



environment
and school
initiatives

THE ENSI ANNUAL REPORT 2007

Imprint:**ENSI Secretariat**

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THE ENSI ANNUAL REPORT 2007 – FEBRUARY 2008

1. STAFF AND MEMBERS 2007 – FEBRUARY 2008

Executives

Günther Pfaffenwimmer, National Coordinator, Austria, President

Christine Affolter, National Coordinator, Switzerland, Vice-president and Secretariat (Full-time secretariat since January 2008)

Reiner Mathar, National Coordinator, Germany, Treasurer

Ton Remmers, National Coordinator, the Netherlands, Secretariat (Administrational secretariat until end of 2007)

Cam Mackenzie, Systems Representative, Project Leader Asia-Pacific, Australia

Daniella Tilbury, Pedagogical/Research Representative, Australia (until October 2007)

Johannes Tschapka, Austria, Project Leader 'Engage Youth in ESD' and 'Engaging Research in ESD'

Willy Sleurs, National Coordinator, Project Leader CSCT, Belgium, Flemish Community (until end of September 2007)

Michela Mayer, National Coordinator, Project Leader QCESD, Italy

Astrid Sandas, National Coordinator, Project Leader SUPPORT, Norway

Faye Bendict, Project Leader SUPPORT, Norway

National Representatives

Diana Garasic, National Coordinator, Croatia

Soren Breiting, National Coordinator, Denmark

Finn Mogensen, National Coordinator, Denmark

Lea Houtsonen, National Coordinator, Finland

Michel Ricard, National Coordinator, France

Attila Varga, National Coordinator, Hungary

Martin Whyte, National Coordinator, Ireland

Claude Schock, National Coordinator, Luxembourg

Majda Naji, National Coordinator, Slovenia

ENSI's friends and main partners

Ian Robottom, Australia

Peter Posch, Austria

Paul Hart, Canada

Charles Hopkins, Canada

Sun Kyung Lee, Korea

Mariona Espinet, Spain

Regula Kyburz-Graber, Switzerland

John Elliott, United Kingdom

Daniella Tilbury, United Kingdom

In attendance

Adry Nienhaus van Lint, the Netherlands, Secretariat (until end of 2007)

Grietje Braams, the Netherlands, Financial Affairs (until end of 2007)

2. INSTITUTIONAL PARTNERSHIPS

OECD/CERI:

ENSI is a decentralised international network set up in 1986 under the umbrella of OECD's Centre for Educational Research & Innovation (CERI)

The official umbrella function of OECD ended in December 2004.

Since 2005 OECD refers to ENSI in its official reports on Sustainable Development and Education for Sustainable Development activities.

UNESCO

On UNESCO Bangkok's recommendation and by official letter from Director General Matsuura, ENSI has been in an institutional partnership with UNESCO in the UN Decade for ESD since 2004.

ENSI continues to enjoy a very good relationship with UNESCO's Headquarters in Paris, which involves regular correspondence.

UNECE

ENSI country coordinators were involved in the development of the UNECE strategy for ESD. In December 2005 ENSI was invited to be one of three observers in the then newly-created UNECE bureau of the ESD steering committee, which supports the UNECE ESD secretariat in Geneva in implementing the UNECE-strategy and meets there on a regular basis.

ENSI was represented at the UNECE Conference "Environment for Europe" (Belgrade, October 10th-12th, 2007) by the following participants: Michela Mayer, Günther Pfaffenwimmer, Michel Ricard and Astrid Sandas who gave a presentation titled "ESD from Pilot to Mainstream in Norway" at the Informal panel discussion "ESD in addressing energy production and consumption".

UNEP

Carpathian convention: ENSI has cooperated with the UNEP-Carpathian convention since 2004 on education. ENSI Hungary organised an ESD expert meeting and developed the cooperation project CaSaLeN (Carpathian Sustainable Learning Network) in autumn 2007.

UNEP headquarters: A new contact to UNEP headquarters in Nairobi has been established. ENSI representatives initiated contact with Prof. Akpezi Ogbuigwe, Head of Environmental Education and Training, Division of Environmental Policy Implementation. Professor Akpezi Ogbuigwe has shown a vivid interest in the contact with ENSI.

EUROPEAN UNION

The EU Presidency Conference on ESD in Berlin, Germany, May 2007

Representatives from ENSI (Austria and France) chaired and/or reported two working groups and thus contributed to the success of this conference.

The conference provided a showcase for ENSI and a platform for networking.

European Conference on Local Energy Action, Brussels, January 30th, 2008

Workshop "Energy education -, bringing the energy awareness to schools". The keynote speaker Günther Franz Pfaffenwimmer, as the representative of a national education authority, introduced the participants to the challenges of integrating intelligent energy concerns in national curricula. In his capacity as

President of the ENSI network he also reflected on trends and guidelines for future-oriented teacher education.

For ENSI's EU-Educational Project see below "ENSI Network Activities, SUPPORT"

COUNCIL OF EUROPE

ENSI and the Council of Europe shared two projects, both lead by Johannes Tschapka.

"Engaging Research in ESD" – ENSI's first College of Junior Researchers on Education for Sustainable Development

Please see the project report (chapter 4.6) on page 14

Publication project (2007): "Engaging Youth in Sustainable Development"

Please see the project report (chapter 4.7) on page 15

3. ENSI GOVERNANCE MEETINGS

A brief overview of the ENSI AGM (Budapest, January 2007) and Executive Meeting (Bern, September 2007)

Key results from these two meetings

a) Administration and Organisation:

- Croatia is welcomed as a new member country. It will be represented by country co-ordinator Ms. Diana Garasic.
- ENSI welcomes also Slovenia in the network. Majda Naji will be the country coordinator
- Working meetings with CEE India, represented by Ms Prithi Nambiar took place in Vienna (November 2007) and in Ahmedabad (November 2007) on the topic of future collaboration between ENSI and CEE (in the new official status of a Associated Member)
- Contacts have been built up with potential new members such as Canada (that decided not to become a member, but to collaborate with ENSI), Cyprus, Romania, and University Sains, Malaysia (which became a member of SUPPORT). Several institutions addressed themselves to ENSI to get more information about the new status of Associated Members (universities, networks etc)
- Korea: The official meeting of ENSI with the Korean Government had to be postponed. The official visit is now planned for the autumn 2008.
- SLO/ Stichting Leeplanontwikkeling, Netherlands, had the administration of ENSI until the end of 2007. From the beginning of 2008 the entire secretariat (40 % work time) was taken over by SUB (Schweizerische Stiftung Umweltbildung) and is now being managed by Christine Affolter (secretariat@ensi.org)
- Switzerland decided to invest a substantial amount in the development and implementation of ESD and will promote a strong relation with ENSI by officially paying a contribution to the vice-presidency and secretariat of ENSI (30 % work time).

- Based on the agreement that ENSI has become an international non-profit organisation, recognised under Belgian Law, Willi Sleurs organised the process in Brussels. The statutes of ENSI were revised to accommodate the Belgian legal requirements. The new regulations will come into effect in the spring of 2008. The new constitution is published on the homepage of ENSI (ensi.org/about/ensi/constitution).
- ENSI is a financially healthy organisation. It was agreed that the financial reserve would be partially used for further professional development in the near future as well as for concrete projects.
- The ENSI membership fee for 2007 and 2008 is 4000 EUR; the fee for the new membership status as “Associate Member”, will be decided at the AGM 2008 (Vienna, March 10th to 12th). The conditions and possibilities for the “Fellows of ENSI” for invited individuals will be discussed there as well.
- The ENSI web site was launched on November 23rd 2007 (www.ensi.org)

4. ENSI PROJECT REPORTS

4.1 “EU-COMENIUS 3 Network project “Partnership and Participation for a Sustainable Tomorrow” SUPPORT”



Education and Culture DG

Comenius Lifelong Learning Programme

The SUPPORT project has received funding from the EU Comenius Lifelong Learning Programme 2007-2013. The responsibility for this information lies solely with the Norwegian Directorate for Education and Training. The EU Education, Audiovisual and Culture Executive Agency is not responsible for any use that may be made of this information.

The goal of the SUPPORT project is to promote and enhance the quality of education for sustainable development by linking schools, research institutions and communities in a web-based network.

SUPPORT will generate and spread knowledge about four main ways to enhance the quality of education for sustainable development: schools collaborate with other schools, schools collaborate with local

communities, schools collaborate with research institutions, and these kinds of innovative collaborations are facilitated by ICT tools.

Norway	The Norwegian Directorate for Education and Training (applicant institution)	www.utdanningsdirektoratet.no
Norway	The Norwegian University of Life Sciences (coordinating institution)	www.umb.no
Austria	Austrian Federal Ministry of Education, the Arts and Culture	www.bmukk.gv.at
Austria	Austrian Institute of Ecology (AIE)	www.ecology.at
Austria	FORUM of Environmental Education	www.umweltbildung.at
Austria	Kirchliche Pädagogische Hochschule	www.nostres.at
Belgium	VZW in-service training of Catholic Education	
Germany	State authority of teacher education	www.bildung.hessen.de
Germany	Helmholtz Centre for Environmental Research	www.ufz.de
Germany	InWEnt – Internationale Weiterbildung und Entwicklung gGmbH	www.inwent.org
Estonia	NGO Ökokratt	www.okokratt.ee
Greece	National and Kapodistrian University of Athens	http://kemepe.ecd.uoa.gr
Spain	Balearic Islands University	www.uib.es
Spain	Autonomous University of Barcelona	www.dewey.uab.es
Finland	Finnish National Board of Education	www.oph.fi
Hungary	Hungarian Institute for Educational Research and Development	www.oki.hu
Hungary	Hungarian Society for Environmental Education	www.mkne.hu
Hungary	Institute of Ecology and Botany of the Hungarian Academy of Sciences	
Netherlands	Codename Future	www.codenamefuture.nl
Norway	University of Bergen, Centre of Schools' Science Education	http://skolelab.uib.no
Norway	Lillehammer University College	www.hil.no
Norway	The Ideas Bank	www.idebanken.no
Romania	Healthy Environment Regional Organisation "Hero"	
Romania	Licee Pedagogique Mihai Eminescu	www.focuseco.ro
Sweden	Keep Sweden Tidy Foundation	www.hsr.se
Slovenia	The National Educational Institute	www.zrssi.si
Slovenia	The Educational Research Institute	www.pei.si
UK	Field Studies Council	www.field-studies-council.org
UK	MF Associates	
UK	School of Education, University of Wales Bangor	www.bangor.ac.uk
UK	Nottingham Trent University	www.ntu.ac.uk

The SUPPORT project started up late in the autumn of 2007 as a Comenius Network project under the EU Comenius Lifelong Learning programme. The EU approved the project in mid-October. A secretariat has been established at the Norwegian University of Life Sciences, and a web page and information materials are in the pilot phase as of February 2008. Activities and events include an ARION study visit (UK November 07), a Comenius contact seminar (Budapest November 07), the first Advisory Board meeting (November 07), the first partner meeting (UK January 08), and an ICT workshop (UK January 08). An ICT development team has been established to develop ICT tools and the climate campaign to be launched in the autumn of 2008. Partners are now developing action plans. Evaluations of events have been conducted, and the partners have discussed quality criteria for ESD and success criteria for the project. The evaluation criteria and evaluation methods for the project will be formulated by March 2008.

Planned development and activities in 2008

In 2008 the project will enter the implementation phase with several events for teachers and experts as well as launching an ICT-based climate campaign for schools in the autumn. Please see the project calendar, which is under continual revision and gets updated regularly (several of the events have been revised). A second partner meeting will be held in September where the partners will report and reflect on their progress as related to the action plans they have made, and revise and update their action plans accordingly.

4.2 ENSI Goes Public

Website: *The new web site has been developed by Samuel Bucher, Switzerland, in collaboration with Christine Affolter, Reiner Mathar and Günther Franz Pfaffenwimmer.*

Samuel buicher will host the web site. Doris Feier (secretariat) will actualize the agenda and events site. For the summer of 2008 the expansion of the ENSI website is planned which includes an interactive section for ENSI members only. This will allow collaboration on ENSI-projects on an ICT-platform.

ENSI Mailing: *Four ENSI mailings have been sent out. ENSI reaches about 1200 addresses / readers from all over the world. For more information see www.ensi.org.*

4.3 “Competences for ESD teachers” (CSCT) – A framework to integrate in the curriculum of teacher training institutes

Comenius 2.1 Project 118277-CP-1-2004-BE-Comenius-C2.1

Timeframe: 2004-2007

The CSCT (**C**urriculum, **S**ustainable development, **C**ompetences, **T**eacher training) project was developed as a response to the call of the UNECE Ministers of the Environment in 2003 to include education for sustainable development (ESD) in curricula from pre-school to higher and adult education.

A framework for a competency-based curriculum for education for sustainable development has been developed for initial teacher training and in-service training institutions. The framework can be adapted to the institutions' local contexts. The CSCT-project strongly emphasizes the interdisciplinary approach and takes into account scientific, economic, social, political, cultural and ethical aspects of sustainable development.

The integration of ESD in mainstream school curricula requires a re-thinking of teacher training curricula.

The CSCT project is an attempt to meet the call of the UNECE Ministers of the Environment to offer curriculum models to teacher training institutes, which are searching for attainable ways to integrate ESD in their curricula.

The main output is the conceptual framework for education for sustainable development and the handbook, which contains competences and content for a curriculum for ESD. It is also available as a pdf or as a printed handbook (printed on demand). The main outcomes are translated into the different languages of the project partners.

Within the ENSI family, 15 partners from 8 different countries responded positively to the call, which was clarified and discussed during the Comenius-2 contact seminar, September 3rd-6th 2003 in Szeged, Hungary. The department of teacher education of the Katholieke Hogeschool Leuven (Flemish Community of Belgium) was prepared to take the role of the coordinating institution.

An overview of the partners and their respective e-mail addresses is given below. More information about the project is available on the website: www.csct-project.org

Partners:

Organisation	Country	Coordinating partner
Katholieke Hogeschool Leuven (KHLeuven)	Belgium/Flanders	De Smet, Veerle (veerle.de.smet@khleuven.be), Gaeremynck, Veerle (veerle.gaeremynck@khleuven.be) Wouters, Ruth (ruth.wouters@khleuven.be)
Curriculum Department, Ministry of Education and Formation, Ministry of the Flemish Community (formerly: DVO)	Belgium/Flanders	Sleurs, Willy (willy.sleurs@ond.vlaanderen.be)
Telemark University College (TUC)	Norway	Aase Rojkova, Marina (marina.r.aase@hit.no)
University College of West Justland (CVU Vest)	Denmark	Baeklund, Briand (briand.baeklund@skolekom.dk) Sperber, Birgitte (birgitte.sperber@skolekom.dk) Vinding, Sören (vinding@fanonet.dk)
University of Wales, Newport, Newport School of Education	United Kingdom	Norcliffe, David (David.Norcliffe@newport.ac.uk)
Universitat Autònoma de Barcelona (UAB)	Spain	Espinet, Mariona (mariona.espinet@uab.es) Pujol, Rosa Maria (RosaMaria.Pujol@uab.es)
Universitat de Girona (UdG), Faculty of Education and Psychology	Spain	Junyent, Mercè (merce.junyent@udg.edu) Ochoa, Lidia; (lidia.ochoa@udg.edu)
University Salzburg, Institut für Didaktik der Naturwissenschaften	Austria	Steiner, Regina (regina.steiner@umweltbildung.at)
University of Klagenfurt, Faculty for interdisciplinary research and education, Institute of Instructional and School Development	Austria	Rauch, Franz (Franz.rauch@uni-klu.ac.at)
University of Klagenfurt, Institut für Geographie und Regionalforschung	Austria	Palencsar, Friedrich (friedrich.palencsar@uni-klu.ac.at) Tischler, Kornelia (kornelia.tischler@uni-klu.ac.at)
Pädagogische Hochschule Niederösterreich (PH NÖ)	Austria	Radits, Franz (franz.radits@univie.ac.at)
Regional Environmental Center	Hungary	Csobod, Eva; (ecsobod@rec.org)

University of Lüneburg, Institute for Environmental and Sustainability Communication	Germany	Godemann, Jasmin godemann@uni-lueneburg.de Busch, Anne busch.anne@gmx.de
Pädagogische Hochschule Zürich (PHZH)	Switzerland	Gugerli, Barbara (barbara.gugerli@phzh.ch)
Fachhochschule Nordwestschweiz, Solothurn (FHNW)	Switzerland	Bäumler, Esther, esther.baeumler@fhnw.ch

Development and activities in 2008

Flemish Community: a book will be published (in Dutch, editor: De Boeck)) containing the most interesting outputs of the project supplemented by developments about ESD which are relevant for primary, secondary and teacher education. ENSI will receive a prominent place in the book.

4.4 “Quality Criteria and ESD conceptualisation” (QCESD)

This research project, started in 2006, focuses on two parallel and interrelated issues / themes: conceptualisation of ESD and the use of Quality Criteria for school self-evaluation.

The project aims toward a deeper understanding of the ESD concept, a contested concept that to some extent is open for interpretation, unclear and unfamiliar to many, both at the theoretical level as well as practically.

The ‘Quality Criteria for ESD schools’ ENSI booklet proposes a vision of what ESD is about, focusing on the issue of evaluation as a significant means for ‘quality enhancement’ and its dissemination. Debate is the other main aim of this project.

The project goals are:

- to follow and debate the evolution of ESD concepts, and to continuously compare them with the developments of evaluation tools such as Quality Criteria (QC) or other indicators;
- to monitor the dissemination of the already produced Quality Criteria booklet in the different ENSI countries, analysing and comparing different strategies for its dissemination;
- to analyse and compare quality certification systems in different countries (the procedural system) and existing training courses for evaluation competencies;
- to develop training courses for developing competencies for the use of QC in self-evaluation, peer evaluation and external evaluation.

All countries where the QC booklet has been presented have been involved in the monitoring and dissemination issue.

Countries that have been directly involved in the debate of ESD concepts and their use in the whole school approach have been Australia, Belgium, Denmark, Germany, Greece, Italy, Korea, and Spain. Other stakeholders are all the NGOs or local groups working with eco-schools or ESD schools.

Annual report on the development of the project in 2007

This year the main efforts have been concentrated on the dissemination and further translation of the QC booklet, and in the contribution to different international ENSI (and not ENSI) projects where the definition and discussion of ESD concepts was an important part.

As far as the dissemination is concerned, ENSI has provided the technical and financial support for the publication of versions in other languages (the existing ones were English, German, Dutch, Italian, Spanish, Finnish, Norwegian, Hungarian, Danish, French). As result of this effort the Portuguese and Romanian versions of the booklet are now available on the website, and a Russian version is ready to come.

Furthermore, a Catalan book has been published - F. Mogensen, M. Mayer, S. Breiting, A. Varga, *Educació per el desenvolupament sostenible*, Editorial GRAO’, Barcellona, 2007 - in which both the QC

booklet and the general section of the research that formed the basis of the booklet have been presented. A large presentation to the 'Catalonian green schools' and to the general public is foreseen for the first week of April 2008.

It is also important to notice that the booklet was recognised as an important contribution by the German Transfer 21 Programme publication: *Developing quality in ESD schools*.

In regards to the conceptualisation of ESD, there were no shared moments of discussion. Instead the conversation was carried out individually or in small groups. Examples of these conceptualization processes that took place within the ENSI framework are:

- The Council of Europe book, where an ENSI conception of what ESD is about has been presented through the collection of Good Practices;
- The APCEIU introductory seminar on ESD in Seoul, where a group of ENSI partners and affiliated members (Michela Mayer, Mariona Espinet, Sun Kyung Lee) prepared a 2-day workshop for teachers and educational authorities in the Asia Pacific Region on the main issues that need to be dealt with by ESD.

Planned development and activities in 2008

In 2008 the activities will aim at writing a common short document on the conceptualisation of ESD and continuing the process of dissemination and monitoring of the QC booklet.

The final objective will be the group's contribution to a large ENSI conference that is planned for 2009, where one part of the conference will be devoted to the comparison of the various ESD visions that are being embedded into different Quality Systems for ESD schools. The final product of the conference should be a new publication that would reflect on the process.

4.5 "CARpathian SustAinabe LEarning Network" (CASALEN)

The Possibilities of Carpathian Co-operation in the field of ESD

a) Background of the CASALEN Project:

The Carpathian Convention is a framework-type convention that pursues a comprehensive policy and cooperates in the protection and sustainable development of the Carpathians through the promotion of joint policies for sustainable development among the seven countries of the region (Czech Republic, Hungary, Poland, Romania, Serbia and Montenegro, Slovak Republic, and the Ukraine). The Convention states: The Parties shall pursue policies aimed at increasing environmental awareness and improving access of the public to information on the protection and sustainable development of the Carpathians, and promoting related education curricula and programmes.

b) Main goals of CASALEN:

Target group 1: Schools

A support system shall be established in order to encourage the school based collaborations in the Carpathian region within the existing financial frameworks (EU – LLL programme, Visegrad Fund). The core element of this support system could be a regular summer school that would provide in-service training for the multiplication of the collected and structured materials, knowledge and know-how for ESD teachers.

It is necessary to help the schools in the Carpathian region deal with all three pillars of sustainable development, and the support system should especially emphasise the links between economy and sustainability, as the presence of economical aspects in ESD activities is generally weak in all Carpathian countries. The support system should focus on developing competencies for sustainability within

and by the schools, such as systems thinking, organisational learning, and cooperation and community learning approaches. Most of the development would be based on the shared values and practises of participating countries.

The support system should also encourage the schools of the Carpathian region to join in the ESD initiatives available, such as the eco-schools initiatives and the PET bottle recycling campaign in Poland (organised by an Austrian expert), or the SUPPORT network which will also offer possibilities in the field of school-community and school-research institution co-operation through ICT tools for Carpathian schools.

Target group 2: Field centres

A learning network of field study centres in the Carpathians shall facilitate and promote ESD within each country and beyond, while also assisting in the area of public education. The network shall use the full spectrum of capacities of the field centres, i.e. infrastructure, technical assistance, expertise, etc. The Göncöl Foundation has offered to be the initiator of this network of centres.

Target group 3: Higher education, research

A specific aim for higher education is to find or establish a scientific journal for research in order to develop a scientific basis for ESD activities in the Carpathian region. The promoted research activities should include research on environmental perception, the attitude of teachers and teacher students or SD, life-long learning and ESD, and also theoretical aspects of ESD.

c) Internal project partners: Günther Pfaffenwimmer, Austria; Attila Varga, Hungary

d) External project partners: Katalin Czippan, Hungary,
 Vilmos Kiszél, Hungary
 Hubert Hilbert, Slovakia
 Ilona Morzol, Poland
 Gyula Fodor, Ukraine
 Robert Korec, Slovakia
 Magdalena Maradova, Czech Republic
 Anna Kalinowska, Poland

Partners to be established during 2008 – In Serbia and Romania

e) Annual report on the development of the project in 2007:

- LAUNCH OF CASALEN:

DATE: November 9th-10th, 2007

Venue: Göncöl House, Vác, Hungary

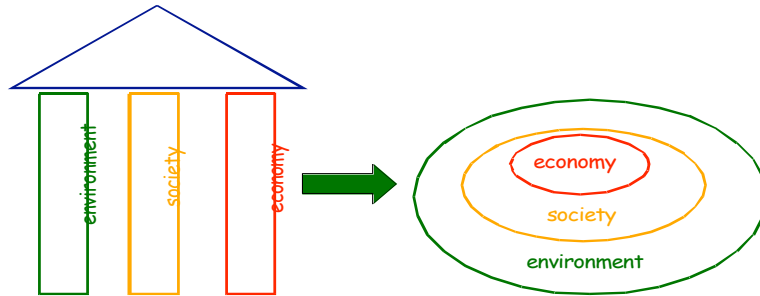
The Carpathian project was launched in the autumn of 2007 with a meeting in Vác, Hungary November 9th-10th. The participants of this initial meeting agreed to establish a network for developing education for sustainability, the Carpathian Sustainable Education Network (CASALEN). The participants laid down the characteristics and main aims of CASALEN as follows:

– THE CHARACTERISTICS OF CASALEN

The participants agreed on some basic characteristics, such as:

“We teach what we know about; we learn together what we are uncertain about; and we do this both practically and experimentally.”

- The aim of the network is to facilitate a social and economic transition towards sustainable development within society through shared learning.
- The members of the network agreed to represent that it is necessary to shift from the three-pillar model of SD to the solid sustainability model.



The participants also agreed that they wish to establish CASALEN as a learning network rather than an official or administrative network. In this learning network the participants would like to share their knowledge and would like to learn together what they are uncertain about, with a strong focus on practical and experimental approaches. They are looking forward to finding more partners in the Carpathian region.

f) Planned development and activities in 2008:

The focus of the second day was to determine the necessary next steps for co-operation. The following possible and necessary next steps were identified:

- To inform UNEP about the CASALEN initiative
- To map the available resources for co-operation
- To organise a next meeting in Trencin, SK in order to develop a concrete project proposal for the Visegrad fund
- To disseminate experiences of the workshop on Quality Criteria for the heads of schools in Austria
- To translate the Quality Criteria for ESD Schools into all Carpathian languages (The Romanian version is finished)
- To run a Carpathian sub-sample analysis of data collected by the BIOHEAD project
- To initiate the establishment of a network of national ESD commissions in the region

4.6 “Engaging Research on ESD”

In 2006 ENSI was awarded a grant from the Council of Europe to fund a project that would promote junior researchers in the field of ESD. The grant is dedicated to an international seminar on research initiatives of individuals who undertake a Masters or PhD thesis, or any similar kind of survey.

The overall goal is to pool the expertise of research newcomers and to develop a small researcher’s network under the umbrella of ENSI. The objective of the project is to harness the energy and enthusiasm of a new generation of researchers, who are committed to education for sustainable development,

and to involve them in ENSI in an active and meaningful way. This will revitalise and sustain the organisation to meet new challenges in linking ESD with democratic citizenship.

Thus, ENSI offers experience in researcher collaboration and networking in the fields of Environmental Education and Education for Sustainable Development in school systems since 1986.

Partners:

Partners in the project are the PHBern as the hosting organisation for the seminar in Switzerland, Stiftung Umweltbildung as the Swiss agency for the ENSI secretariat and the Council of Europe as the granting organisation.

Planned development and activities in 2008:

The seminar “Engaging Research on ESD” will take place in Bern, Switzerland, April 16th -19th. The seminar will be facilitated by ENSI delegates Michela Mayer (I) and Johannes Tschapka (A). Additionally the seminar presents Daniella Tilbury (AU) as an internationally recognised expert on ESD and Jürg Minsch (CH) as an expert on SD (focus on national economy and policy).

The seminar shall initiate a network of junior researchers in strong collaboration with the various country coordinators and the ENSI expert pool.

The results of the seminar will be published at the ENSI website. Additionally a communication platform will be set up on the ENSI web site, using common web 2.0 features.

4.7 Publication project (2007): “Engaging Youth in Sustainable Development”:

ENSI was charged by the Council of Europe, Directorate of Culture, Cultural and Natural Heritage, to elaborate ESD examples and educational concepts. *Engaging Youth in Sustainable Development* is a collection of good practices in relation to learning about Sustainable Development in lower secondary schools. They address the need of 10 to 14 year-old citizens to understand their role and opportunity of contributing toward a sustainable tomorrow. The stories of student activities from grades 5 to 9 from schools across 13 European countries and Canada aim to inspire teachers and students to engage toward the ecological, economic and social improvement of their respective community. Thus, the teaching practices presented in this booklet illustrate how education for sustainable development can have implications beyond the classroom by empowering students in their lives as young global citizens. ENSI contributed to this project through the editorial efforts of the two ENSI experts Michela Mayer and Johannes Tschapka, and through several ENSI-related authors from at least nine ENSI member countries. The publication will be presented at the ENSI AGM 2008 in Vienna.

5. NETWORKING OF ENSI MEMBERS

- Attila Varga and his Hungarian team were thanked for organising the second preparatory visit for the project SUPPORT and for the organisation of the venue of the ENSI AGM.
- ENSI thanks the following partners, who resigned from the network, for their long engagement with ENSI: Karen Junker, Norway; Daniella Tilbury, Australia; and Ton Remmers, the Netherlands.

6. NEW DEVELOPMENTS

6.1 Collaboration with ABN/AMRO Bank

Through connections with Roel van Raji and Ton Remmers (both from the Netherlands) ENSI was able to present itself to the ABN/AMRO Bank, which was looking for a partner in the field of ESD. The ABN/AMRO Bank has outlined its engagement in ESD as a future field of sponsoring activity. ENSI developed an action plan after an intense discussion in the Executive Committee of ENSI and with the ABN/AMRO Bank a further cooperation was decided. As the visions of ABN/AMRO coincide with SUPPORT activities, it was decided that the bank would become a sponsoring partner for schools in Romania.

6.2 National ENSI-Homepages

Austria launched a national ENSI homepage, which collects and shows all ENSI information within the country. Switzerland and Finland will also build a national ENSI website in 2008. The main topic is to make ENSI's work visible and to give information in the respective national context and language. Feedback on the Austrian homepage has been very positive.

7. ENSI NETWORK ACTIVITIES

7.1 Follow up of EU COMENIUS 3 Network project "School Development Through Environmental Education" (SEED)

- Publication of *Quality Criteria*, in 17 languages (Norwegian, Swedish, Finnish, Danish, French, Dutch, German, Hungarian, Italian, Portuguese, Spanish, Slovenian, Romanian, Croatian, Catalan, English, Russian (currently being translated), and dissemination throughout Europe
- Publication of *Action Research Tool Box* (2007) will be presented at the AGM 2008, March 10th in Vienna, Austria
- APCEIU introductory seminar on ESD in Seoul, where a group of ENSI partners and affiliated members (Michela Mayer, Mariona Espinet, Sun Kyung Lee) prepared a 2-day workshop for teachers and educational authorities in the Asia Pacific Region on the main issues that need to be dealt with in ESD.

7.2 EU-Specific Support Project "Form-it – Take Part in Research"

The two ENSI-experts Regula Kyburz-Graber and Michela Mayer are very involved in this project. The future position of the European Research Area obviously depends on the successful development of excellence. The key competencies needed today are self-motivated and self-directed learning strategies, teamwork and communication skills, and above all, the ability to differentiate, select, apply and replace information from the immense and daily growing global knowledge base. The development of excellence in science holds a very central function for successfully positioning Europe in international research activities and for ensuring economic progress and wealth.

The plurality of national school systems, didactic traditions and curricula produces a diversity of knowledge levels and skill profiles. Reform and harmonisation programmes are being pressed, since it has become obvious that one of the essential factors for the prosperity of the European Economy will be to equip future generations with adequate knowledge resources and learning skills.

One very promising model to test and improve such new learning designs is Research-Education-Cooperation (REC). This model improves the teaching quality by applying up-to-date didactic approaches. In doing so, student motivation and performances are significantly raised. Research institu-

tions engage in these kinds of collaborative projects and programmes because close cooperation with schools results in attracting talented and motivated students.

A “Form-it – Take part in Research” Conference will be held in Vienna, Austria, March 12th-15th 2008. For details, please see www.form-it.eu

7.3 Korea

ENSI and Korea have been sharing a very fruitful collaboration since 2003.

Invited by Michela Mayer, Sun-Kyung Lee has also been taking part in the ENSI AGMs and she is also a member of the EU COMENIUS 3 Network project “School Development through Environmental Education” SEED.

In 2004 Johannes Tschapka, coordinator of SEED, and Michela Mayer were invited by Sun Kyung Lee to visit Korea. In the same year Prof. Lee visited Austria with a group of her teacher students to study the Austrian approach to Environmental Education.

In January 2007 Sun Kyung Lee and Mr. Seon Du Choe took part in the SUPPORT planning meeting (see above) and the ENSI-AGM.

In July 2007 Johannes Tschapka was invited by the Korean Association “Forest for Life” to facilitate a workshop on “Participation in Learnsapes,” following the survey results of the ENSI Learnscape trial 1999-2001. Additionally he gave a lecture at the international conference on Action Research and Education for Sustainable Development, held by the University of Cheongju.

In October 2007 Mariona Espinet, Michela Mayer and Sun Kyung Lee held an introductory seminar in Seoul for teachers and educational authorities from the Asian Pacific region.

Based on these experiences a full membership of Korea is being discussed and is very welcomed.

In May 2007 the Korean Ministry of Environment invited ENSI’s President and Vice-president to visit Korea. Due to a number of unfortunate developments, however, the visit to Korea had to be postponed to 2008.

7.4 Slovenia

Slovenia decided to become a full member of ENSI in 2008. Welcome Slovenia and welcome Ms. Majda Naji, designated as the Country Coordinator!

Hidden Treasure

National project guided by the Programme Council for Innovative and Developmental Projects in Education (PCID) and appointed by the Minister of Education and Sport.

- Application for a new Hidden Treasure network 2007/08; May 2007; focus on ESD
- Annual report of Hidden Treasure (26 schools), September 2007
- International meeting (represented are Slovenia, Austria, UK, and Croatia) in Montenegro: «Sustainable Development – The Role of Education and Training»

This regional conference was held in Pržno, a beautiful touristy place on the Montenegrin coast, October 1st-2nd 2007. The organisers were KulturKontakt, Austria and ERI SEE (Education Reform Initiative of South Eastern Europe).

Innovative Project (IP)

National project guided by The National Education Institute, Innovative Education Centre

- Application for the new Innovative Projects (IP) 2007/08; January, 2007; focus on the QC in ESD schools
- Annual report of Innovative Projects (213 schools), September 2007, at an international meeting (represented are Slovenia, Austria, UK, and Croatia)

Journal of Sustainable Development in Schools and Kindergarten

- October 2007, focus on QC in ESD schools

7.5 Croatia

Croatia became a full member of ENSI in July 2007. A warm welcome to Croatia and its Country Coordinator Ms. Diana Garasic!

Regional Conference: "Sustainable development – The Role of Education and Training"; Pržno, Montenegro, October 1st-2nd, 2007. Report by Ms. Diana Garasic

Invited were the representatives from related ministries and institutions (education and environment protection) and I was nominated by our Ministry of Science, Education and Sports and was asked by the organizer (KulturKontakt, Austria) to present case study on ESD in Croatia, within the second day program, which was focused on: The Implementation of OOR – Challenges and Good Practices. One of 3 working groups was dealing with: ESD – from Primary School to University, and I had my presentation there under the title: Example of good practice (Croatia). Our case reveals a „bottom up“ approach where the best things are happening in many excellent schools, while we did not develop the system (or Strategy, or Core Curriculum documents, or relevant legislative). But we had a national Teacher training project (1996-2002) aiming on development in the area of EE and ESD, and good school practices could be, at least partly, related to this project.

I was also the reporter of my working group in plenary session, with the conclusion that many good ESD practices are already going on, but generally more coordination, as well as more coherent approach and international cooperation is needed in the South East Europe Region.

As a follow up of the Montenegro Conference, KulturKontakt offered to my agency joint organization on Bilateral Conference on ESD in Zagreb, December 2007. This conference was very successful, gathering more than 100 participants from schools (headmasters and teachers), from business sector, from tourism and from NGO-s. Participants were very motivated and enthusiastic about meeting representatives of different stake-holders. Conference conclusions were seen as significant contribution to the building of a National Action plan on DESD and great interest was expressed in organizing further similar events both on national and on bilateral level.

8. ENSI'S OUTREACH TO ASIA

As a result of ENSI's visit to and discussion in Australia and its participation in the Bangkok Conference, several new developments have happened:

- The Sains University, Malaysia, became a member of SUPPORT, and Professors Sharifah Norhaidah Syed Idros and Rohizani Yaakub from Malaysia took part in the first workshop of SUPPORT in Shrewsbury/UK.
- ENSI and CEE India discuss their collaboration (and a future membership in ENSI). CEE offers the possibility of becoming the information hub for ENSI and facilitating communications for interested partners in Asia.
- Four ENSI members participated in the 4th UNESCO Conference on Environmental Education CEE in Ahmedabad, India. ENSI was represented in three different workshops by Cam Mackenzie, Finn Mogenssen, Reiner Mathar and Christine Affolter.
- ENSI and SEED publications were provided to all interested friends of ENSI in Asia.

- The regular ENSI mailings reach more than 100 addressees in the Asian Pacific Region.

9. ENSI RELATED PUBLICATIONS

Two Dissertations which are related also to ENSI's work have been delivered in 2007:

Regina Steiner, Austria: „Kompetenzorientierte LehrerInnenbildung für Bildung für Nachhaltige Entwicklung“ (*Competence oriented teacher training for ESD*) and

Justin Kalaba Lupele, South Africa: “Networking: Enabling professional development and Institutionalisation of Environmental Education Courses in Southern Africa”.

ENSI congratulates the two new doctors of philosophy and looks forward to collaboration in the fields of EE and ESD. Both dissertations are published on www.ensi.org.

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