comes from outdoor experiences. As a child, I was fortunate to have parents who took me outside to go hiking, mountain and rock climbing, camping, etc. Through these experiences, a curiosity was born inside me, and as long as I can remember, I have been in awe and in love with nature. Growing up, my career and hobbies were focused on protecting these environments and using video to show others the wonderful places that nature has to offer.

The more I wanted to share the world through my eyes and my activities, the more I started to have curiosity about how people see the world. Why is it so different than the

one I experience? This is how I got interested in learning processes. I became fascinated by each unique learning approach and the idea to create spaces that change perspectives and develop opportunities to share what we love. I realized that I can't change the way the world goes without changing first the reality around me. I realized cities are potentially the perfect place to incubate ideas and generate exchanging spaces across trust, creativity, and respect.

We started La Trueca in 2012, the first school of its kind in Ecuador to use a bartering system as the mechanism for exchange between teacher and student. As part of La Trueca, I've come to understand that with a little bit of creativity we can discover ways to learn which are not tied to the established hierarchy of teacher/student, and rather become a two-way exchange of knowledge. With this project we wanted to break the idea that learning is only possible through an institution, and to strengthen and diversify learning spaces.

We believe that if we have the option to open our homes, use a public park, a plaza, or other types of public areas to exchange knowledge and to share what we know and we are passion about, it will make us reinvent the ways we perceive reality and, potentially, encounter human relationships in the scope of the common welfare.

Cities are where ideas are combined with spaces, passions, needs, creativity, etc., performing an art of bartering.

As Italo Calvino said:

Cities are a set of many things: memories, desires, signs of a language; they are places of barter, how to explain all the history books of the barter economy, but these are not only of goods, are also barter of words, of desires, memories.

Cities are where ideas are combined with spaces, passions, needs, creativity, etc., performing an art of bartering. Human relationships are bartering scenarios, and the way we conduct these scenarios is the key to changing our surroundings.

It has been five years since we started and in the process we've learned more than we could have ever imagined. If we empower spaces where we can form different perspectives, we can build societies marked by solidarity and respect. We can change not only our realities in the cities, but also the way we look at our whole environment and all the species within it.

DUBLIN



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REIMAGINING THE LEARNING SPACE

Michelle Soto, La Trueca (Trade School Quito)

The space, that is a big question. How to create one that is truly inspiring? At the beginning of Trade School Quito, our discussions focused greatly on the fact that we needed a physical space to function. When I closed my eyes and dreamed about it, I imagined a space that made you feel cozy and relaxed the moment you entered. It was well lit, with big windows to let a lot of natural light shine through, and walls filled with examples of inspiring work. It had cushions and chairs that could be arranged as needed, living plants, a big chalkboard that could also become a projector screen, a couple of working tables, and an open storage space where people could donate materials so that teachers and students could use many mediums to explore and learn. And of course, it had a beautiful corner to make tea and share food.

But the reality was that we had no money at all, which posed a big challenge. We wanted to remain as an independent collective, meaning

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that we did not want to make any sort of agreement with an institution in order to get a physical space. We wanted to use the space under our own terms, with no string attached; we already knew of too many amazing projects that had been co-opted by the government. So we decided to keep searching or waiting, and in the meantime have the school be itinerant.

For our first bartering seasons, we decided to barter with several cafés and cultural centers in different parts of the city so that classes could be hosted there. People really liked the idea of Trade School, so it was relatively easy to find the spaces. We agreed on the barter, mostly cleaning and maintenance work, signed use-of-space agreements, and launched the season. But after some time, it became a logistical nightmare for us. First of all, the responsibility of assuming the barter relied entirely on us, the organizing team. We spent many days attending work parties for these spaces, cleaning their windows, weeding their gardens, painting, etc. In the beginning we didn't mind it, we had fun doing it and it meant that classes could still happen in these places; but as time went by, we started to feel that it was too much work and not sustainable in the long run. As the organizing team, we were already putting a lot of time and energy to make Trade School Quito happen and we wanted for teachers and students to be more engaged with spaces they used for the classes and not for the

barter to rely just on us. Additionally, we started to have some problems with the spaces — other events were being hosted at the same time and it was too noisy, and once, someone dropped chewing gum on a beautiful wooden floor of a theater that later on that day was going to be used for a play, and the theater company was very mad. These were things that we simply could not control but still had to deal with all the time. We became tired. The reality of having a physical space that was permanent, free of rent, and for us to use in whatever way we wanted was still far away.

As we brainstormed about this challenge, we decided to experiment by having a new season in which teachers had to propose the physical space they wanted to use for their class. We encouraged people to open their homes for classes, to use and reclaim public spaces, to go outside of the classroom and explore. To set the tone, the event to launch the barter season was held in a park. The weather helped us as we had a beautiful clear blue sky, live music, tons of food that people brought to share, and some really fun and engaging classes.

The result was amazing, not only because it actually helped us solve a logistical problem that we were struggling with, but more importantly because it invited people to think about teaching and learning outside of the typical classroom

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space. The possibilities suddenly were endless in terms of what to teach, how to convey teaching, and where to do it: neglected public spaces were activated with art, people who didn't know each other went out on hikes together, tours to get to know about the history of the city were hosted, and people opened their homes for strangers to come in, drink tea, and knit or play music together.

We had spent so much time worrying about not having a physical space and finally realized that, although it would be nice, we really didn't need one. There are so many spaces in the city that aren't the traditional classroom settings but are perfect scenario to get together and share what we know and what we are passionate about. Choosing to open our homes or activate underused public spaces through creative meetings of collective learning can help transform our cities. When I close my eyes now and imagine the perfect learning space for Trade School, I see lots of people not being scared to open their homes to strangers, people being outside in parks, bus stations, and streets, thinking how their knowledge and abilities can be used to collectively transform their city for it to become a safer, happier, and friendlier—a more enjoyable space to inhabit. Alternative learning spaces are already set up all around us, inviting us to question them and transform them into what we want them to be.

ORGANIZING

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Create a timeline of your cooperative organizing structure. What worked out the best and why?

ATHENS

Eleni Trade school Athens started in 2013 with an organizing team of two girls! Then we became five and now we are four. We have open meetings once a month and we try to share the work. We cooperate; we do not have a specific structure and we never had serious issues in communication.

CARDIFF

The core organizing team is currently made up of five volunteers. This is a good sized group to split tasks evenly, and there are always enough people around to run events even if one or two people are away at those dates. We all have a strong commitment to the project, to the Trade School values and ethos, and to each other in the group. Some of the considerations we are currently pondering:

- The core group of volunteers is technically open, but as we are close friends and collaborators (from years spent organizing a variety of local projects through thinkARK and Trade School), in practice it may be a closed group that could be difficult for new people to join.
- If any of the five core people were to leave, we would struggle. Finding new organizing members would be crucial—they would need to really “get” Trade School and have been involved in classes, have taught at least one, and be good with people.
- Sustainability can be a concern.

Monthly frequency is too much, and doing a two-week intensive summer school is really, well, intense. We are still trying to find a format that is sustainable for us in terms of time and energy. We’re all in full-time employment and do this in our spare time because we want to and believe in it. We are not under any pressure or obligation to keep Trade School going, so potentially we could step back at any time. Obviously it’s nice to keep doing this and we love it, but if life happens... then life happens.

GENEVA

Narmada

Our structure is constantly evolving. We started with 3 people, then 7, then 15, and currently have 11 (7 active and 4 inactive) co-creators. Being an international city, our co-creators move at times for work or have to take some months off to focus on work or family. As a result, we agreed not to have a closed group for the co-creators, but an open format that allows people to come in and out of the team. There were moments in the last three years where only two people were active, therefore the number of classes offered was reduced and calls out for assistance were made. As a structure I feel we organically created a dynamic of no hierarchy or fixed roles and have been instinctively applying TEAL practices over the years of collaborating (http://www.reinventingorganizationswiki.com/Teal_Organizations). This has been an experiment in collaborative co-creation and as a structure we’ve constantly evolved. At one point we were adamant

about keeping meeting minutes and having planned meetings where everyone attended. This did not prove effective and slowed the process of getting things done, so we scrapped it. At the moment we seek to meet in person at least once a month (without obligation to). We share openly any actions or contacts we've made regarding the project, and are actively seeking to make the entrance and exit of any co-creator as transparent and easy as possible with a guide to new co-creators which includes an FAQ section.

Narmada

Timeline: April 2014 Launch of Trade School Geneva

- **May 2014** Drafting the association (non-profit community) statute, clarifying the financial status and organizing the members.
- **July 2014** Officially signed the statute with the members (co-creators) and paid a small membership fee. We agreed on Trade School Geneva being a flat and democratic organization with no hierarchy. This has been an ongoing experiment with many ups and downs. Many times the "flatness" of the organization seemed to be true only on paper. The fluidity of tasks and membership roles (people joining and leaving) in the long-term seemed to work for the best but in the short term brought in unnecessary tensions. As a group we were (are) quite a big one with 5–10 active members, who are very resourceful and support each other whenever needed, but the important coordination and key tasks were (and are) still performed only by a few key people. This of

course bought in tensions (left uncommunicated) when other people who were less involved suddenly became more involved and wanted to assume "leadership" role. This was also partly due to lack of clear communication within the group.

GUAYAQUIL

Our team was composed of two people (Blanca and Paulina). On one side this was positive because we know each other and we knew about the commitment that we had to the project, also it is easier to communicate and come to agreements between just two people. On other side, it was too much work for us. We tried to open the team because we went to live outside Guayaquil and wanted to keep the space alive, but we did not find people to take on the responsibility of the project.

NORWICH

There is no set structure to our organizing committee. We meet every couple of months to discuss the way ahead and to agree who is doing what tasks. We try to make sure that nobody does the same job for too long and that somebody else can take it over (e.g. sending out mailing list emails, looking after social media, etc.) We always advertise our get-togethers well in advance on our Facebook page and email list. We tend to meet in an informal setting such as a coffee bar. We also tend to try and avoid using the word meeting—get-together is a preferred term.

LOS ANGELES

Second to the issue of having an autonomous classroom space, organizational

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structure and support were the biggest hurdles for Trade School Los Angeles. At its outset, I (Leanne) took on the entire marketing/outreach, graphic design, and organizing roles. I didn't see any alternative, as I was still very new to the city and was partly embarking on Trade School Los Angeles so that I could meet people.

When we started, I created sign-up forms for interested volunteers, and created a Google Group where I could post volunteer opportunities. Often the volunteer opportunities were finite, specific tasks ("help set up for this party," "share our new classes on social media," etc.) Every 3–6 months, I would hold an organizing meeting, open-to-anyone, and attended by 2–10 people. The meetings would feel productive in the moment and certainly were useful in their role as ways to further connect people and allow us time to reflect on whether we were doing a good job running classes and the organization—as we said we would in the mission statement. But long-term projects like securing relationships with classroom hosts, or sharing responsibilities of running teacher orientations, often got lost after the meeting and I would take the job back.

I see now that by failing to invite others in to organize and create Trade School Los Angeles from the beginning contributed to a lack of diversity in the people we reached. Many classes were hosted in the largely-Spanish-speaking community of Highland Park but none of our classes were taught in Spanish and only a few of our marketing efforts were translated into Spanish. Counting so much on word of mouth and social media to recruit teachers and students also meant that the new teachers and students often looked and thought like our existing teachers and students. Over the years I've seen again and again how critical it is that an organization prioritize diversity in its very earliest foundation, or else every subsequent decision and creation is forged upon a limited, probably privileged, worldview.

PIETERMARITZBURG

Our first collective was a lecturer plus four students; we all knew each other from class. We did an online survey, and then contacted people who responded, asking them to come to an open meeting (which was also open to anyone else). In the end everyone else dropped out except the initial five by the time we actually ran the first Trade School. After the first Trade School, two teachers who had really enjoyed the experience joined the collective. We invited a few people (eg. someone from a local NGO, and another lecturer who has taught in all the Trade Schools), but they really haven't come to any collective meetings. For the third Trade School, an intern joined, and was very active and really helpful, but she was only in Pietermaritzburg for a few months. We've never been "closed." We're probably a bit wary of getting too big—but we'd welcome more help!! What we've found is that we are never all able to give all our attention to Trade School while we're setting up and running, because life happens—some of us had to leave Pietermaritzburg (some of us came back!); some of us who were students had to find jobs; we might be sick during Trade School, or have family commitments, or just be really busy. So it's hard, and that can put stress on the others in the group. We could probably double in size without really affecting the dynamic of the group, and so take some pressure off the existing collective.

QUITO

We started the project with 10 female friends, but over the years some left the city and not all of them came back. At the moment we are 7. We had meetings once a week but it was too exhausting and time consuming. We had problems making decisions and solving problems, so we decided to

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do a dragon-dreaming workshop to make new decisions and start a new chapter.

SINGAPORE

Trade School Singapore has always been manned by a three-person organizing team (from 2012 to 2017). We have never opened volunteer opportunities with the backend organization (administrative work, promotion of classes, PR, etc.), but we have sometimes worked with volunteers who helped us with the facilitation of classes. However, they were confined to a minimal role (usually tasks like putting up posters, helping to clean up/organize the space for class) because the arrangement was not long-term. season03 (July 2017) will be manned slightly differently. Founding co-organizing members Melissa and Weiyan will work with two volunteers to facilitate classes as well as handle all backend work. Our goal is to create a sustainable succession plan—over the years, we have realized that organizing a Trade School season often takes a lot out of us, and as such, we haven't been able to open Trade School as frequently as we'd like. With more people involved in Trade School organization, we hope to more sustainably allocate responsibilities and for new members to initiate new seasons in future.

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What constitutes membership in your group?

ATHENS

Eleni We want to co-operate with new members and we are open to their entrance. We want them to have free time and be eager about Trade School and we want them to understand the concept of trade education.

GENEVA

Nicola Currently being an "active" co-creator means the person:

- Commits to trying to attend co-creator meetings once a month (not an obligation to attend).
- Commits to reading the posts within a dedicated online group, responding and supporting actions relating to Trade School Geneva classes (i.e. website, book, fundraising ideas).
- Commits to sharing the content on social media (invite people to events, share class event pages, invite people to 'like') if this works for the way they want to use their profile.

GUAYAQUIL

First of all, people have to understand what trade is about, and the importance of this type of space in the community. They must make a commitment to work for the project.

INDIANAPOLIS

Silvia Membership in our group constitutes making a one-time Pay What You Can (PWYC) payment to Trade School Indianapolis. Our group has found this to be a good way for potential members to make a personal investment in Trade School Indianapolis. The group also rewards the PWYC membership by offering the following benefits:

- A Trade School Indianapolis t-shirt for memberships of \$25 or greater
- The opportunity to help organize Trade School Indianapolis by becoming taking on an organizing role
- Voting privileges for any changes that need to be made to Trade School Indianapolis
- The barter platform for teachers
- Shared space as the space can be available not only for classes but for gatherings and meetings as well (in agreement with our space partner Rabble Coffee)
- The opportunity to receive class-facilitator training and use volunteer time as a barter item for a class

LOS ANGELES

We never really used that terminology. Anyone could be a teacher, a student, a volunteer, a friend, a host ... Membership felt exclusionary.

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PIETERMARITZBURG

Participating actively and coming to meetings; or if you can't come to meetings, still staying actively in contact through WhatsApp or email. The original five are still all involved, although not necessarily as actively as before. There have been times when we've had to talk about not letting too much rest on only one or two people, but mostly it's worked well.

QUITO

We haven't invited more people to be part of the group's organization, but all of us are very engaged with the project. We had a final meeting in 2016 and we did some activities to decide about the future of the project. At the end, two people left the group because they didn't have enough time to dedicate to La Trueca. We are clear that all the members are engaged and have at least two hours a week to put into the project. Just the people who attend the meetings have a vote, the others have to accept the decisions that the group took during the meeting.

SINGAPORE

Membership is defined by commitment and accountability to the organization. This is why Karina chose to leave in 2017—she was unable to commit the hours required to organize season03.

What are your tips for creating group culture within your organizing group for the following categories?

Transparency

GENEVA

Nicola Meet regularly. Eat or cook together. Talk about feelings and personal issues before talking about the project. Seek to make it fun and not take things too seriously. Share photos online and praise for each person's action. Say "thank you" and "you're welcome." Value honesty in exchanges and seek not to take any critique of process personally. Minutes of meeting created and shared publicly. Respond to feedback and criticisms transparently (online as offline). Share action and contacts made regarding the project.

GUAYAQUIL

In a small team like ours it's easier to keep transparent practices, but the key of the process is the confidence between the team.

LOS ANGELES

Make all meetings open, post agendas beforehand and notes afterwards along with who attended, make sure to invite in and make space for all voices.

PIETERMARITZBURG

We met every week together, and discussed everything when we were all on campus; after that, emailing everything to each other. Calling people to account when they do stuff that wasn't discussed.

Scheduling

GENEVA

Nicola Currently we do not oblige co-creators to come to meetings as trying to find a date that worked for everyone was always a difficult task. We seek to end each meeting with a proposal of the date for the next one.

GUAYAQUIL

It was important for us to keep the scheduling on the indicated dates. We emphasized punctuality.

PIETERMARITZBURG

We had a fixed time and day that suited everyone (Friday lunchtime). Otherwise, we circulated emails to try and find a time that most people could make it.

Meetings + Group Size

GENEVA

Nicola Meeting should last no more than two hours, with an agenda to be produced beforehand. People can add to the agenda at any time and group size depends on the number of co-creators (and sometimes teachers are invited to attend as well).

GUAYAQUIL

It was a continuous learning process for us; it depends on the activities proposed and the number in the group.

PIETERMARITZBURG

It worked best when we COULD meet regularly. Keep it fairly small, but always open.

Shared Power & Responsibility

CARDIFF

The culture came before Trade School—we were already a group of activists, doers, and socially engaged people who are passionate about doing projects in our communities that are fun, interesting, and bring people together. Trade School fit in perfectly with that ethos. There are only five of us in the core organizing team so there is no need for formal structures and policies. We make decisions together, in person and online. We communicate with the rest of the group. We support each other. We wouldn't be doing it if it wasn't fun! Anyone is encouraged and welcome to get more involved, whether attending, teaching, or helping with the organizing and running of the events.

GENEVA

Nicola Horizontal power structure, no hierarchy, everyone's voice counts. Self-assigned responsibilities and accountability. Trust that others will do what they say they will.

PIETERMARITZBURG

We did try to allocate different roles, but we have to be very flexible about how and when people can be involved. Sometimes some people carry more burden, but we've consciously tried to make sure no one ever feels excluded. We also use people's strengths—for example, some of us are more technologically challenged than others!

SINGAPORE

Perhaps the only helpful thing we can add here is we organized roles based on our strengths:

- **Weiyan** (experience designer) worked on class administration (formatting classes on the backend, publishing), design work (designing posters, formatting documents), communicating with students (sending out class reminders/ follow-up emails and texts), and photographing classes.
- **Melissa** (content strategist) focused on backend work, updating classes on Tumblr, uploading teacher profiles on Tumblr, communicating with venue partners/teachers/international ts chapters, class administration (formatting classes on the backend, publishing), and writing Trade School documents.
- **Karina** (corporate communications specialist) covered answering press emails, updating classes on Tumblr, uploading teacher profiles on Tumblr, and sending out class follow-up emails.
- **All** social media promotion, class facilitation

Privilege & Anti-Oppression Practices

GENEVA

Nicola Gender-neutral language, our co-creation team from day one was multi-ethnic and diverse.

PIETERMARITZBURG

We haven't needed to do anything about this. Obviously, when one of us was a lecturer and most of the others were students, there was a power dynamic—but pretty rapidly the lecturer was no longer lecturing those students, and the relationship evened out a little (probably not completely!!).

Having Fun Together

GENEVA

Nicola Sharing food, gifting, making jokes, sharing fun things we did, and cool events going on in our city.

GUAYAQUIL

I think it is a great space to make friends, to enjoy activities, to propose crazy and creative ideas to make impact in our community, and also to strengthen relationships.

LOS ANGELES

Don't forget to have fun! Game nights, pot-lucks, clothing-swaps, group volunteer activities—there are lots of ways to gather. If unsure of what to do, I used Google Forms surveys to ask people what events they would attend before planning.

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HOW TO ORGANIZE

Thania Rodríguez, Trade School Chihuahua

To organize a collective requires a good amount of energy to boost each and every goal within the Trade School. In our experience we were only two people starting the School. In a way, the decisions were made easier and faster since there were only two minds to make agreements and decisions. However I believe that any number in a collective is valid and will have different advantages. The more you are, the more ideas you will generate, although it may take longer to pick the final one.

To summarize, I suggest you keep in mind the IMABOHC (Initiative, Mix, Action Steps, Being Present, Out There, Help, Contagious) if you are at the beginning of this journey.

1 Initiative

First you need people who really want to make this work; who really believe in this philosophy and have the spark to trigger the action steps that are necessary to make the machine work.

2 Mix

The mix is the gathering of the initiators, where the magic is prepared. Where the brainstorm ends with a concrete goal every time. Where the plan is drafted. Where the ideology and the purpose of the collective is established from the beginning. Where feedback after classes is integrated and continuous improvement is set forth. This is a very important point, since here is where people assign tasks and deadlines, so you will be able to detect who is taking the project seriously.

3 Action Steps

Do it. A Trade School really just takes one single action step to begin to take shape as something real. When you take the first REAL action step, you trigger a cascade of little next action steps. Then you have

momentum, and can go with the flow of events.

4 Be present

The Trade School requires at least one representative of the collective to transmit the message and understanding of the paradigm of a free education (free as in freedom). To answer questions, to receive students and give clear directions, to bring the payment options and complete the cycle by offering personal wisdom and knowledge.

5 Out there

Promote the School. Get it out there. A bunch of people already want to experience this community enrichment, but if they do not hear about it, it will not succeed. Make a good plan for “marketing” the school. You may need to invest time, money, and personal skills. It is all worth it. Invite teachers. Sometimes people need a push and they end up coming back and inviting more of their people.

6 Help

Ask for help every time and in any stage you need it. I can tell you that we could not have done it without the enormous help of a collective from another city and direct contact with Trade School New York. They provided answers for all our questions, guided us through the platform back then and gave us support every time!

Trade School people are really kind and helpful. Do not be afraid to ask.

7 Contagious

Make it Contagious. Share your love for the Trade School with someone else, so if you ever need to leave, it remains.

ORGANIZING IN THE NEW ECONOMY

Nicola Lazzari, Trade School Geneva

In my opinion, we are the new economy. It is people, and the power of their networked collaboration, that will be considered of value in the future. An economy based on knowledge and skills, and the open sharing of these, for the exponential benefit of all. As such, Trade Schools are the forefront of the experimenting in systems and methodologies that will become part of this new economy. Trade School as a movement touches on many important elements of this new economy — open learning, knowledge sharing, creating social connections, non-monetary exchange, gifting, open source methodologies, and bottom-up processes. Many movements and groups today are experimenting with alternative structures and alternative economies, as such we are one of the pioneering experiments that has proven to

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be successful and replicable all around the world.

The reasons for this success (and the replication of the concept) is in part due to the bottom-up approach to organizing learning and an open-source methodology employed by the organizers and co-creators of Trade Schools worldwide. The teacher proposes what to teach and what they would like to have in exchange. The students request classes on particular subjects. The community that is created around this exchange supports the organization. This is a reversal of the standard model found currently in educational systems in many countries: where a governmental body dictates the curriculum for the year to schools, administrators must comply to have funding, instating the curriculum and pace of learning to teachers, who then seek to ensure all the students pass an standardized exam. Trade School reverses this commonly accepted model of education. We offer anyone the ability to teach and students are free to enroll in any course they want; this is empowering for both groups. The formats, content, and length of a class are flexible and dictated by the teacher. The organizers and co-creators of a Trade School have minimal impact on the process outside of logistics and communication, allowing a class and the

connections that form there to be organic in nature (not forced or consciously sought out). The results in most cases are happy teachers, happy students, happy organizers, the open sharing of knowledge, and the spontaneous creation of community. I have been blessed to have been part of this experiment called Trade School and have seen the impact it has had on people in my community and around the world.

In addition to this organic creation of community and reversal of the educational paradigm, the brilliance of an open-source methodology is the freedom to replicate and modify. In the case of Geneva we had to innovate and attempt a decentralized model of hosting classes due to the restrictions (availability, laws, and costs) around having a physical space for the school. We tried something, learned lessons, improved the model, and tried again. As a result we have created a model that suits our scenario, and could be applied to others, and as the context changes we can adapt it to suit other scenarios. This is also reflective in the digital platform we use which runs on Django (a free and open-source web framework) and is licensed under the GNU General Public License — it parallels the new economy we promote, one that has the ability to be freely replicated and modified.

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How will the new economy continue to evolve? It depends entirely on you — your creating or supporting movements like Trade School in your local community, sharing knowledge, co-creating, innovating, and being active in this transition to our new economy.

LESSONS LEARNED CREATING AND PARTICIPATING IN A DEMOCRATIC SYSTEM

Narmada Ramakrishna, Trade School Geneva*

Trade School Geneva set inclusiveness, openness, and community as its opening visions for the alternative learning space. Being the initiator and one of the cofounders, I went into this process of creation with much enthusiasm, idealism and a bit of naivety. The school itself seemed to thrive; especially the launch month in April 2014 was very successful with 30 classes attracting 200+ students. One could sense a buzz in the air of creation, boldness, and out-of-the-ordinary ideas. Following this, our visions for Trade School Geneva grew bolder and brighter with a good plan and a few dedicated people in place.

In my opinion, with time I felt it was less the question about the school itself running smoothly but more the question of how do we manage the people “working” for Trade School. From March 2014 onwards we were a

group of 8–10 co-creators, all volunteers who contributed in the ongoing operations. As this was a community driven space we agreed on it being run democratically. In hindsight, I question this decision and wonder, if we had set-up an open yet defined structure with a clear decision-making process and assigned roles/responsibility, would there have been more clarity and fewer frustrations?

I am a big fan of democratic and non-hierarchical models of organizations (more recently the TEAL model), because our existing models are not efficient and suffocating. However it is one thing researching and writing papers (which I did as part of my Masters degree) and totally another creating, defining, and living through it for two years. Non-hierarchical organizations promise inclusivity, openness, equality, and flexibility, among many other positive outcomes, which sound very enticing at first but it is easy to forget the work and levels of complexity that goes into actually making it work smoothly.

Clear roles and responsibilities are crucial. In an all-volunteer led organizations with no pressure (or extrinsic rewards) to perform except mutual trust and understanding, it is easy to look away and de-prioritize – it's human nature. At Trade School Geneva I think we would have saved much time and been more efficient if we knew exactly who

was doing what. Sometimes, the tasks were clearly assigned but it fell back because of other priorities and commitments. Maybe self-management is the way forward as suggested by the TEAL model (please read *Reinventing Organizations* by Fredric Laloux) but this too needs definition within the group. Although self-managed leadership roles can be useful for purpose of accountability and direction. We must be careful in communicating with members that there is no burden to perform but rather a clear expectation of their commitments.

Openness is not just another overused word. Take this seriously; looking back I wish we spent more time as a group openly expressing how we felt and maybe having a regular facilitator. Being open is great but we need to remember we all don't come from the same slab; our cultural and personal conditionings immensely differ thus influence our behavior and interactions. Personally, coming from a Southeast Asian community of "glorified" non-confrontation, it was hard for me to balance the roles of main coordinator and an overworked member. My conditionings sometimes made it hard to openly express myself and ask for help. In the initial two years I put in many hours, sometimes even burning the midnight oil, so it was extremely annoying and frustrating when at times another member(s)

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stepped in to claim credit for just showing up. Looking back, I can advise building positive rituals of openness around your internal group meetings, such as starting the meeting with one productive task the member has contributed in furthering Trade School. I also advise assigning one member with a broader sense for inclusivity as a facilitator (capable of reading between the lines) at every meeting to both facilitate and coordinate.

Differentiate between decision-makers and doers. There must be a clear understanding in the group about the decision-making process. During our group meetings, I sometimes felt everyone was deciding but very few were actually committing to do the work. I suggest the group to distinguish between advisors or consultants and active contributors. The consultants or advisors help with certain decisions but are not committed to doing the work. Accordingly each one receives corresponding attention and acknowledgment for their commitments.

Empty vessels make the most noise. Democracy promises every voice will be included and heard; yet we know this is not always the case. I have a strong personality and a dominant voice, it was easy for somebody like me to suppress or overturn another softer voice. It is important to develop methods and/or collaborative practices where every opinion

can be heard in the group. Today, I would suggest we take the time to write our priorities and concerns at the beginning of every meeting. Make it a strict habit to have spoken of each one before closing the meeting (or record it online for it to be read and seen by the others).

Applaud everyone. Organizations like Trade School run less on external motivation (money, perks, etc.) and more on intrinsic ones (acknowledgment, belonging, validation, etc.). Therefore, it is ever more important to recognize and appreciate the work of members committing to do the work and also doing it. In a flat-organization, it is easy to slip into the collaborative spirit and receive a group applause. But individual acknowledgement is equally important and a key driver for the intrinsic motivation in furthering the cause.

Patience. Patience. Patience. There is NO one size fits all when it comes to building a democratic system. Each member needs to sit together and spend a LOT of time committing to the process, which I wish we at Trade School Geneva could have done more of. It is hard to balance working on a marketing plan to spread the word and at the same time agree on a consensual decision-making process. Easily available tools like Slack, Loomio, and Enspiral might help your group define processes and preserve time for the operational tasks. If one intends to build a Trade School that will live on

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for decades, it is necessary to put in time and energy to commit and define the processes that reflect the values and vision for a democratic system.

There have been many learning experiences while embarking on creating a democratic model, some challenging and others very fulfilling. The best part was meeting like-minded people and now good friends. Being part of the creation and execution of a barter-based system has helped me question the paradox of disparity and abundance in the world in great detail. It has challenged my own beliefs and assumptions I had about democratically run organizations. I still believe that democratically run organizations bring harmony and will make life happy and efficient but will also admit that it won't happen in a day, a year, or a decade — we need generations willing to question their own preconceived notions and face the shortcomings. As I dive deeper into understanding the true meaning of collaboration, inclusivity, and absolute openness, I am also discovering parts of my inner-self debunking my own (and societal) deep-rooted conditionings.

*The opinions expressed in this essay are the author's own and do not reflect the views of Trade School Geneva

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INTER-BE: MOVING TOGETHER, DREAMING TOGETHER

Alegría Acosta, La Trueca (Trade School Quito)

We have the word to be, but what I propose is the word to inter-be, because it's not possible to be alone, you need other people in order to be. You need other beings in order to be.

— Thich Nhat Hanh

At first we were a group of friends swapping clothes. One of us — Michelle — met Caroline from Trade School New York and brought the idea of creating Trade School Quito, or La Trueca, as we decided to call it. Maybe this was the project that we were looking for. We started getting together with a purpose in mind: opening a space to barter for knowledge. Every single part of it (trading, not using money, setting a space to share knowledge) sounded so appealing and inspiring. La Trueca started as “discovery lab,” where we could experiment,

try new things, put ideas in practice, and see what worked best.

A lot of questions arose from the start. How do we want to work together? Are we a collective? I think we were a collective from the day we decided to get together with a intention in mind. All our energies were driven to move this dream forward. When Trade School Quito became a reality that people were interested in, we got the confidence that we needed to keep moving. We were still a group of friends, but we were also a collective — an organized group of women with a clear purpose.

The first meetings went on for hours. I remember the meeting when we were trying to understand how the platform worked — we stayed until midnight. The idea of getting together not only as a group of friends but of starting a collective and dreaming together was so powerful that at first we didn't mind the long meetings. We cooked, chatted, and took the time to relax and just be. After a while we decided to set a time limit for meetings, which was two hours (we didn't always stay within the limit, but it was good to have it in mind). This helped us focus on what we needed to talk about. Someone also suggested having a preset agenda. We learned to use Google Drive (it took us a while, but at the end it was so helpful). Agendas were made previous to the meeting, and every one of us could add

something to it before the meeting. Learning how to use technology and platforms was a challenge for some of us. But it was such a powerful tool; it brought us together and connected us with Trade School organizers all over the world.

At first everything was up in the air. We were a group of friends, but we transcended that. We became a really organized group of friends. We had tasks for every single one of us: taking pictures, editing them, making videos, contacting the press, managing Facebook, creating posts for Facebook, managing the platform, accepting classes, managing our email address ... This was a beautiful and powerful experience on every level. People in classes would often ask us: What do you do? What do you get in exchange for organizing this and making this happen?

I think that we loved every single part of it: getting together, discussing this project that we created, feeling connected to a web that grew and grew all over the world and actually seeing that it worked so well, that people loved it from the start. They wanted to share what they knew, and there were so many people that wanted to learn.

Of course, there were times when we felt that things were stuck. Discussions got intense and it was hard to make decisions. Looking back, I see that this was part of the

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process, that this made us stronger and brought diversity, transformation and new energies to the group. A book that helped us a lot during this process and that was really present for us is: "The Empowerment Manual: A Guide for Collaborative Groups" by Starhawk. This helped us understand group dynamics, facilitate in creative ways, and cooperate with one another.

Another interesting thing that we did together was to sign up for a Theater of the Oppressed workshop that lasted a month. After this we started using some of the interactive techniques and games we'd learned to start a season, to break the silence, to bring us together. On two occasions we were invited to talk about barter in schools. We were invited to a public and to a private school. For both experiences we used Theater of the Oppressed games to move, play, and to set the space to start talking about education and bartering. A book that helped us in this process was: "Games for Actors and Non-actors" by Augusto Boal. You can find this book online as a PDF. It's really easy to use it and to understand how it works. Not only did the workshop bring us together in a different space with different dynamics to learn and interact, but after the month was over one of the facilitators of the workshop decided to join La Trueca.

Another beautiful thing came from the workshop: the idea of using the Trade School to organize distinct spaces. We held a gathering to reflect on the potential of cities, where people, knowledge, and wisdom meet every day, but do not necessarily interact. A lot of questions came up: what society are we creating? what society do we want to be a part of? what is our role in this? can we accept and trust others? We talked about our roles in the cities and our ability to transform ourselves and the world we inhabit.

I stepped out of the collective a few months ago. A new little girl by my side and other projects in mind led me to decide to take a break and open a space for new beginnings. I look back now, and see that these were four years of joy, learning, interacting and knowing; that projects like this one make a difference. I know that getting together, creating a collective, accepting challenges and differences made us and our society stronger, more creative, and more capable of accepting others and moving together in this world. Wherever we are we have the ability to transform our world.

The ability to dream is a dream come true.

—Augusto Boal

We have the obligation of inventing another world because we know another world is possible. It's up to all of us to build it together with our hands, coming into the scene, the scene of life.

—Augusto Boal

PUBLICITY AND FUNDING

390 PART II: TRADE SCHOOL EVERYWHERE

How did having press in the room affect the students' ability to learn and the teacher's ability to teach?

CARDIFF

We've never had press in the room during classes. We have been contacted by journalists who wanted to attend classes, but as their available time slots didn't coincide with when classes were running, this didn't happen. If people wanted to come and film, we'd simply check with the teacher first and go by their preference. Likewise with photography—we've had local photographers take some shots and publish them on Facebook as part of their support for local community events. It's been helpful publicity. We always ask at the start of the classes whether people object to photos being taken of them; if they do we make sure to not include them in the shots that we share on social media to promote the classes. We've occasionally been interviewed outside of classes. Usually whoever in the team happens to be available and willing at the time takes this on. Here is an article published on Wales Online as a result of an interview request from a journalist: <http://www.walesonline.co.uk/whats-on/whats-on-news/new-york-style-night-classes-11957539> In terms of spreading the word, we cross-promote with other local community groups and organizations which have a common audience.

GENEVA

Nicola The TV press came to a class once to film a segment for local television. We organized this with them and offered to do it in the background of a yoga class. We alerted the registered students about this and the teacher was one of the co-creators. We requested consent

from all those present to be filmed.

Co-creators at times did interviews for magazines and newspapers, but we never had a press kit or press releases. If the press contacted us via email, the co-creator managing the emails shared this information with the others and openly asked who would like to speak about the project.

NORWICH

We have only had the press in during teaching sessions twice—once for a local newspaper and once for a local TV station. For the newspaper, we made sure in advance that the teachers and students were okay with the reporter/photographer being there and that they were willing to be interviewed and photographed. It did not seem to impact on the teacher or students, possibly because of the advance warning and permission. The TV recording was a bit more unusual. They could only record at a particular time and day during which there were no Trade School classes operating. So we decided to set one up especially for them. A teacher was booked, several people agreed to come to the class, and the organizers were there too. Given that it was an "artificial" class set up just for the TV station, their impact on the class was minimal.

PIETERMARITZBURG

We've never had press in the room—they've never asked. We have contacted the media as part of our advertising, and had very mixed and quite frustrating results. For example, one reporter wanted an interview, met with three of us, was given the names and contact details

of all of the members of the collective, and then wrote the article as if only one person was there and was running the show—the white academic! We have taken photographs ourselves and posted some on Facebook. We've discussed when it's okay and when it's not okay to do this; for example, to not do it if people might be uncomfortable (e.g. aerobics class, or bellydancing for beginners). Mostly, in terms of publicity, we've done it ourselves—creating flyers, posters, and banners, speaking on community radio, and sending out emails and notices.

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If anyone was paid for their time, how was payment handled?

GENEVA

Nicola We worked with all volunteers. No salaries, and no reimbursements were provided unless they purchased something for Trade School Geneva that was already included in our budget and agreed upon. Our income sources were one-to-one fundraising at community events and a grant from the City of Geneva two years ago.

GUAYAQUIL

As Trade School Guayaquil we did not pay anyone, but organizing and managing the project is a huge work, and I think that this work deserves to be paid because it means a lot of work and time invested. In our case, we knew that we had to find other people to help us but we couldn't find anyone, and we had to combine our time and efforts with our jobs, so it is a critical point to keep the schools working properly.

LOS ANGELES

No one was paid. I (Leanne) did the administrative work as "volunteer" time (probably between 2–15 hours/week). The classroom hosts were offered the opportunity to ask for something in exchange for lending their space but most declined. Teachers expected that the barter items received from their students was their "payment."

PIETERMARITZBURG

We've never paid anyone. Our biggest cost was buying the original T-shirts. We've paid for some paint for the banners, and for a bit of paper (we asked local NGOs to photocopy the flyers, which they did). We actually get a kick out of NOT spending money, running this as cheap as we can, and sharing the cost. For example, two of the classes we ran as part of our third Trade School involved teachers from elsewhere in South Africa, but we didn't pay anything. One NGO paid for an activist with whom they were working to come and run the class, and also do other stuff with them while he was around. Another was paid for by a different project to come and give an academic seminar, and we piggybacked on that. Our intern offered her services for free. We have, however, tried to support some of the students in the collective with their studies.

Did you accept money from individuals or get grants? Explain the process and how it worked within your group.

CARDIFF

We used some of our individual money to buy small things like badges and stickers. We asked a local print company to print a small run of flyers for free. We have generally not had the need to spend much money, as we have been successful in getting venues for free, and kept the scale of the classes and sessions small enough for us to manage.

GENEVA

Nicola At Trade School Geneva events (not the classes) we have a donation box. We actively ask for donations from people present at those events (pay what you can) and small amounts are raised this way and managed by our association treasurer. We never have asked or allowed for money to be exchanged during classes, for us these are pure non-monetary spaces of exchange. We applied and got a small grant from the City of Geneva two years ago as a socio-cultural association, earmarked to pay for a projector, some flyers, and renewing the website infrastructure. We have yet to engage in a crowdfunding, or other online donation practices. We do not require or request memberships or fees in any form from our students or teachers to participate within Trade School Geneva.

GUAYAQUIL

We did not have economic support, but I would like to share a beautiful experience that we had. In one of our material trade activities we received a visit from a person who came from Santa Elena, the coastal Ecuadorian region. He came bringing a big red Spondylus shell (sponge shell) that is the ancestral symbol of trade in the region. He told us that he was happy to hear that people were using trade again because it is part of the tradition of our ancient cultures. He gave it as a present to our group, and that was worth more than anything. From that day we adopted the Spondylus shell as our logo.

NORWICH

We operated for the first three years without any money at all; no bank account and not one penny. We asked people to make a contribution for tea and coffee and that was all. We decided at the start of 2016 to raise some money to pay for insurance and to create some publicity materials for the first time. We were invited to speak at the first ever Norwich Soup (inspired by Detroit Soup) and we won! That money was used to pay for insurance, targeted advertising on Facebook, and some postcards to distribute around the city. We are considering crowdfunding as an option; however, we do not need any money for day-to-day operations so any money we do have will be targeted and specific to a project.

LOS ANGELES

During Christmas of 2016, Leanne asked her family to donate money to help TSLA buy a projector. They donated \$300.

MILAN

We had to face the reality that bartering and philanthropy in general are not so rooted in local tradition. An online crowdfunding campaign was set up, but at the time Kickstarter wasn't available in Europe and the chosen platform (IndieGoGo) wasn't very popular. Many people asked about in-person donations, something we didn't expect. After initial reluctance we started bringing a funny piggy bank to classes, something Trade School had never done before. Last but not least, screen-printed bags were produced and a benefit party was organized at the end of the first edition to raise money to pay for the rent of the space. In our Trade School experience, finances were always very low and just enough to pay for spaces, web hosting, and sometimes travels when running classes in other cities. After the first edition it was easier to find spaces for free and we learned to keep expenses to the very minimum. We were never paid for our time, and never expected to be. We decided not to take any grants following a natural disposition to remain independent.

PIETERMARITZBURG

In late 2015, we submitted a funding proposal to the Education Policy Consortium, an agency that disburses money for research in (generally more radical) education. We worked on the proposal together as a collective, and asked for the money in the name of the collective. We asked for money to help the students in the collective continue

their studies (it's a relatively small amount, but it's a help); to help us write up our thoughts about Trade School and present this as a conference paper and a journal article; to help us to write and print a manual on running a Trade School in South Africa; and to run four workshops across the country telling people about Trade School and how easy it is to run this alternative, radical project wherever they are, with very little resources. We were given the money in late 2016, (R115000 – about 7000 UK Pounds, or \$8800), and have been doing the work since then.

QUITO

We had some small funding from a NGO called Pachamama to pay for stickers, posters, and food for the pambamesa (picnic) launching and closing events. After a while the government closed down Pachamama and we didn't have that money anymore, so we pay for it from our own pockets. We asked that specific NGO because they were interested in our work and they had some money to invest in this. We haven't talked about getting money from other institutions because we want to have autonomy on the decisions we take. Once, a government institution offered us to be part of the government and we declined because then we will lose our autonomy.

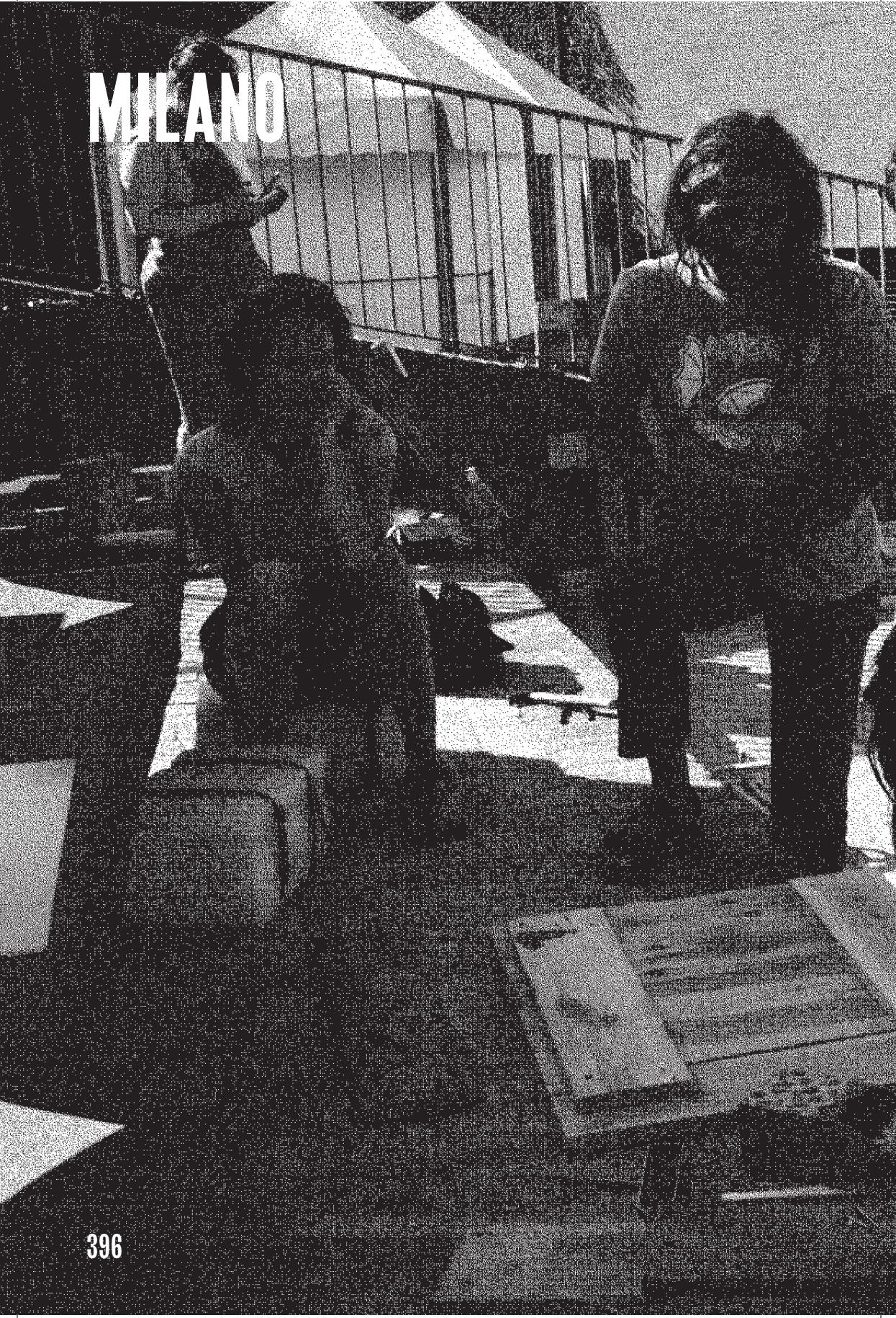
SINGAPORE

We always have a donation jar out at events and classes. The donations are anonymous – people drop in money only if they want to – and we have used the money to fund Trade School paraphernalia such as posters and Trade School badges. We've also used the money to purchase class materials (when classes require certain materials that students are unable to bring home).

PUBLICITY AND FUNDING

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MILANO



396



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MEDIA

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CARDIFF

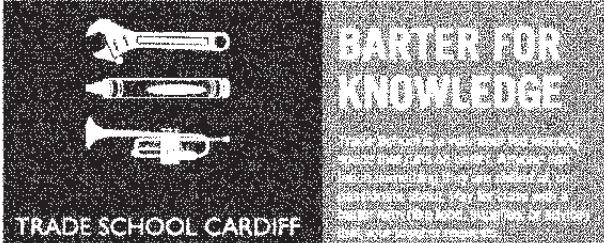
wearecardiff

the city the people what's on the arts
we are cardiff productions we are cardiff press
work with us

TRADE SCHOOL CARDIFF IS BACK! BARTER FOR KNOWLEDGE...

March 23, 2016 by admin in What's on

Good news for Trade School supporters, fans, and friends! The Trade School Cardiff (TSC) team have started hatching plans for this year – Trade School Cardiff will be BACK in June 2016!



≡ WalesOnline

SHARE      

TRADE SCHOOL CARDIFF IS BACK! BARTER FOR KNOWLEDGE...

WHAT'S ON

These New York-style night classes are taking place in Cardiff where you can 'barter' for knowledge

Learn some new skills in exchange for goodies like a houseplant or even dog biscuits

By **Ellen Leach-Hutchings**
16:40, 29 SEP 2016

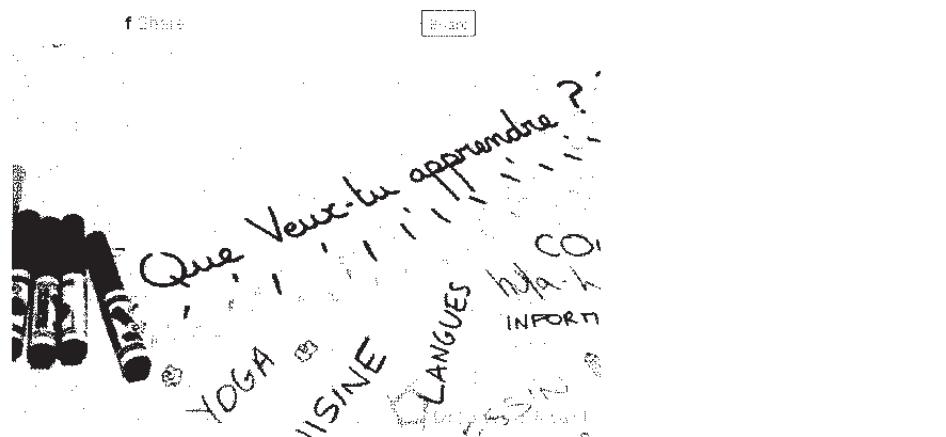
Enter your postcode to see news and information near you
Community updates, Crime Statistics, Local News & Events and much more...

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GENEVA

A new initiative, Trade School Geneva / Ecole de Troc Genève, brings teachers and students together through bartering

Published: 27 March 2014



A new initiative, called Trade School Geneva, will launch in Geneva next month, allowing students to barter with teachers for classes, which they may not otherwise be inclined to attend or able to afford.

Providing an experimental and innovative learning space, Trade School Geneva, will enable students to sign up for a class by agreeing to meet the barter requests of teachers. So a teacher offering a class on how to make butter, for example, may request anything from cookies and tea, through to household items or clothes, or even theater tickets. In many cases, the

The screenshot shows a web page from the RTS website. At the top, there are navigation links for 'PLAY RTS', 'Vidéo', 'Radio', 'Connexion', and a search icon. Below the navigation, a message says 'Vous n'êtes pas en Suisse. Pour des raisons légales, tous les contenus ne peuvent être joués.' and 'Afficher tout de même tous les contenus.' To the right of this message is a small circular icon with a play button symbol.

The main content area features a video player displaying a woman with long hair, identified as 'RTS INFO'. Below the video player, there is a timestamp '12H55 21.03.2014 12h45'. A caption below the video reads: 'Le rendez-vous société: l'économie du partage est en plein essor sur le web'. Below this caption, a note from Téresa Charlier, responsible Médias Sociaux, details her interest in the phenomenon that is reversing our way of life and certain sectors of the economy.

To the right of the video player, there is a sidebar titled 'Vidéos les plus vues' (Most viewed videos) and 'Vidéos les plus récentes' (Most recent videos). The 'Vidéos les plus vues' section includes thumbnails for 'Sunny Simonet - If I love you any less', 'Les lieux du crash d'avion à Hergiswil dans le canton de Nidwald', '19h30', and '7807'. The 'Vidéos les plus récentes' section includes thumbnails for 'Les estivales des coups de cœur d'Alain Morisod - Bella Corsica...' and 'Météo soir'.

At the bottom of the page, there are additional links: 'Ajouter à la playlist.', 'Partager.', and a link to '1584'.

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RTS VS ENTRETIEN DU SPORT INFO

PLAY RTS

Vidéo Radio

1 2 3 ▶ Emissions par date ▶ Emissions de A à Z ▶

On en parle, 26.03.2014, 08h47

Trade school: le troc du savoir

Inspiré d'un concept américain, l'école de troc a vu le jour à Genève. Cet espace d'apprentissage atypique destiné aux adultes fonctionne grâce au troc entre élèves et professeurs. Tout le monde peut y enseigner ou y étudier en échange de biens ou de services. Anne Flament nous présente les avantages et les inconvénients de ce concept en compagnie de Marie-Claire Peytrignet, responsable du projet Trade school Geneva.

Image: ra2 studio

92 Télécharger Ajouter à la playlist Partager

Emission entière 00:00

1. Trade school: le troc du savoir

Signé Genève

Quartiers Rubriques Bons plans Agenda Connexion Inscription

Venez à Cinétransat le 15 juillet, le 4 ou 19 août

Cinéma à Genève

RAIFFEISEN

Filtrer les articles par quartier

L'échange de savoirs explose à Genève

Custom Made Wedding Suits

MEDIA

401

GUAYAQUIL

EL UNIVERSO

El universo es una red de medios digitales que busca informar de manera clara y precisa las noticias más relevantes del mundo.

INICIA SESIÓN

OPINIÓN



Espacio para aprender sin invertir dinero



Foto: Agencia Andina

ÚLTIMOS VIDEOS

Un muerto por incidentes en el Valle del Chota



Hasta 1.500 servidores públicos serán desvinculados



Aumento del precio de la gasolina Super se hará mediante decreto



VIR MÁS VIDEOS >

LO MÁS LEÍDO

CPC Transitorio cesó a los nueve jueces de la Corte Constitucional

Así quedó estructurado el Estado tras la fusión de ministros

Un muerto y dos policías heridos en enfrentamientos entre civiles y gendarmes en el valle del Chota

Lequida abandona la Aduana y muestra "frustración" por actuación del gobierno

CINE Y TV | 22 de Septiembre 2013



Paulina Vásquez es una socióloga que tenía que, por ahora, trabaja en Guayaquil. A la persona que conocía gente y hacía amistades, puso a consideración, junto con Blanca

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HALIFAX



The screenshot shows the homepage of Talking Radical Radio. At the top, there's a banner with the text "historical & contemporary voices from social movements in Canada". Below the banner, the main title "talking radical" is displayed in large, stylized letters. To the right of the title, there are images of books and a small logo. A navigation bar at the top includes links for "Home", "The Books", "The Radio Show", and "About Talking Radical". On the left side, there's a sidebar with links for "Radio", "Grassroots skill-building and knowledge-sharing in Halifax", and "Recent episodes". The main content area features a section titled "Radio — Grassroots skill-building and knowledge-sharing in Halifax" with a sub-section about "Trade School Halifax". It also includes a link to "Listen to the show" and a note about Adobe Flash Player requirements. The right side of the page has a sidebar for "Stay connected with Talking Radical" featuring links for "Buy the book", "Listen to the show", "Email to get updates", "Follow on Twitter", "Follow on Facebook", and "Subscribe". Below this, there's a section for "Recent Updates" with links to various news articles.



The screenshot shows the homepage of Signé Genève. At the top, there's a header with the text "Signé Genève" and a search bar. Below the header, there are links for "Quartiers", "Rubriques", "Bons plans", "Agenda", and "Connexion". The main content area features a large image of a person in a white shirt. Text on the page encourages people to come to Cinétransat on July 15, August 4, or August 19. There's also a link to "Découvrir le programme". On the right side, there's a section for "RAIFFEISEN" and a link to "Filtrer les articles par quartier". Below this, there's a section titled "L'échange de savoirs explose à Genève" with a large image of a person in a white shirt. There's also a section for "m.suit" with the text "Custom Made Wedding Suits".

MEDIA

403

INDIANAPOLIS

The Trade School has made its way to Indy!
Tuesday, October 09, 2012

BLOG

Shout your praise! Trade School is now in session! After many successes in New York, London, and San Francisco, Trade School has made its way to the Midwest. Trade School is a learning experience where leaders gather with students without money exchange of funds, and places equal value on big ideas, need or will, and amount of knowledge. These bold statements are true because the fact that everyone has something to offer and that these leaders and students teach out a knowledge of what it is an opportunity to do so.

Trade School, who opened its doors at the Indy City Market in September, is a total of 8 classes during the first semester. They had over 80 students attend classes during the month of October. Art with Kristin, Self Defense, Yoga with Leah, Intro to Photography, Painting with Michael, Intro to Yoga, Intro to Barter, and more. All classes are taught by a variety of talented items.

Trade School operates like this: Teachers propose classes and ask for barter items from students. For example, if one teaches a class about making butter, you might ask students to bring heavy cream, jars and bread. And students can provide items such as clothing, art, or even a service. Our idea is to teach, learn, barter, repeat. Trade School is about sharing knowledge after others and placing value on the knowledge you offer with requested items. They emphasize that life is not about material things, but about mutual respect for the person teaching and working with their own resources.

The Trade School has some pretty cool sponsors this year: The AMAZING Foundation, HULVO, Help, The King Baking Co., and of course their permanent home,

natural awakenings

Indianapolis Edition

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INCY / DECEMBER 2012 / TRADE SCHOOL

SHARE | E-MAIL | PRINT | FEEDBACK

Trade School

Launches in Indianapolis

Trade School Indianapolis, a unique, alternative, self-organized educational concept that operates via a barter system, opened last September and began its second semester last month at the Downtown Indianapolis City Market. Organizers Blaire Huntley and Brittany West have developed the school so that anyone can either attend or teach a class.

Teachers propose classes and ask for barter items from students. For example, if one teaches a class about making butter, students might be asked to bring heavy cream, jars or bread. Students can also register by providing general items like clothes or healthy food or

natural directo
Showcase your bus
Indianapolis' premier
everything natural an

CHICK

404 PART II: TRADE SCHOOL EVERYWHERE

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LOS ANGELES

TRADE SCHOOL EVERYWHERE

Pay for Your Education with Wine, Avocados or
Batteries? You Can Do It at Trade School L.A.

At Trade School L.A., you can learn how to make your own beer, design your own apparel, and much more through classes or
events.

By [Tobias Dachund](#) | May 12, 2012

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Trade School Los Angeles: An Interview with Leanne Pedante

by Leanne Pedante | Trade School Los Angeles |

This May is the launch of a new pop-up classroom for adults in L.A. It's called [Trade School](#) and it's part of an international network of more than 50 self-organized chapters that offer classes on a variety of topics through a bartering system.

I recently chatted with Trade School L.A.'s lead organizer, Leanne Pedante, over email about how she got involved with the project and what it's like to run a classroom based on a barter system.

MEDIA

405

MANILA

The screenshot shows a web page from homegrown.ph. At the top, there's a navigation bar with links for Explore, Engage, Contribute, and Contact. Below the navigation is a breadcrumb trail: [Home](http://homegrown.ph/) / [Feature Stories](http://homegrown.ph/category/features/) / [Trade School Manila: Barter System For Knowledge](http://homegrown.ph/category/features/1/). A sidebar on the left displays a calendar entry for June 18, 2013. The main content area features a large, stylized graphic of the word "Trade" composed of numerous small circular icons. Below the graphic, the title "Trade School Manila: Barter System For Knowledge" is displayed. The author information shows Victoria Herrera with 1617 views. The post content discusses the concept of a barter system for knowledge at Trade School Manila, mentioning the use of tokens or "chais" as currency. A quote from the post reads: "When it comes to learning, money no longer serves as a barrier." The URL for the post is <http://homegrown.ph/trade-school-manila-barter-system-for-knowledge/>.

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Trade School Manila: Barter System for Learning

MARCH 11, 2013 BY JEN HORN

As a volunteer of [Trade School Manila](#) you will be part of their core group. You will also be entitled to attend the class that you will facilitate without charge or barter. You will also have the privilege to advertise and communicate in that particular class.



Become a Teacher of Trade School Manila

If you are passionate about what you do and want to share it with other geeks of the same wavelength, then why not do so? This is your chance to man up and help someone else. Be part of this learning community. To sign up for a class, you just need to submit your proposal to their website. While registration for this is closed as of the moment, you can start registering again once the next season starts.

Trade School: A Global Community of Popular Knowledge

NORWICH

Evening News Norwich Now

HOT TOPICS: RUN NORWICH | GOGOHARES | NOSTALGIA | READER LETTERS | FOOD REVIEWS | 10 QUESTIONS |

EveningNews InBrief

TODAY'S LOCAL NEWS HIGHLIGHTS

SIGN UP >

Historic Norwich church reborn as thriving community hub

Mark Shields mark.shields@archant.co.uk @mark_shields
PUBLISHED: 08:28 31 March 2014 | UPDATED: 08:29 31 March 2014



Sarah Herman learning the art of making a pinhole camera during classes at the Trade School using the Common Room, a community space at St Lawrence's Church in St Benedict's. Picture: Denise Bradley

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OTTAWA

8/4/2018

Trade School Co-op Ottawa | The Awesome Foundation



The Awesome Foundation

1. [Home](#)
2. [About Us](#)
3. [Chapters](#)
4. [Apply.](#)

Trade School Co-op Ottawa

December 18, 2012

December's Awesome Ottawa award goes to Shirley Manh to support the establishment of a barter school, or "trade" school, in Ottawa.

Shirley, whose day job is at a not-for-profit, describes herself as an ordinary person who took an opportunity to do something not so ordinary — she rode and lived off her bicycle for two months. "Afterwards," she explains, "I spent a year not buying anything brand new and critically rethought the purchasing decisions I made. That extra ordinary year taught me a lot about my consumption habits (reuse plastic wrap!), how to make and repair things (toothpaste! shoes!), and the non monetary value of things I did have (presentation skills). Now," she says, "I want to share the 'extra' with others! I want to start a Trade School in Ottawa.



"Trade School Co-op Ottawa," explains Shirley, "will be an alternative, self-organized school that runs on a barter system — direct exchange of goods or services for other goods or services. My vision is for it to enable sharing of hands-on knowledge and practical wisdom and skills, to show the value of 'alternative' education in non-traditional spaces, and to celebrate the social nature of non-monetary exchange." Interested teachers will be able to propose classes and ask for barter items from prospective students. "For example," Shirley explains, "if you teach a class about making butter, you might ask students to bring their own supplies (heavy cream, jars), and ask for things you need (winter accessories, vegetables, a bike basket)."

The school will be a part of an international network, through which current offerings include singing for pleasure (Glasgow), macrobiotic cooking (Barcelona), and the struggles women are making internationally to create more collective forms of reproduction (New York). To learn more about the global Trade School network, visit <http://www.tradeschool.coop>.

MEDIA

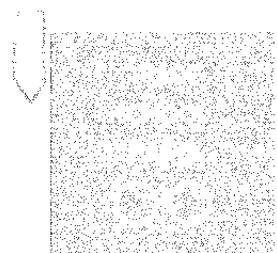
409

PARIS

The screenshot shows the homepage of **SORTIRÀPARIS.COM**, a city guide for Paris. At the top left is a search bar with a magnifying glass icon. To its right is a navigation menu with categories: FOOD & DRINK, CULTURE, LOISIRS, SOIRES & BARS, FAMILLE, ECONOMIE, MÉTIERS, SALON, SPORT, SHOPPING ET MODE, and BALADES/PARCS D'ATTRACTION. Below the menu is a banner for "Come alive with the forest." On the right side, there's a sidebar with social media links (Facebook, Twitter, etc.), a newsletter sign-up form, and a "Rechercher sur le site" search bar.

The screenshot shows a section of the **TRADE SCHOOL** website. It features a large blackboard graphic with the text "TRADE SCHOOL PARIS" and "se volont faire à échanger". To the left of the board, there is a block of text describing an event: "Vendredi, tous à vos agendas ! Le festival musical écolo chic We Love Green revient en force samedi 31 mai et dimanche 1^{er} juin. Une programmation canon pour 2 jours de concerts, de fêtes, de découvertes artistiques & de rencontres, avec en plus un bar à smoothie BioCoop & différentes offres de restauration bio, local et home made. Réservez vite votre pass !".

410 PART II: TRADE SCHOOL EVERYWHERE



Ecole participative fonctionnant grâce au troc

- ⌚ <http://www.tradeschool.coop/>
- 👤 Collectifs dans chaque ville
- 📅 Depuis 2010
- 👥 12 500 participants
- 📍 Crée à New York et présente dans 41 villes du monde
- 🌐 Association
- 🕒 Don de temps, échange de compétences et de connaissances

Quelle stratégie de lancement ?

Imaginée par un groupe d'amis, à New York, l'école participative s'est développée en Virginie et à Milan en 2011 au gré des rencontres. En 2012, l'édition d'une nouvelle plateforme en ligne et d'un guide pour lancer une Trade School a permis au mouvement de prendre racine dans d'autres villes.

En quoi est-ce un modèle de rupture ?

Trade School est une école éphémère participative fonctionnant grâce au troc entre particuliers. Son originalité réside dans la façon de combiner les ressources d'un lieu (espace de coworking, musée, jardin partagé) et de son public avec une offre d'échange gratuit de savoirs.



La Trade School : savoirs, Savoir-Faire & Troc

Chronique publiée le 27/02/13 09:16

Partager sur

En mars, vous pourrez vous initier au foot et à sa culture, aux semis de tomates cerise et de fleurs, au tricot, apprendre à prendre du temps pour vous, réfléchir à l'intelligence collective ou à l'influence du numérique dans l'éducation. En échange, vous amènerez au professeur : des conseils, des stylos, des pizzas, une paire de chaussures, une surprise, une loupe, du chocolat....ou votre bonne humeur.

Troc et instruction

Tout le monde sait quelque chose et tout le monde a quelque chose à partager. Cette évidence est la base du fonctionnement des Trade Schools. Nul besoin de concours, diplômes, sélection et autres filtrages pour y enseigner. Votre maîtrise du sujet et votre enthousiasme priment.

Pour y étudier, inutile de vous endetter afin de payer des droits d'inscription faramineux. L'enseignement n'y est pas gratuit. Il ne donne pas non plus lieu à une contrepartie financière. L'échange repose sur le troc. Celui qui n'amène

QUITO

ELPEZCUEZO soy un pez enero

Inicio Links y Amigos



¿Listos para cambiar el chip? LA TRUECA <-->

A Buscar



Les traemos una interesante propuesta que cada vez es más popular en el mundo y que ahora llega a nuestro continente.

es un espacio de educación alternativa donde se comparten habilidades, servicios y conocimientos. La Trueca es parte de "Trade School", una red internacional de escuelas de trueque. El primer Trade School empezó en Nueva York, actualmente hay más de 15 Trade Schools alrededor del mundo (Singapur, Guadalajara y Milán, entre otras). La Trueca es la PRIMERA Escuela de Trueque de Sudamérica.

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Des millénaires avant les pièces et les billets, le troc était l'instrument

Chaque jour, l'illustration vivante et concrète d'un sujet d'actualité. Ambiance, documents, témoignages, récits en situation : les reporters de RFI sont présents sur le terrain pour découvrir le monde avec leur micro. Retrouvez les sujets traités par cette émission sur RFI SAVOIRS = <http://savoirs.rfi.fr/>

AOÛT 2010

1	2	3	4	5		
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23			

412 PART II: TRADE SCHOOL EVERYWHERE

TORONTO

The screenshot shows the CBC Toronto website. At the top, there's a navigation bar with links for Home, News, Events, Programs, Video, Audio, and a search bar. Below the navigation is a banner for "The Art of The Barter". The main content area features a headline: "Students at a new school are learning to drive an easy bargain. Laura heard from co-founder Michelangelo Van Looy to find out why Trade School Toronto is teaching the art of barter. Listen" (Runs 5:47). Below the headline is a paragraph of text and a link to "HERE". There's also a sidebar with links for "About the Show", "Past Episodes", "Song of the Week", "About the Host", "Traffic Updates", and "Contact Us". On the right side, there's a box for "Air Times" showing broadcast times for 99.1 FM. At the bottom left, there's a "Comments" section with a "FAQ" link and a "Login" button.

BUSINESS 09/28/2012 11:10 EDT | Updated 11/12/2012 02:38 EST

Trade School Toronto Aims To Spur Barter Economy As Youth Seek Alternatives In Post-Recession World



By Rachel Mendleson



MEDIA

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NEW YORK

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Excerpted from *Trade School: 2009–2019*. Edited by Caroline Woolard and designed by Manuel Miranda. To buy the printed book, email CarolineWoolard@gmail.com or go to <http://tradeschool.coop> for more information. Creative Commons Attribution-ShareAlike 4.0 International Public License.



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GUAYAQUIL

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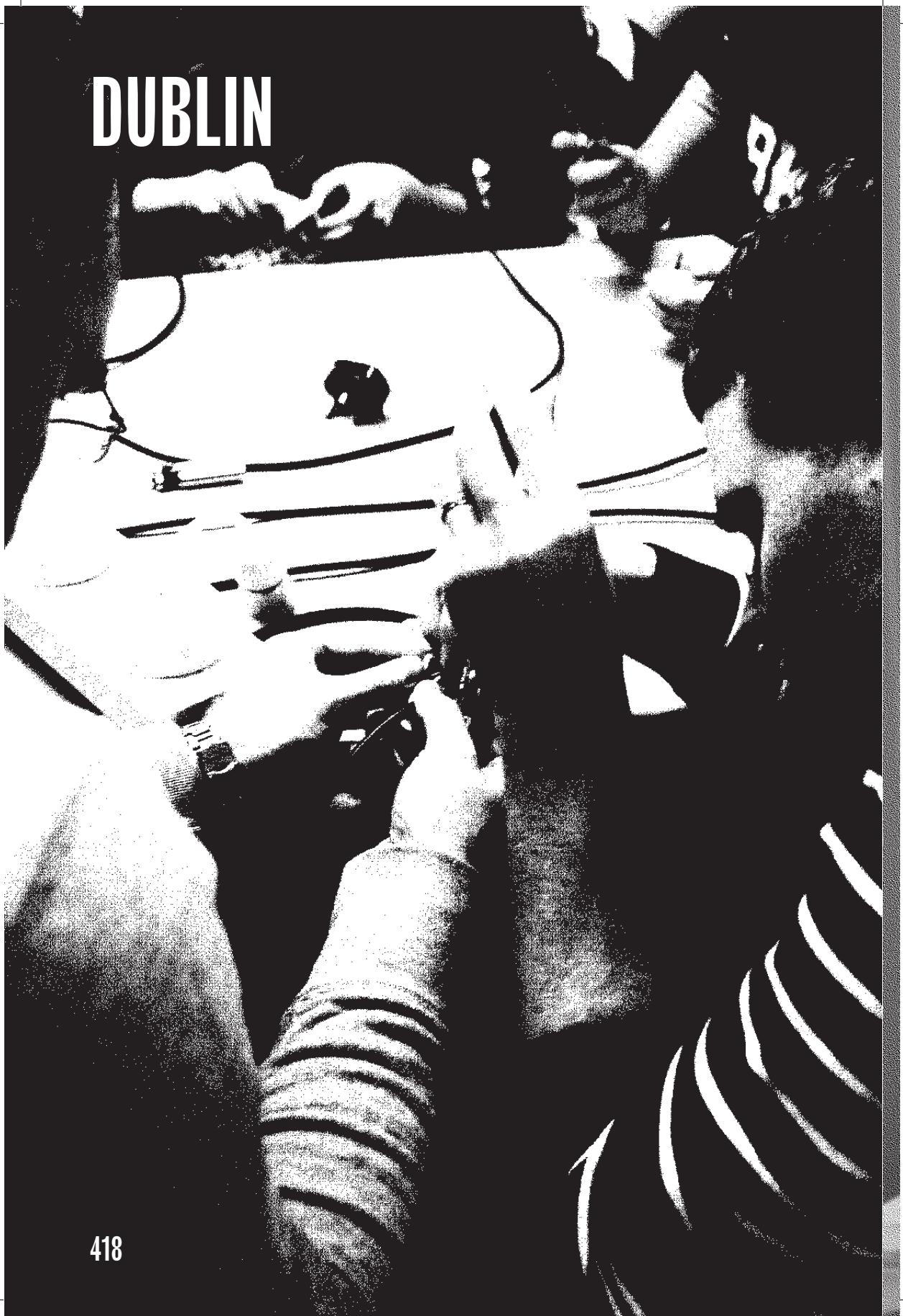
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SINGAPORE

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DUBLIN



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SACRAMENTO



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THANKS

Daniel Contreras Dordelly
Trade School Guadalajara, 2018

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Dear Caroline,

I want to give you a massive “thank you” for your effort in taking time to gather materials from all of us, and doing the work of compiling this wonderful book. Congratulations, you have made a contribution to the world, and I am very happy to know you. I wanted to let you know that Trade School Mexico City is opening again. I am helping a person to run the school and they will begin this weekend with three classes, and we will continue studying the solidarity economy. I am moving back to London to do a PhD on the same topic. Everything just because of you. I will continue taking this initiative to the academy. At the same time, I will continue learning from people like you who are creating community with fair work.

The idea of something like Trade School came to me in 2012. I started getting to know projects related to the solidarity economy, such as barter and time banks in Guadalajara City in Mexico. I had the idea that maybe, a free, inclusive, and reciprocal way of learning and teaching could use the barter system, so I contacted Trade School New York. A friend involved in the solidarity economy movement had showed me a video of what they were doing back then.

I met you, Caroline, via Skype and we chatted about my idea. You explained what

Trade School was and I was fascinated by the project. Immediately, we started working on organizing the first set of classes in Guadalajara using online interface where you gave us feedback about the space we wanted to operate as a school in Latin America. I had the most wonderful time creating and being part of various community moments where people taught all skills possible while learning a different way of trading with no money in between.

After years of being part of Trade School Guadalajara City in Mexico, I decided that I wanted to learn from formal educational institutions about solidarity economy initiatives like Trade School at a university level, so I got a masters degree in Human Rights in England, writing a dissertation on solidarity economy projects happening in London and how they were linked in order to achieve social, economic, and cultural rights at an international level.

Currently, I am about to start a PhD in Social Economy and I will be making a comparative analysis between European solidarity economy projects and Latin-American projects from various perspectives. I cannot believe how far I have come. Everything started as a dream and Trade School made it real. The Trade School

422 THANKS

community worldwide is a family and we
are growing trying to make a world more just
and humane.

Thank you very much.

COLOPHON

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Trade School

EDITOR

Caroline Woolard

CONTRIBUTING AUTHORS

Alegría Acosta
Eduardo Enrique Aguilar
Rachel Arnould
Nicole Bergen
Laura Billings
Fortune Bonane
Desiree Brandon
Estefania Bravo
Silvia Canelon
Alessandro Contini
Daniel Contreras Dordelly
Elie Gauthey
Lungisani Gumbi
Nonku Hodi
Colin Hynson
Athena Kokoronis
Nicole Lazzari
Louise Ma
Zipho Maphumulo
Anthi Mouriadou
Tessa Naiker
Nicola
Danila Pelicani
Marie Claire Peytrignet
Narmada Ramakrishna
Thania Rodriguez
Lee Sakarain
Michelle Soto
Ronay Tuncer
Brittany West
Amy Whitaker
Marietta Wildt
Caroline Woolard
Or Zubalsky

PROJECT MANAGEMENT

Caroline Woolard,
Trade School New York

PROJECT ASSISTANT

Brittany West,
Trade School Indianapolis

VISUAL CONCEPT AND DESIGN

Manuel Miranda and Fred Pirlot, MMP

CONTENT EDITOR

Helen Hofling

TYPEFACES

Girott, RP Digital Type Foundry
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Trade School was a non-traditional learning space where students bartered with teachers. Anyone could teach a class. Students signed up for classes by agreeing to bring a barter item that the teacher requested. From 2009–2019, Trade School became an international network of local, self-organized chapters that reached over 22,000 people globally. Each chapter coordinated the exchange of knowledge for barter items and services.