



environment
and school
initiatives

THE ENSI ANNUAL REPORT 2010

Imprint:

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Contents

1. Staff, members and main partners 2010	p. 4
2. Abstract about ENSI's activities in the year 2010	p. 5
3. ENSI Governance Meetings	p. 6
4. Institutional partnerships	p. 6
4.1 Summary of ENSI's cooperation with OECD's project ILE	p. 6
4.2 UNESCO and RCE's	p. 7
4.3 UNECE – ESD in the UNECE Region	p. 7
5. ENSI Project Reports	p. 8
5.1 “Partnership and Participation for a Sustainable Tomorrow” SUPPORT	p. 8
5.2 “Carpathian SustAinable LEarning Network” (CASALEN)	p. 9
5.3 “Learning Environments” (LEARN)	p. 10
5.4 “Quality Criteria and ESD conceptualisation” (QCESD)	p. 10
5.5 “Engaging Research on ESD”	p. 11
6. ENSI Network activities/ EU-proposals 2010/2011-2014	p. 13
6.1 COMENIUS multilateral network CoDeS : Aims and objectives	p. 13
6.2 COMENIUS multilateral project COMFOS – Presentation of aims and objectives	p. 14
7. Membership	p. 14
8. New ENSI-related publications	p. 14
9. Country Coordinators, Associate members and project leaders: E-mail and telephone addresses	p. 16

1. Staff, members and main partners 2010

Executives:

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Michela Mayer, Project leader Junior Researchers and QC ESD
Attila Varga, Project leader of CASALEN
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David Istance, OECD, Paris, France
Rolf Jucker, Stiftung Umweltbildung Schweiz, Bern, Switzerland
Daniella Tilbury, Gloucester University, UK

2. Abstract of ENSI's activities and developments in 2010

By Christine Affolter

The global economical crisis is crucial for organisations such as ENSI. Almost all ENSI partners had to face drastic financial cuts and due to this development Croatia, Ireland, Luxembourg and France had to cancel their membership. On the other hand the number of associate members (mainly universities) increased and the work of ENSI was well recognized.

- **Development of COMENIUS proposal CoDeS**

CoDeS focus lays on the collaboration between schools and communities. Research on success criteria, a travelling guide and tools for successful collaboration are achieved. 29 partners from 17 European countries and two partners from Asia are willing to collaborate over three years in a multilateral network. Coordinating organisation is 'Stiftung Umweltbildung Schweiz' – it is the first large project for most recently eligible Switzerland! (See chapter 6.1, on page 13)

- **COMFOS, another COMENIUS proposal**

COMFOS is based on the European Framework for LLL competences and the two existing competence models CSCT and KomBine and achieves a systematic competence management for teachers and school leaders. 16 partners will work together over three years in a COMENIUS multilateral project under the lead of Austrias 'Bundesministerium für Unterricht, Kunst und Kultur'. (More information chapter 6.2, page 14)

- **Cooperation in OECD's project ILE**

ENSI was participating to two ILE Meetings in Paris, April and end of June 2010. In the centre of the discussion were criteria for the selection of case studies. Several case studies from Hungary, Slovenia, Finland, and Switzerland were presented by ENSI to OECD/ILE. (Chapter 4.1, page 6)

- **Cooperation with UNECE and UNESCO**

ENSI is participating to the UNECE general meetings for ESD and also to the bureau (in the status of an observer).

ENSI is in permanent contact with Charles Hopkins, UNESCO chair in Education for Sustainable Development. He participated to the preparatory visit of CoDeS, January 2011 in Helsinki.

- **Networking**

Reiner Mathar, treasurer of ENSI, offered to the ENSI community to contribute to the publication 'Schooling for Sustainable Development: A Focus on Europe' of SPRINGER publishing house. The volume is part of the series Schooling for Sustainable Development (Co-editors: John Chi-Kin Lee, Michael Williams and Philip Stimpson). Publication is foreseen in 2011. (Chapter 8, page 14).

RCE South Eastern Balkan invited ENSI Vice President Christine Affolter for a keynote at the Conference 'Crafting Sustainable Communities in South Eastern Europe'. In the focus was the role of the school and possibilities of collaboration in the process of developing sustainable communities (Chapter 4.2, page 7).

ENSI was participated to Arjen Wals seminar 'Crossing Boundaries and Expanding Horizons' – Rethinking education and learning in an era of (un)sustainability. The gathering with 40 experts from across the world was inspiring, motivating, expanding system thinking.

3. ENSI Governance Meetings

A brief overview of the ENSI AGA in Brussels March 16/17th (Participants: W. Sleurs, R. Mathar, C. Affolter) and the ENSI inpa Executive Meeting in Bern, August 20/21st 2010

The AGM of the whole network (planned to take place in Bergen NO, on April 23rd 2010) was cancelled due to the ashes from the volcanic eruption in Iceland, April 2010.

- Election of Mauri Ahlberg, Peter Posch and Syd Smith for 'ENSI Senior Advisors'
- Project reports, planning and budget for 2010 and budget draft for 2011.
- Decision to write an application for a COMENIUS multilateral network in February 2011, based on the work of project LEARN
- Decision to mandate Monika Reti (Project co-leader of LEARN) to write the COMENIUS proposal
- ENSI's current developments were discussed intensely: ENSI faces a drastic loss of members due to financial cuts in the national budgets. It was decided to set a stronger focus on ENSI's activities in the frame of EU-projects. ENSI is an eligible partner for projects and shall take over management and coordination duties. The new focus on project work changes ENSI's activities: Only ENSI projects related to COMENIUS projects and the work with Junior Researchers shall be realized. The new project politics of ENSI has to be discussed at the AGM 2011.
- Elections 2010:
President: Willy Sleurs
Vice President and Head of Secretariat: Christine Affolter
Treasurer: Reiner Mathar
- ENSI membership fee 2010/2011:
Member countries: 4000 Euro
Associate members: 800 Euro
Individuals: 200 Euro

4. Institutional partnerships

4.1 Summary of ENSI's cooperation with OECD's project ILE

By Monika Reti

The main aims of ILE are to identify learning environments that establish future-leading ways to public schooling and that encourage pedagogical innovations. In order to describe these, they establish a bulk of cases provided by participating bodies (mainly national educational boards and ministries). This cluster called Universe originally contained cases that these organisations considered as „typical” to the system. Therefore ENSI as a partner decided to contribute to the Universe with more atypical cases as we believe that most innovations by nature are not system-typical.

The assessment criteria applied by ILE though is very selective to individualist approaches and would not include bravely innovative initiatives. In most cases the success criteria do not focus of the process of innovation or forming learning organisations and does not take a whole-school (or more systemic) approach, but focus on „learning outcomes” in the traditional manner and apply mainly quantitative methods to measure these. Unfortunately, many

of ENSI's cases were not accepted as part of ILE collections since they cannot fit in these framework (either because they focus "too much" on extracurricular activities or because they are more systemic approaches and not typical to only one school).

From the cases in the Universe, ILE experts selected cases to be represented in the so-called "Inventory", which is a collection of more in-depth studies. ENSI had suggestions concerning assessment and case descriptions (including a more holistic approach to learning environments). Most of our suggestions at the April and June meetings of ILE got later incorporated in ILE reports and protocols.

From ENSI's cases Sorriola School, Finland was delivered and accepted to Inventory while we are still waiting for an answer about further data provided by ENSI about the Primary School Janko Padežnik in Maribor, Slovenia as well as Global Educator Course in the Netherlands. It must be stated however, that for ENSI it is not possible to follow the Inventory protocol set up by ILE – it requires, amongst others, on-site observation and documentation. Therefore ENSI suggested to take part in different stages, using its knowledge and experience with qualitative research and assessment as well as holistic approach.

OECD was open to a new form of further collaboration – for example ENSI's role in evaluating cases, being a critical friend at meetings (with active engagement in discussions about appropriate evaluation) or providing feedback on synthesis reports – but on the other hand, no resources are available to support these activities.

4.2 UNESCO and RCE's

ENSI's vice president was invited by UNESCO initiated RCE South Eastern Europe to give a keynote on the Conference 'Crafting sustainable communities in south eastern Europe' in Skopje 29/30 October 2010. The conference opened the stage for a presentation of ENSI's work in the field of school and community collaboration. Candice Stevens (OECD, senior advisor) and Gino van Begin (ICLEI, Director for Europe) agreed to support the new ENSI project CoDeS.

Charles Hopkins, Chair ESD of UNESCO, participated in the role of a senior advisor to the preparatory visit of project CoDeS in Helsinki, January 10/13 2011.

4.3 UNECE - ESD in the UNECE Region

By Reiner Mathar

After developing a set of indicators and the report format on ESD for the UNECE Countries the second face of the UNECE process is now mainly focused on the Competencies of Educators in the field of ESD. The ENSI based project CSCT was one of the background papers and influenced the expert group on competencies.

The report on progress in the implementation of the UNECE Strategy for ESD highlights the key role of educators in advancing ESD. While the indicator framework outlines a number of competences for learners, there is still a need to identify the specific competences required by educators in order to achieve this goal. Thus, further work on competences in ESD would also contribute to the future reporting exercises.

The efforts by countries in the UNECE region to address the issue of competences in ESD will provide an important contribution to the United Nations Decade of ESD. Beside the formulation of a set of competencies the main part of this work is to present a paper with policy recommendations for educational policy with the focus on ESD.

Beside this actual working framework all UNECE countries presented their reports end of 2010. Arjen Wals was contracted to make a revised and comparative report on the basis of all country reports. This paper will be presented at the next Steering committee meeting in April 2011 in Geneva.

All documents of UNECE Strategy are available at:

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

The ENSI executive was as an observer part of the development of the further UNECE-Strategy on ESD

5. Project Reports

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



By Astrid Sandås, project coordinator, Norwegian Directorate of Education and Training

The objectives of SUPPORT were to promote and enhance the quality of ESD. The concept of sustainable development is multifaceted and ESD is challenging. ESD requires knowledge and insight into several disciplines together with various types of skills and not least attitudes of solidarity with all people living today and in the future.

Mainstreaming ESD is demanding for the different layers of the educational sector; at the international policy level, the national policy level, the teacher training level, the level of headmaster of schools as well as at the teacher and student level. Although a lot of work has been done at the policy level, there is a gap between policy and practice.

The aim of SUPPORT was to develop knowledge about the constraints for implementing ESD at various levels, and to evaluate how we could approach these challenges through networking. 31 partner organizations, comprised of national educational authorities, teacher education institutes, educational research institutions, scientific research institutions and non-governmental organizations from 15 European partner countries and seven member countries joined SUPPORT. The networking encompassed partner meetings, conferences, workshops, reports as well as internal and external evaluation. Two different websites were developed: <http://support-edu.org/> and <http://www.co2nnect.org>. The first is mainly aimed at internal project work, while [co2nnect.org](http://www.co2nnect.org) was developed for teachers and students.

The SUPPORT approach to ESD revolves around the ideas of partnership and participation. To support schools in implementing ESD, SUPPORT developed a tool where schools are encouraged to collaborate and create partnership through a web-based network.

One important product in SUPPORT is the CO₂nnect activity. From the launch of the site in March 2009 until October 2010, CO₂nnect was used by 644 schools with 2279 classes from 44 different countries; 31 815 students had uploaded data onto the website¹. The story of CO₂nnect and the lessons learned is described in detail by Faye Benedict in an evaluation report². In her report it is explained that CO₂nnect was conceptualized and intended to be an innovative instrument to promote and mainstream ESD in education systems, in 3 senses:

- 1) As an example and prototype of new kinds of learning and learning arenas capable of producing the diverse learning outcomes of ESD (*theory*),
- 2) As a way to quickly introduce concrete ESD activities and educational approaches in

¹ <http://co2nnect.org/results/>

² Innovation and Instruments for Education for Sustainable Development, Faye Benedict, the Norwegian University of Life Science.

large numbers of schools internationally (*practice*), and
3) As a tool to support long-term school development and informing development of favourable framework conditions for ESD in education systems (*policy*).

The development of CO₂nnect was an innovative process and the evaluation challenge was to extract lessons about ESD educational theory, practice and policy for all the arenas of the learning processes.

Learning outcomes for pupils and schools as reported by teachers consistently correlated with the intensity of collaboration between the school and agencies outside the school. Outcomes in several areas of skills, abilities and personal attitudes and values tended to be more challenging to achieve, and more responsive to the degree of collaboration, than outcomes in the areas of understanding of complex issues and awareness-raising. The CO₂nnect tool facilitates such collaboration by

- 1) Creating a learning arena for school-school and school-research collaboration on the internet, and
- 2) Providing a framework of scientific activity and school guidance to help schools construct local learning arenas based on school-community collaboration.

As a coordinator of the Support network I have learnt that working together in a European partnership is demanding, but also inspiring and rewarding. The benefits are that it is possible to test one's own understanding of complex issues and the challenge that communications can be difficult. When people from different cultures, with different educational backgrounds meet and take part in discussions, several interesting situations can emerge. Sometimes you think that a common understanding has been reached; however, in-depth reflection shows that we still may actually have very different views. Alternatively, it turns out that in spite of different cultures, language and working methods; you realize that we have the same opinion when it came down to reality. These differences in approaches to ESD in the consortium among the cultural variances became gradually an element of strength in the network, and led to a more thorough understanding when processing the overall impressions and inputs from all the events. We learnt that different stakeholders have to use different approaches depending on their position within the country.

Four booklets have been produced: one about *Biodiversity in ESD* shows how education about biodiversity and ESD can be supplementary. It also focused on Internet communication tools used in ESD. An other is about *Collaboration in ESD* is about how schools can collaborate with local stakeholders and science institutions in ESD. The book is based on collected examples on ESD in schools and the objective of the book is to explore and reflect on how external relations and collaborations in ESD are arranged and function in practice. Two smaller booklets about use of ICT in ESD are also developed.

All the events from SUPPORT are documented and the results are found on the SUPPORT web-site www.support-edu.org, and on www.co2nnect.org.

5. 2 “CARpathian SustAinable LEarning Network” (CASALEN)

By Attila Varga, Project Leader

As the result of the former co-operation of UNEP and ENSI the Romanian and English version of the Carpathian ESD Training Tool Kit is available on-line. Activities of last year intended the further dissemination of the Tool Kit. There were two main lines of the dissemination activities: dissemination and exploitation of the Romanian version and fundraising and lobby activity in order to develop further national versions of the Tool Kit.

Dissemination and exploitation of the Romanian version of the Tool Kit:

HERO organization, the Romanian co-ordinator of the project continuously runs its website www.herocluj.ro with opportunity to the schools using the Tool Kit in Romania to upload their portfolios, or their trails as a communication tool between participants. In the Tool Kit, was included the address where they can upload in Romanian details of their work.

On 21 – 23 October 2010, in Poiana Brasov, Romania, HERO and other Romanian environmental NGO-s that were involved from the beginning in the M4N project initiative connected to the Carpathian Project of ENSI participated at the Move4Nature Final Teachers Presentations, organized by UNEP and the Ministry of Education, Research, Youth and Sport of Romania.

In Poiana Brasov, 30 Romanian schools, trained in 2009 during the Move4Nature Training Tour, presented their Move4Nature Study Trail, and some parts of their school portfolios reflecting their ESD work in 2009-2010. The meeting offered exchange of experiences with their counterparts in other schools and counties. An evaluation committee, composed of the trainers and the inspectors, selected the best trail in each county, and the best 3 Move4Nature Study Trails. The winners received prizes offered by the OMV Austria the main sponsor of the project.

At the meeting was discussed opportunities for the future use of this Carpathian Schools' Educational Tool Kit. Resulted it will continue to support the Romanian educational system changes and offers perspectives for the involved schools for promoting the local sustainable development.

Fundraising and lobby activity in order to develop further national versions of the Tool Kit: ENSI and UNEP seek continuously the possibilities for financial support for development of further national versions of the Tool Kit by informing decision makers and expert in the Carpathian Region about the Tool Kit, by monitoring the available calls for tenders and preparing applications, but unfortunately still without significant result.

In May 2011 in Bratislava, Slovakia. the third Conference of the Parties of the Carpathian Convention will be held. The issue of the Tool Kit is intended to take on the agenda of this conference in order to gain political support from the governments of the Carpathian countries for the further work.

5.3 “Learning Environments” (LEARN)

The team of ENSI's project LEARN met 2010 in Budapest and Bern to discuss and draft first ideas for a COMENIUS multilateral network. Thanks to the strong efforts of the project group the large field of opportunities got structured and we were well prepared for the preparatory visit in Helsinki (January 2011).

With the submission of the project proposal end of February 2011 we officially closed the project LEARN and we will continue the work in the new project CoDeS (Collaboration of schools and communities for sustainable development)

5.4 “Quality Criteria and ESD conceptualisation” (QCESD)

By Michela Mayer

The QCESD project has been one of the more successful ENSI projects: thanks to the Austrian leadership of the SEED project, who left to ENSI the 'property' and the dissemination of the SEED products, but at the same time was actively supporting new translations and lay out, – the Quality Criteria for ESD Schools booklet has been successfully translated in 18 languages – all available on the ENSI web site – and quoted and used by many publications and teachers training courses.

In 2009 the key note of Michela Mayer and Paul Vare and the 2 WS guided by Soren Breiting and Mariona Espinet allowed to discuss again the project main ideas in an international contexts and to collect valuable insights for future projects and publications.

One Internet based survey on the use of the QC booklet, made by Finn Mogensen (in attached), was also presented, and a proposal for a book collecting international ideas and experiences related to the use of Quality Criteria for ESD was circulated between ENSI members.

In October 2009 a meeting, partially funded by ENSI, was held in Austria with the aim to apply for a Gruntwig/Comenius Seminar to be held in 2010 concerning Quality Criteria. The application was not presented as ENSI seminar but the Comenius Gruntwig Seminar for teachers and teacher trainers '*Teacher Competencies for Education for Sustainable Development*', proposed by Austria within the SUPPORT Project, used part of the ideas discussed during the 2009 meeting for proposing a '*Workshop on Quality Criteria for ESD Schools*'.

In 2010, Daniella Tillbury offered to publish the Quality Criteria booklet and the 5th of the 13 Case studies examined by the UNESCO publication: "*Education for Sustainable Development. An Expert Review on Processes and Learning for ESD*", released at the end of February and available online at <http://www.unesco.org/en/education-for-sustainable-development/monitoring-evaluation-process/> as from end of April.

In the Bergen meeting in 2010, many ENSI members and friends agreed that it was important to maintain high the interest around the 'quality criteria' topic, both extending the exemplification of the criteria to other ESD examples and collecting in a book new achievements and reflections on the field. Two of the proposals issued in 2008 still appear to be valid for 2011:

- To write a toolbox, or travel guide, on how to use the QC existing booklet, collecting examples of possible uses of the booklet in different conditions strongly related to ESD (in fact, present examples refer more to EE but, due to the many translations done, it was considered better to publish an addendum than to prepare a new edition);
- To write a research book, reflecting on the use of Quality Criteria for ESD in different countries and in different situations. Many people within and outside ENSI could contribute with their own experiences and reflection on this fields. A draft outline of the book "*Theory and practice of 'Quality Criteria' for the enhancement of Education for Sustainability*" was sent in 2010 to many of the possible authors.

In order to realize these aims, it is important to find other people interested to the project: in fact, because of personal and work problems neither Soren Breiting nor Finn Mogensen could take care of this publication, and Michela Mayer could spend only a little time on this. Georgia Liriakou, from Eagean University offered her help, and may be other ENSI friends or members could be involved.

5.5 "Engaging research on ESD"

By Michela Mayer

After the very successful Junior Researchers meeting 2008 in Switzerland (see 2008 ENSI annual report) and the intensive participation of the JR group in the preparation and conduction of the Louvain ENSI international Conference in 2009 (11 participation, with ten of them in the role of WS leader or WS rapporteurs), the group was in some way in standby. Many reasons contributed to this 'pause for reflection': probably the more important were the personal work and family problems of the ENSI persons in charge for the project, but another important reason was the lack of external funding and the uncertainty about ways and aims of future cooperation.

Nevertheless a consistent group of the JR continued to stay in contact with ENSI, both nationally and internationally, during 2010, contributing to other research projects – as SUPPORT, LEARN - and to the preparation of the new Lifelong learning project: CoDeS.

One PhD thesis was proposed by Michael Duggan (Australia), on 'Facilitating Education for Sustainable Development through a Decentralised Global Network'. During the 2010 'reflection time' new ideas and opportunities for maintaining alive the Junior Research ENSI group came out. Michela Mayer accepted to take care of the group for 2011 and started to explore possible funding sources and possible group aims. While European Universities, and single University researchers, could apply for funding related to research events within the European Program "People", it is difficult to use this program for INPA such as ENSI. The possibilities for funding JR meetings are then mainly related to good contacts between ENSI and single Universities or networks of Universities. The contact between ENSI and the research world has always been one of the pillar of the ENSI network, but this contact was mainly mediated by the National Educational Authorities members of the ENSI network. In this phase of the ENSI network, it seems particularly important to reinforce the connections with the world of research also independently from the national educational authorities.

The main aims of the JR group could be the dissemination of the ENSI research methods and achievements within the 'research world', and the possibility for the ENSI network to maintain fresh and alive its 'research side' with the contribution of this new group of researchers. The experience done in the last 2 years shows that these aims are practicable but that ENSI needs to have something to offer to this group - in terms not only of ideas but also of possibilities to collaborate in interesting projects - and that it is important to organise at least one meeting every year for face to face discussion, dissemination of the work done and possible turn-over of the participants to the group (mainly PhD or Master students).

Plans for 2011:

- Thanks to the contacts taken by Christine Affolter during the 5th WEEC, Per Sund, University of Uppsala, invited ENSI to participate to the International GRESA (Swedish National Graduate school in Education and Sustainable Development) graduate students Conference research meeting from 17 to 19 of May, 2011.
- Daniella Tillbury, Gloucestershire University and UNESCO, chair for the monitoring of DESD, offered to ENSI to participate in the organisation of a Marie Curie Conference, aimed to her university network PRISM, the 19th of May.

The 2 invitations correspond to the same period and ENSI decided to make an effort to participate in both. Therefore.

- A special ENSI day /seminar has been proposed and accepted as part of the PRISM Conference in Cheltenham; it will be introduced by Daniella Tillbury and coordinated by Michela Mayer and Merce Junyent (as ENSI senior researchers) and by Monika Reti and Inga Mula (as ENSI Junior researchers);
- in the Uppsala Conference ENSI research engagement will be presented by Christine Affolter together with Mari Ugland (as JR), while a group of the 2009 Junior Researchers (Hellen Hasloff, Natalia Ernstman, Katharina Moths) will participate to the Conference and have the opportunity to present their own research findings.

In both meetings ENSI will have the opportunity to disseminate the ENSI ideas and research findings and to recruit new members for the JR group.

The hope is to have in June a reinforced JR group, that could be in touch through the Global Campus platform, and be involved in other ENSI projects. One proposal already presented within the CoDeS project concerns the involvement of a group of JR in the internal evaluation as observers and rapporteurs.

6. ENSI Network activities - EU-proposals 2010/2011-2014

Initiated by the Leuven Conference (2009) two project teams started working on the themes 'Teacher's Competences and Competence Management' and 'Learning Environments'. Both teams decided to submit a project proposal in the EU-Life-long-learning programme, COMENIUS multilateral network (CoDeS) and multilateral project (COMFOS) Here a short presentation of the achieved aims and objectives of CoDeS (Collaboration of schools and communities for sustainable development) and COMFOS (Competence management for future oriented school systems).

6.1. COMENIUS multilateral network CoDeS: Aims and objectives

Quotation from the COMENIUS proposal:

Our network will focus on school-community collaboration addressing sustainability. These activities provide a fresh perspective for inquiry based science learning and improve students' motivation, deepen knowledge in science and develop civic competencies. Successful implementation is challenging: it requires special skills from teachers and sophisticated communication techniques on all sides.

Based on partners' wide range of experience, we aim to conduct a survey on exemplar cases of such collaborative efforts revealing features relevant for successful implementation. This narrative description will be the basis for elaborating a framework and models for collaboration from a European perspective. Based on models, indicators and conditions for conducting collaborative processes will be collected and published together in a book called "Travelling Guide". In order to assist solving actual problems of working together we plan to compile a booklet, which will serve as a toolbox containing worksheets and checklists for teachers, hints and tips on specific steps in organising the work and ideas for concrete actions. Based on our experience these teaching aids are especially relevant for starters in the field.

We wish to provide a platform (transformed from an already existing one) modified with an inclusive approach. We aim to investigate various aspects of maintaining collaborative structures and involving with isolated communities. These resources will be available to the public.

Through disseminating and mainstreaming these results we expect that:

- through collaboration development of competencies relevant for science learning and for social and environmental responsibility can be achieved;
- open inquiry will result in motivating students and broadening their scientific knowledge;
- inquiries about models provide basis for designing learning arenas on school-community interface;
- providing a set of indicators, conditions serve process-orientated planning of collaboration and help to develop teachers' competencies needed for such a work;
- introducing a toolbox is a direct support for teachers;
- meeting inspiring exemplars foster gender mainstreaming but also help recognizing problem areas;
- emphasis on inclusive design and participative planning support balancing inequities in field of science learning and also promote intergenerational discourse;
- indicators for success and survival of partnership structures will assure sustainability;
- through innovative ways of dissemination and trainings will provide teachers gain genuine learning experiences needed for successful implementation;
- fostering and facilitating a dialogue between representatives of different levels and sectors of stakeholder groups guarantee better understanding and opening a European perspective on the area.

We propose that our network structure is a guarantee that our joint effort can succeed in supporting collaborative learning and providing methods for ESD that enrich science learning.

6.2 COMENIUS multilateral project COMFOS – a short presentation of aims and objectives

From the project proposal:

1. Based on the European Framework for LLL competences and the two existing competence models (CSCT and KomBine) the project aims

- to work out a dynamic and effective ESD competence model which is relevant and useful to all school stakeholders
- to identify motivational and engaging techniques and tools for embedding this system of manageable ESD competences within schools and teacher training institutes by
- Further developing the ESD competency framework, originating from the CSCT-and the KomBine-model through action research of best practice within the context of partner school networks.
- Illustrating the model with best practice examples to understand and creating methods and material for motivating and attracting teachers and schools for working together for SD.

2. The project furthermore aims to provide simple and effective methods and instruments for self evaluation, competence-management, social networking and other collaborative and interactive information technology tools which allow teachers and schools in a whole school approach to foster competences for teaching and learning.

3. The project also aims to facilitate school leadership by supporting school leaders to adopt a system thinking approach to the whole school management of ESD competences.

4. The project finally undertakes a dynamic approach to evaluate achievements and success at each stage of the process through comprehensive and collaborative reflection between partners looking also for inspiring opportunities for the dissemination of its products

7. Membership

ENSI welcomes very warmly the new associate and individual members.

Associate members:

Sains University, Teacher Education, Pulau Pinang, Malaysia, Dr. Norizan binti Esa
ENS EGID, Université Bordeaux 3, France, Prof Michel Ricard

Individual member:

Prof Mariona Espinet, Universidad Autonoma Barcelona, Spain

Unhappy ENSI has to recognize that in consequence of the very difficult financial situation the following ENSI member countries had to cancel their membership.

Croatia, France, Ireland, Luxembourg

8. New ENSI-related publications (to download from: www.ensi.org/publications)

- Tools for ESD Schools (new translation in German)
- UNESCO Sustainable Development: Experts review of processes and learning

- In work: *Schooling for Sustainable Development: A Focus on Europe*
Book series on *Schooling for Sustainable Development* (Co-editors: John Chi-Kin Lee, Michael Williams and Philip Stimpson), Springer media
Editor of work: Reiner Mathar, Co-authors: ENSI members and friends
The purpose of this book is to capture the major issues facing the environmental future of the Europe and provide an education resource for schools and higher education. Included is a collection of resource materials not previously captured in a single volume.
The book includes chapters in the initial section related to the context. In these chapters we try to position of the continent in the global context of geopolitical environmental management. We highlight national and international environmental problems and solutions with reference to environmental and educational policy making. Attention will be drawn to a range of issues including climate patterns, fire, floods and coastal erosion. The shared social and cultural history of the continent and significant national and regional variations will be discussed, for example the contrasts between Scandinavia and the Mediterranean regions and the contrasts between coastal lowlands and continental mountain ranges.
Date of publication: 2011

9. Country Coordinators, Project Leaders, Associate Members

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