



environment
and school
initiatives

THE ENSI ANNUAL REPORT 2009

Imprint:

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1. Staff and members 2009

Executives:

Willy Sleurs, President of ENSI
Christine Affolter, Vice President and Head of Secretariat ENSI, Project LEARN
Reiner Mathar, Treasurer ENSI, Project Curriculum Development
Faye Benedict, Project leader SUPPORT
Michela Mayer, Project leader Junior Researchers and QC ESD
Johannes Tschapka, Project leader Junior Researchers and Curriculum Development
Attila Varga, Project leader of CASALEN

National Representatives:

Günther Franz Pfaffenwimmer, Austria
Cam Mackenzie, National Coordinator, Australia (until April 2009)
Jonathan Noble, National Coordinator, Australia (from December 2009)
Diana Garasic, National Coordinator, Croatia
Soeren Breiting, National Coordinator, Denmark
Finn Mogensen, National Coordinator, Denmark (until August 2009)
Lea Houtsonen, National Coordinator, Finland
Michel Ricard, National Coordinator, France
Reiner Mathar, National Coordinator, Germany
Attila Varga, National Coordinator, Hungary
Martin Whyte, National Coordinator, Ireland
Claude Schock, National Coordinator, Luxembourg
Robbie van Kippershuis, CINOP, the Netherlands (from December 2009)
Antoine Heideveld, CINOP, the Netherlands (from December 2009)
Astrid Sandas, National Coordinator, Norway
Majda Naji, National Coordinator, Slovenia
Christine Affolter, National Coordinator, Switzerland
Willy Sleurs, National Coordinator, Flemish Community, Belgium

Representatives of Associate members:

Prithi Nambiar, CEE India
Sun-Kyung Lee, Cheongju University, Korea (from December 2009)
Karolina Slowenska, European Agency for the Environment EEA (from December 2009)

ENSI's friends and main partners:

Mauri Åhlberg, University of Helsinki, Finland
Mee-Young Choi, IGES, Japan
John Elliott, UK
Mariona Espinet, Universita Autònoma Barcelona, Spain
Charles Hopkins, York University and UNESCO, Canada
David Istance, OECD, Paris
Rolf Jucker, Stiftung Umweltbildung Schweiz, Bern
Peter Posch, Austria
Syd Smith, Australia
Daniella Tilbury, Gloucester University, UK
Maria Toth, HERO, Romania

2. A quotation of ENSI from the “UNESCO Review of Contexts and Structures for Education for Sustainable Development 2009” (Arjen Wals, University of Wageningen NL)

ENSI is an international government-based network that places emphasis on school development in the field of Education for Sustainable Development.

ENSI's strengths lies in the combined work of policy makers, researchers, teacher educators and their student and pilot schools with teachers and students.

Working in this context, ENSI prepares case studies on teacher education, carries out research by conducting cross analysis studies and develops trends and guidelines for future oriented teacher education.

ENSI also organises case studies on school development in the field of ESD and develops guidelines and a set of quality criteria by cross analyzing these studies.

ENSI influences policy decisions at the international level by combining international processes of quality development and quality improvement at international conferences and formulating guidelines and criteria such as the UNECE process on ESD.

ENSI supports schools by helping them in their own development and promotes international exchange by influencing networks across Europe and other regions of the world.

ENSI organizes and affects the exchange of expertise in the field of research education on sustainable development by offering a platform for senior experts, as well as for young, innovative researchers.

page 62, Box 27

3. A short abstract about ENSI's activities in the year 2009

The year 2009 was a very vibrant and busy one for ENSI. One main challenge was the economic crisis, which also affected ENSI. Many of our member states faced drastic financial cuts, and ENSI researchers and representatives had and still have to fight for the continuation of their membership in ENSI. Despite this very serious situation, ENSI focused on five main actions, the influence of which will be beneficial over the coming years:

- **ENSI became an international non-profit association (INPA)** under Belgian law. This new juristic status gives ENSI a formal body, which is important for any national and international administration and partner. E.g. it allows ENSI to apply to EU-programmes as a partner and project leader, and consequently ENSI can apply for project grants. More information about ENSI's new status can be found in Chapter 3, p. 5
- **ENSI organised a conference in Leuven, Belgium, March 26-28**, which brought together 120 participants from 24 different countries. The main topic of the event was to offer a platform for sharing knowledge between practice and research. The thematic focus was learning environments, which empower pupils, students and teachers to deal with the challenges of the 21st century. Please see the more detailed report about the conference in Chapter 6.1, p. 7.
- **ENSI**, represented by its President, Willy Sleurs, and Vice President, Christine Affolter, **was very warmly welcomed in Korea and Japan**. ENSI had the opportunity to present on several occasions: in meetings with the official administration in both countries, at two universities, at the 10-year jubilee of the Korean 'Forest-for-Life' movement (with a very prominent audience present and a TV-interview), to the directors of the board of UNESCO Korea and IGES Japan, and in informal discussions with highly engaged partners in the field of ESD. To read more about the contacts made and experiences of ENSI in the Far-East, please see Chapter 6.1, p. 8.
- **ENSI's cooperation with UNEP in the Carpathian region has been a great success**: Toward the end of 2009, the publication 'Toolkit for Education for Sustainable Development in the Carpathians' was launched in Romanian and English after a pilot phase in Romania. For more information, see Chapter 6.3, p. 12.
- **OECD/CERI, Project ILE (Innovative Learning Environments) and ENSI decided to intensify their cooperation** and as a consequence, ENSI became a full member of the ILE-expert group. Goal of this renewed cooperation is the regular exchange and discussion of 'innovative learning environments for the 21st century', a focus point shared by both organisations. You can find more information about ILE/LEARN in Chapter 6.4, p.12.

4. ENSI's new status: International Non-Profit Association (INPA)

In December 2008 ENSI became an international non-profit association (INPA) under the Belgian law, following a decision made at the ENSI AGM (Annual General Meeting) in 2006. This step was necessary because:

- OECD-CERI, the organization under whose umbrella ENSI started in 1986 as a decentralized action, decided to stop supporting all decentralized actions.
- ENSI had to find a way to finance its ongoing and planned project work. The status of an INPA allows ENSI to apply e.g. for EU-funding as a project leader.

At the ENSI AGM (Annual General Meeting) 2009, ENSI members decided to transfer ENSI into this new status within one year.

In order to become a new INPA, the constitution of ENSI had to be adopted. It was finalized by the end of 2008, accepted at the AGM 2009, and can now be downloaded from the ENSI website. ENSI's work is already based on this document. One article (Article 6 – “ENSI is a network based on (representatives from) European member states”) will be changed after the 2010 AGM.

Due to this recent legal procedure the executive committee of the new ENSI INPA currently consists officially of only two members: Mr. Reiner Mathar (secretary) and Mr. Willy Sleurs (Chairman of the board of directors). Other members of the board of directors will be elected at the ENSI INPA AGM in Bergen 2010. Member countries are invited to confirm their ENSI membership in ENSI INPA. They would thus automatically be members of the General Assembly at the AGM in Bergen.

We ask you to make yourself familiar with the ENSI INPA constitution before the AGM in 2010. You will find it under the following link:

www.ensi.org/Publications/media/downloads/247/ENSI_Constitution_2009.pdf

If you wish to suggest any amendments to the constitution, please contact the secretariat at a minimum of 30 days in advance of the AGM. For more information on changes and amendments, please see constitution article 25 and 26.

If you still have questions about the status of being a member of ENSI INPA, please don't hesitate to contact the ENSI secretariat or the members of the executive board.

5. ENSI Governance Meetings

A brief overview of the ENSI AGM in Brussels, April 23-25 and Zurich, October 8-9, 2009

- Adoption of the new status of ENSI INPA, decision to transfer to new status within one year.

- Adoption of the new membership categories 'Associate member' and 'Individual member'.
- Project reports, planning and budget for 2009 and 2010.
- Start of the project LEARN (Learning Environments), including cooperation with the OECD project ILE.
- Brainstorming of new projects within the EU Life-long learning programme, with a focus on systems thinking, competency-based curriculum building and teachers' competences for ESD. A responsible person was elected for each proposal. Next deadline for applications is February 2011 (for more information see Chapter 7, p 14).
- ENSI's networking activities: ENSI's participated in the 5th WEEC in Montréal (ENSI offers a short workshop) and ENSI executives Willy Sleurs and Christine Affolter visited Korea and Japan.
- Elections 2009:
President: Willy Sleurs
Vice President and Head of Secretariat: Christine Affolter
Treasurer: Reiner Mathar
- ENSI membership fee 2009:
Member countries: 4000 Euro
Associate members: 800 Euro
Individuals: 200 Euro

6. Institutional partnerships

6.1 Cooperation between OECD-CERI and ENSI INPA concerning the OECD-CERI programme 'Innovative Learning Environments'

The OECD Centre for Educational Research and Innovations (CERI) and ENSI INPA decided on June 19, 2009 in Paris to cooperate and collaborate within the OECD programme 'Innovative Learning Environments'. ENSI participated in this programme as a full member. For more details, see Chapter 6.4, p.12.

6.2 UN Cooperations

ENSI cooperates regularly with various UN organisations: UNECE, UNESCO and UNEP. Main topic in 2009 was the collaboration with UNEP in the area of the Carpathian Convention. The project 'ESD in the Carpathian Region' was very successful and was finalised with the publication 'Toolkit for ESD in the Carpathian Region'. For more information, see Chapter 5, p.6.

6.2.1 UNESCO

While visiting Korea, ENSI had the honour of being welcomed by the secretary-general of UNESCO Korea, Dr. Taeck-soo Chun and his team. After ENSI's work was presented by Willy Sleurs (President) and Christine Affolter (Vice President), cooperation between the two organisations was discussed in depth. Both parties agreed on a regular exchange of

knowledge and mutual support in project development and work. In addition ENSI exchanges information with UNESCO Bangkok on a regular basis as well.

6.2.2 UNECE

ENSI country coordinators were involved in the development of the UNECE strategy for ESD. Since December 2005 ENSI has had observer status in the UNECE bureau of the ESD steering committee. The bureau's task is to support the UNECE ESD secretariat in Geneva in UNECE strategy implementation. Items for the preparatory support for the meeting of the UNECE-ESD steering committee and for the follow up were:

- UNECE input to the UNESCO World Conference on ESD
- Guidance for reporting on progress in ESD and on sustainable consumption and production (SCP).
- Implementation of the Expert Group on Competences in ESD.
- Collection of Good Practices and preparation for the inclusion in the UNECE Report for the Ministerial Regional Implementation Meeting in December 2009.

Günther Pfaffenwimmer, ENSI country coordinator from Austria continued to represent ENSI in UNECE ESD bureau.

<http://www.unece.org/env/esd/SC.Bureau.htm>

7. Project Reports

7.1 ENSI goes public

7.1.1 A brief conference report on the ENSI Leuven Conference 2009: 'Creating Learning Environments for the Future – Research and Practice on ESD Share Knowledge'

The ENSI conference report on the ENSI Leuven conference emphasises the current debate on competences in students' school careers and the notion of a learning environment. The publication stresses these aspects in searching for common ground in research and innovation on ESD. ENSI offered discussion on their findings from recent and current activities, projects and networks to a highly experienced audience for discussion and exchange.

The three main topics were richly described with conceptual and epistemological aspects, as well as methodological approaches to and reflections on educational practice.

1. The learning environment focuses on the importance of the situation and context of learning and the performance of knowledge. Due to a narrow definition of competences used in several OECD trials, the capacity of a person seems to relate strictly to their respective situation. Although this discussion of competence emerged out of the school system steering, it interestingly fits into the former ENSI project on Learnscapes. Even there, beyond design aspects of school grounds, the focus was on the

definition of action competences and the theoretical framing of learning as a place based situational act.

2. Quality Criteria highlights the whole school approach of ESD as a process of sustainable development. Progress cannot be reduced to behavioural changes by the students or to greening schools. The importance of education as a path of personal student development through visioning, participating, reflecting and other capabilities free them to negotiate and make decisions in complex and uncertain situations.
3. Teacher's competencies in dealing with such ESD challenges are crucial for the successful implementation in everyday school practice. On the one hand, it is necessary that competences deal with processes in the direction of a Sustainable Development such as, "can build visions upon a sustainable society". On the other hand, professional teachers need some competencies to offer appropriate teaching and learning in ESD such as, "can construct appropriate learning environments as instructional settings". These two sets of competencies – competencies related to dealing with SD and competencies related to dealing with the professional practice of ESD – have to be seen as an interwoven concept to develop teacher education and teacher in-service training.

The publication refers to key lectures and workshops held at the Leuven conference and offers them as additionally reflected writings. All authors revised their presentation materials that they prepared for the conference prior to the event, due to the discourses held between the presenters and the audience at the conference. This approach makes use of a basic ENSI experience using critical friends as analytical partners in framing and reframing concepts and findings. The publication thus offers more than a collection of presentations. It is a composition of articles shaped and reshaped through lively discussion on the three respective topics above, as well as cross-topic dialogue. Especially the group of new ENSI junior researchers challenges the pooled expertise through freshly questioning reports and reflections woven into the Conference report here.

7.1.2 ENSI's visit to Korea and Japan

Willy Sleurs (President of ENSI) and Christine Affolter (Vice President) visited the Republic of Korea and Japan, November 13-23, 2009. During this visit the ENSI delegates engaged in discussions and negotiations with representatives of the respective authorities, local and international organisations and universities. ENSI is very grateful to Prof. Dr. Sun-Kyung Lee from the Cheongju National University of Education of South Korea, and already a very active member of the ENSI family for many years, and Dr. Mee-young Choi, from IGES, Japan, for organising the meetings between the local organisations and authorities and the ENSI members.

In South Korea we had the wonderful opportunity to present the ENSI programme to representatives of the Ministry of the Environment and to negotiate the possibility of a future ENSI membership of the Republic of South Korea.

Thereafter we were invited by the Cheongju National University of Education to present ENSI and leading questions to students, staff and directorate. We discussed further cooperation. These discussions were very fruitful and initiated the 'Associate membership' of the Cheongju University in ENSI.

On November 17, Prof. Sun-Kyung Lee organised a very interesting meeting with the UNESCO Commission Korea, Secretary-General Dr. Taeck-soo Chun. This meeting was followed by a presentation of current ENSI projects to UNESCO staff members. Several points of common interest came up during the discussions, which may lead to some form of cooperation between UNESCO and ENSI in the future.

The same day we presented the results of the SEED and CSCT projects and the content of the new LEARN project during a lecture at the National University of Seoul to a group of professors in environmental education and research students. Several lecturers and students showed a lot of interest in ENSI's work and expressed hope for joining the network.

At the Hwa Rang Elementary School, one of the many schools involved in the 'Forest-for-Life' project, we were delighted to experience the excellent quality and the opportunities of a forest-for-life school as a concrete example of good practice of a learnscape project. The 10-year jubilee of the 'Forest-for-Life' movement was celebrated with a conference on November 18, our last day in Korea. ENSI was very honoured at this celebration being invited to give a key note in the presence of the Minister of Forest of Korea, the board of directors of the project and more than one hundred guests. Even an interview on Korea's TV channel for education was given by the ENSI ambassadors!

While a partner from Japan cooperated with ENSI in the early years of its existence, the more recent Asian representation over the last few years has come from South Korea and India. It was, therefore, with much gratitude that we accepted the invitation of Dr. Mee-young Choi to meet several high-level representatives of the Japanese Ministry of the Environment and the Japanese Ministry of Education, and Prof. Dr. Hamanaka, the Chair of the Board of Directors of the highly renowned Institute for Global Environmental Strategies (IGES). The meeting with the representatives from the Ministry of the Environment focused on ENSI's work at the level of Government as well as individual projects. LEARN was again in the centre of the discussion.

Finally we had a very rewarding discussion with Professor Masahisa Sato from the Tokyo City University and Dr. Masakazu Goto from the National Institute for Educational Policy Research on finding ways for how Japan can join the ENSI network in the future.

ENSI was thus also well received in Japan. We shared many common points of interest with our partners, and the need for greater collaboration for the empowerment of ESD was obvious to all of us.

We are very grateful to our guides and organisers, Professor Sun-Kyung Lee and Dr. Mee-young Choi, who made our stay in the respective countries so pleasant and comfortable, and who opened new doors that offer a lot of opportunities for future cooperation with ENSI.

7.2 “Partnership and Participation for a Sustainable Tomorrow” SUPPORT” (EU-COMENIUS Network project)



Background

The SUPPORT project is an EU Comenius Lifelong Learning project running from 2008 to 2011. The project, in many ways an “ENSI offspring”, consists of 31 partners in 15 countries and a number of associated members in and outside the EU. There are also numerous other persons and organisations who have taken part in SUPPORT events or have gotten involved in other SUPPORT activities and who also feel part of the SUPPORT “family”.

In March 2009, the SUPPORT project submitted its midway report to the EU. The report was approved. The public section of the report, and other public project documents can be found here: <http://support-edu.org/Publications> .

CO₂nnect – the international school campaign for ESD

A main event during 2009 was the launching of the SUPPORT project’s website “CO₂nnect – CO₂ on the way to school”. This website is intended as a starting point and catalyst for teachers and school leaders interested in ESD. The website provides a theoretical introduction to ESD, with a focus on learning outcomes, as well as skills and competencies needed in sustainable development work and for active citizenship. The website explains how achieving high quality ESD is reached by working on real issues in real settings. There are some general suggestions for how to set up partnerships with other schools, with local communities or with researchers.

The website offers schools and teachers a chance to learn about and explore ESD, while working on one of the most important issues of our time: transport and climate change. The idea is that all teachers who use this tool will encourage their pupils/students to register how far their way to school is and what means of transportation they use. This data is uploaded into a shared international database, where everyone can look at everyone else’s data. Classes/schools can also upload ideas on how to reduce CO₂ emissions in their local community; as well they can upload reports if they have carried out a project related to CO₂nnect. Over 31,000 pupils have registered data so far, and the countries with the most

participants are Malaysia, Romania, Greece, Jordan and Finland. The link to the CO₂nnect website is: <http://www.co2nnect.org/>

In November 2009 a jury of SUPPORT partners studied the uploaded project reports from schools and awarded the following schools for their excellent work:

Primary and lower secondary schools

1st prize: Pärnu-Jaagupi Gümnaasium in Pärnu County, Estonia

2nd prize: Colegiul National de Arte Constanta – Regina Maria, Constanta, Romania

Upper secondary schools

1st prize: Lykeio Agiou Ioanni, Lemesos, Cyprus

Joint 2nd prize: Sekolah Menengah Kebangsaan Serdang, Kedah Darulaman, and Sekolah Menengah Kebangsaan Perempuan St. George, Penang, both Malaysia

Highly commended projects - Jury comments

- *Ady Endre Elmeletei Liceum, Bucharest, Romania*
- *Základná škola, Dr. Janského č.2, Ziar nad Hronom, Slovakia*
- *Sekolah Menengah Kebangsaan Bukit Jambul, Gelugor, Malaysia*

SUPPORT events during the past year

In June the SUPPORT project held its third partner meeting. It was regarded as very successful by all participants and really helped bring the project forward.

The next SUPPORT event was a thematic workshop in September, in Hessen, Germany, titled “Biodiversity in Education for Sustainable Development – Reflection on School-Research Cooperation”. It was organised by the SUPPORT partner “Helmholtz Centre for Environmental Research” and attended by 32 participants from 13 countries. The aim was to explore how schools and researchers can collaborate to create high quality education on biological diversity, building a bridge between scientific theory and educational practice. The evaluations showed very satisfied participants, who said they had increased their own competence about how schools can collaborate fruitfully with research to improve ESD.

In October the Hungarian partner “Hungarian Society for Environmental Education” organised a study visit seminar in and around Budapest, with the title “Conscious citizens – sustainable communities”. The programme was well prepared and appreciated by the participants.

Two SUPPORT events have already taken place in 2010. The first was an international thematic conference for pupils, teachers and local authority persons on the tool “Triple P,” and on how schools and local authorities can collaborate for local sustainable development. The conference was organised by the Dutch SUPPORT partner “Codename Future”, in cooperation with the host of the event, the Province of Noord-Brabant. The conference was based on the exciting idea of letting the participating students visit different cases in Noord-

Brabant and to use a methodology built around the “Triple P”-concept in order to come up with ideas on how to achieve sustainable development.

Directly following this conference, SUPPORT had its fourth partner meeting, which, although shorter than the third, helped to concretise things and bring the various working groups forward.

With just over half a year left, the project still has three upcoming events, of which one is the final partner meeting – but the other two are most certainly open to other groups of participants! The first is the final SUPPORT conference “Partnership and Participation for a Sustainable Tomorrow: Continuing the UN Decade of ESD”, which will take place in Bergen, Norway, April 19-23, 2010. The conference will focus on the policy and practice of ESD. See the conference website for more information: <http://support-edu.org/BergenConf> (And, if you are interested, make sure to register as soon as possible!)

The last SUPPORT event will be a teachers’ seminar in Innsbruck, Austria, September 20-24, 2010, organised by the FORUM of Environmental Education. The seminar will focus on the competencies that teachers and teacher trainers need in ESD. It is listed in the Comenius-Grundtvig database, and the deadline for applying for funding is April 30. See the following page for more info: <http://support-edu.org/node/401>.

Astrid Sandås from the Norwegian Directorate for Education and Training, the beneficiary organisation, will be the project coordinator for the last year of the project.

7.3 “CArpathian SustAinable LEarning Network” (CASALEN)

The Carpathian project was launched in the autumn of 2007 with a kick-off meeting in Vác, Hungary. The participants agreed to establish a network for developing education for sustainability: the Carpathian Sustainable Education Network, abbreviated to: CASALEN. The participants defined the characteristics and main aims of CASALEN.

The main goal of CASALEN is to establish a support system in order to encourage ESD cooperation and collaboration in the Carpathian region. The first element of this support system, a Carpathian Mountains ESD Training Tool Kit, was developed and published in Romanian and English, and a series of workshops was organised in Romania during the last year in cooperation with UNEP (Interims Secretariat of the Carpathian Convention – ISCC), financed by the Austrian oil company, ÖMV, and with contributions by several partners from Romania, Hungary, Slovakia, Poland, Serbia Czech Republic, Austria and ENSI

The structure of the Tool Kit was determined in a planning meeting in Trencin, Slovakia, in January 2009. For the editing work of the Romanian version and for organising the workshops in Romania Maria Tóth and her organisation HERO were contracted by ENSI and UNEP. As a result of the editing work, the first Romanian version was ready for use in the second part of April 2009 and was distributed during the week of the Training for Trainers in Romania.

The Casalen website (<http://www.unesco.pl/edukacja/casalen/>) has been updated with the reports of the Trencin meeting and the Romanian trainings, a comprehensive report of Move4Nature and a hotlink to the Hero (<http://herocluj.ro/lista.aspx?t=Scoli-participante>) website, where interactive features are available to follow and support the process of implementation of the Tool Kit in daily school life in Romania.

In the second part of 2009 the English version of the Tool Kit was developed. As English is not the official language of any of the Carpathian countries, the main aim of the English version is to support the development of further language versions for other Carpathian countries. After the translation was completed, the chapters were sent for review to international experts. Due to results from the review process and feedback from training participants, the structure of the Tool Kit has been modified, the content of the chapters has been elaborated, and the chapters have been structured in a similar way. ENSI paid for the proofreading of the final version of the English Tool Kit, and the layout was done as a joint activity of ENSI and UNEP. The English Tool Kit is available on the ENSI website – [www.ensi.org/Updates/media/downloads/109/Carpathian Mountains ESD Tool Kit.pdf](http://www.ensi.org/Updates/media/downloads/109/Carpathian%20Mountains%20ESD%20Tool%20Kit.pdf) - and linked to the CASALEN website, which is maintained by UNESCO Poland, and which is open for continual development and improvement. ENSI takes care of the professional aspects of improving the site. There is also the possibility of printing the Tool Kit upon request in limited numbers.

7.4 “Learning Environments LEARN” and ILE (OECD)

7.4.1 ENSI’s Project LEARN

Learning Environments is a logical and natural development of ENSI’s former project ‘Learnsapes’. The focus of this new project is the research of effects of a wide range of learning environments based on the vision of teaching and learning for sustainable development. The range of the discussed learning environments reaches from ‘personal learning environments’ (ICT), emotional approaches (for example, with drama and arts), learnsapes (ecologically shaped school grounds for personal, experiential learning), learning in different social environments, in a multi-cultural learning society (social learning), to global learning. At the centre of the project ‘Learning Environments’ is the research on how different ‘learning environments’ influence successful learning. The outcome of the analyses of effects, success factors, challenges and obstacles will form a set of criteria for future leading learning environments based on ESD. LEARN will exchange information with OECD/CERI’s ILE project and contribute the ESD-based vision of future-leading learning environments to ILE.

7.4.2 OECD/CERI Project ILE

OECD/CERI is identifying concrete cases of innovative learning environments to provide examples of inspiring practices and to raise discussion about the potential of enhancing mainstream education systems around the world. The project explores how people learn, and under which conditions and dynamics they can learn better. OECD-CERI is looking for

examples of settings where learning takes place as an active process, fostering in learners the capability to apply knowledge and skills flexibly and creatively in a variety of different contexts. For more information, see: www.oecd.org/edu/learningenvironments .

There is a formal agreement between OECD-CERI and ENSI inpa that the latter will actively look for concrete cases, which relate to 'education for sustainable development' and/or 'environmental education' (in its widest sense), and which meet the given criteria. ENSI has a board member delegate participating in the project group of the ILE project and also takes part in relevant meetings and conferences.

7.5 “Quality Criteria and ESD conceptualisation” (QCESD)

The publication 'Theory and Practice of Quality Criteria for the Enhancement of Education for Sustainability' is in process and will be realised in 2010. The publication devotes special attention to the role of Quality Criteria in different contexts (case studies) upon the background of the Whole School Approach along with the leading idea of ESD.

7.6 “Engaging Research on ESD”

A group of ENSI's Junior Researchers was invited to participate at the conference in Leuven and to contribute to the final conference report. Ten of the original group used this chance for a reunion and for intense cooperation with the author, their project leader and the workshop leaders. After the meeting three new researchers showed interest in becoming a member of the group. The topics and aims for future cooperation and the frame of financial support of the group are in discussion and will be decided in 2010.

8. ENSI Network activities

8.1 Workshop at the 5th WEEC in Montréal, May 9-13, 2009

ENSI took part at the 5th World Conference on Environmental Education in Montréal (Canada) and offered a workshop titled: 'ENSI - the international network as a well recognised partner in school development'. ENSI and its working methodology were presented by Christine Affolter (ENSI Vice President), and the information stand was well frequented. Interest was mainly focused on the publications 'Quality Criteria for ESD schools' and 'Engaging Youth in ESD', both available in French and English.

8.2 EU-proposals 2010/2011/2012

- **'Concretising Competencies for Teaching ESD; Competence-Portfolio as a supporting tool for fostering and demonstrating ESD and LLL competencies?'** B. Sieber (Switzerland, R. Steiner Austria Coordinating organisation: open, project planning in the autumn of 2010, proposal ready for February 2011, in the frame of Comenius multilateral projects)

- **'Student enterprises'**: Reiner Mathar, further information and project planning 2011, leading country: Probably Germany, coordinating organisation: open (ENSI-INPA as partner organisation, will be submitted in the frame of Comenius networks)
- **Vocational training:**
 - a) Each ENSI-related proposal is asked to include vocational training in its planning.
 - b) EU-proposal: **'System thinking and change management'**. ENSI (Willy Sleurs, Belgium) will start a working group to develop a proposal for ESD in Vocational Training with a focus on System Thinking and Change Management (ENSI-INPA as a partner organisation, submitting in the frame of Leonardo da Vinci projects)
- **'Sustainable development competency and school curricula' SuCoCu:** Reiner Mathar (Germany) and Johannes Tschapka (Austria/Switzerland). The initiative will establish a group of policy makers and curricula developers, in charge of integrating competency orientation and ESD into the curricula of the respective countries. The project will pool expertise on curricula development, which embraces the tenets of competency orientation and sustainable development. The project concerns the whole range of cross-curricular themes, such as democracy, environment, global development, health, and human rights. To enhance the international reliability of integrating ESD and competency orientation into curricula, a joint development of quality criteria is targeted. ENSI-INPA as a partner organisation (Will be submitted in the frame of Comenius networks).

9. New members



Associate partner of ENSI

Cheongju National University of Education is one of several national universities of education in South Korea. It provides training to teachers, particularly those who plan to teach in public elementary schools. The campus is located in Cheongju City, the capital of North Chungcheong province. Campus facilities include a lab school, library, and broadcasting centre. The current president is Su-Hwan Kim. The school employs around 55 professors. For more information see: <http://www.cje.ac.kr>

The Cheongju University, represented by Prof. Sun Kyung Lee, has a long tradition of cooperation with ENSI:

- Has participated as an Associated Partner of ENSI since the AGM and SEED-Partner-Meeting in Weilburg/Germany, March 2003
- Was member of the EU COMENIUS 3 network project "School Development through Environmental Education" SEED, since the SEED conference in Szeged/Hungary, September 2003
- Organised the international seminar on 'Environmental Education for a Sustainable Future' with ENSI experts, August 25-26, 2004 in Cheongju
- Organised a visit of schools in Vienna by its outstanding teachers in training within the context of ENSI and SEED in October 2004.

- Organised an international symposium and workshop on “How does Action Research Support Innovation in Teacher Education for a Sustainable Future” with ENSI experts, July 2007 in Korea
- Has participated in ENSI AGM and conferences of ENSI, SEED and SUPPORT in 2005-2009.
- Acquired Associate Membership of ENSI INPA in 2009.

The Netherlands, represented by CINOP, is a full member of ENSI again!

The Netherlands renewed their ENSI membership in 2009. The Dutch programme ‘Learning for Sustainable Development’ (LfSD) is the central institution in The Netherlands which coordinates most of the processes around ESD. CINOP is an independent, international research and consultancy agency specialised in lifelong learning, vocational education & training (VET), adult education, career guidance and human resource development. Together, CINOP and LfSD are the focal points for ENSI.

Here a brief excerpt from the CINOP homepage:

“CINOP is an independent, international research and consultancy agency specialised in lifelong learning, vocational education & training (VET), adult education and human resources development. Based in the Netherlands, we offer services to governments, educational institutions, sectoral organisations and businesses. From strategic advice to practical implementation. Within and outside the traditional educational context. That is how CINOP brings learning to life. For more information see: <http://cinop.brengherentotleven.nl> “

10. Election of Senior Advisors of ENSI:

The ENSI Executive meeting accepts with pleasure and acclamation the nomination of Mauri Åhlberg, Peter Posch and Syd Smith to ENSI Senior Advisors. All three Senior Advisors are long-term friends and promoters of ENSI and have played a significant role in the development of the network.

11. New ENSI-related publications (download from www.ensi.org/publications)

- Quality Criteria for ESD-Schools in Croatian
- Quality Criteria for ESD-Schools in Greek
- Carpathian Mountains ESD Training Tool Kit
- Conference Report Leuven

12. Country Coordinators, ENSI Representatives, Project Leaders

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