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Published by: Christine Affolter, secretariat ensi

email: secretariat@ensi.org

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1. ENSI: New status INPA (Willy Sleurs)

ENSI becomes an 'International non profit association'

It's now about half a year ago that I was elected at the Annual General Meeting in Vienna as the new president of ENSI.

It was a difficult decision for me as it was not an easy task to replace my predecessor, dr. Günther Pfaffenwimmer, who ran the ENSI business very successfully from 2004 until now.

Until 2004. the ENSI family operated safely under the wings of OECD/CERI (centre for educational research and innovation of OECD), until OECD decided not to concentrate any longer on the decentralised actions, such as ENSI.

This was the starting point for looking for new networks, through the application for European projects. The Comenius 3-project SEED was the first of –hopefully- a long series of successful European projects. Apart from the high quality materials produced during the projects, they brought new partners to the ENSI family.

ENSI was the driving power behind the different projects, SEED, CSCT, SUPPORT as the ENSI philosophy was strongly embedded in all these projects. Furthermore, the project leaders were members of the ENSI partnership, or at least mandated by one of the ENSI member countries.

However, new developments within the European and international context -such as the UN Decade of Education for Sustainable Development- clearly require that in the future ENSI as an organisation will be directly involved in ESD projects, and not only through its member states. However, to be recognised as a full partner organisation requires an internationally recognised legal status, which is now missing.

Therefore it was decided at the AGM in Budapest (January 2007) that ENSI would apply for the status of an 'International non-profit association' (i.n.p.a.) under the Belgian legislation.

This process has been started almost one year ago and is now in its final stage. The federal Belgian authorities have investigated the goals of the organisation and decided that they agree with the general goals of an i.n.p.a. We are waiting now for the publication of the articles of ENSI i.n.p.a. in the Belgian law gazette. From that moment on, ENSI is consistent with the international legislation which will facilitate agreements with other international institutions and organisations, such as the European Union.

The new articles (statute) of the organisation will be proposed at the next AGM, which will be held in Leuven (Belgium), from **23 to 25 March 2009** back to back to the ENSI knowledge conference .

As soon as the statutes are published, an English version will be put on the ENSI website.

Willy Sleurs
President of ENSI

2. FOCUS: O&EEC ARC Research Findings IN

The 25 Outdoor and Environmental Education Centres(O&EEC's) have recently completed an ARC research project titled - ***Learning for sustainability – the role and impact of Outdoor and Environmental Education Centres***. This research study was a joint partnership between University of Queensland and the O&EEC's and builds on previous research which identified productive pedagogies (effective teaching strategies) in classroom contexts, and extends these to incorporate additional pedagogies that are effective in *supporting learning in natural environments*. The project was designed to:

- improve our understanding of the role and impact of nature-based environmental learning experiences,
- identify factors that facilitate learning for sustainability, and
- develop empirically-based principles to support Outdoor and Environmental Education Centres

Data collection included principal surveys that included interviews, questionnaires and document collection followed by in depth data collection from students, classroom teachers and O&EEC's teachers who participated in the 12 O&EEC programs chosen for the study. Research was both quantitative and qualitative in design. The research found that O&EEC's use all dimensions of the productive

pedagogies to develop learning for sustainability as well as an additional 'fifth' pedagogy.

This fifth pedagogy was distinguished from the other four dimensions of the productive pedagogies. *The elements of the fifth pedagogy that influenced learning for sustainability were found to include:*

- Connecting to real places;
- Connecting to real people in life situations;
- Investigations;
- Narrative journeys;
- Deep reflective responding;
- Emotional and intellectual engagement;
- Adventure and risk.

69% of all student learning immediately after the excursion was attributed to experienced based learning with 77% of student learning 3 months later attributed to experienced based learning. The Fifth pedagogy methods were identified as generating attitudinal and behavioural change.

Classroom teachers valued learning by doing and being in the environment for their students' learning but also commented on learning new skills for themselves that changed how they taught. Teachers valued access to the expertise and the resources of O&EEC's and wanted long term relationship of centre-school partnership.

The research highlighted 3 models of how O&EEC's operate – destination model, expert-advisor model and partnership model.

For the full report please see: <http://tourism.uq.edu.au/learning-for-sustainability/>

3. REPORT: Carpathian Environmental Education Network/ Move4Nature Teachers' Training Tour - First Planning Workshop

On the professional basis of Carpathian Sustainable Education Network established by ENSI (see: <http://www.unesco.pl/edukacja/casalen.html>) in a combined effort of the United Nations Environment Programme (UNEP) - Interim Secretariat of the Carpathian Convention and The ENSI, the first planning workshop for the Carpathian environmental education network development and educator training was held in Bucharest, Romania on June 17-19, 2008 at the margins of the second Meeting of the Conference of the Parties to the Carpathian Convention. The workshop brought together governmental and academic experts, professionals and activists in education for Environment and Sustainable Development from all the Carpathian Countries: Romania, Czech Republic, Hungary, Poland, Serbia, Slovakia, and Ukraine, including the Ministry of Education, Research and Youth of Romania.

The workshop served as a platform for discussion and experience exchange on the state of Education for Sustainable development in the Carpathian countries.

As outcomes of the workshop, the following decisions were taken:

The Carpathian Ecological/sustainable education network will remain connected through an internet network: materials will be posted to the Poland UNESCO website: <http://www.unesco.pl/edukacja/casalen.html>. The network will serve to connect governmental and academic experts and activists in the field of education for

sustainable development and educator training in the Carpathian countries. The workshop participants, as members, will invite other relevant parties to join the network.

- UNEP will set up a mailing group: Carpathian Sustainable Education Network, as the medium for discussion/communication in the Carpathian area. Participants of the workshop and other relevant/interested participants will be invited as members
- UNEP, in cooperation with ENSI will make a short newsletter/report, to be shared with potentially interested parties, in order to extend the network.

UNEP will invite the Ministries of Education, Environment and Agriculture to join the network and the Carpathian sustainable education activities.

The preliminary plan and schedule of the teacher's training tour in the Carpathian area of Romania was developed

The main concept Carpathian Environmental training kit was decided to focus on "Designing a nature/culture trail of a Carpathian area," and its preliminary components – to be fitted to the Carpathian Convention components, in a way specifically relating to climate change, transportation and biodiversity (protected areas).

For further information please contact Attila Varga, national ENSI coordinator, Hungary at:
attila.varga@ofi.hu

4. NETWORK MEMBERS PLACE: News from Australia

Dear Colleagues,

At the last NEEN/AuSSI meetings in Sydney, I mentioned the anticipated release of an ARC Linkage Research project which focussed on the contribution of the programs delivered by the Education Queensland's 25 Outdoor and Environmental Education Centres <http://education.qld.gov.au/schools/environment/outdoor/> to Learning for Sustainability demonstrated by the students that participate in their programs.

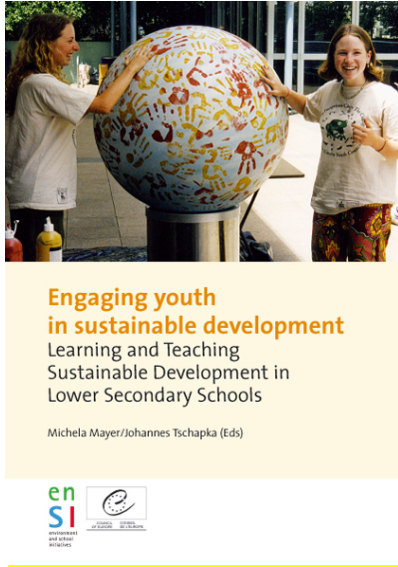
Well the report is now available and you can download the full report from this website: <http://www.tourism.uq.edu.au/learning-for-sustainability/>

Attached is a synopsis of the significant outcomes from this project. I believe it is the first of its type in the world.

If you would like to know more about the process and outcomes of this research, I suggest you contact Noeleen Rowntree, Acting principal of the Bunyaville Environmental Education Centre.
email nrown1@eq.edu.au ph (07) 3353 4356.

Cam Mackenzie

5. NEW PUBLICATIONS:



Engaging youth in sustainable Development (Michela Mayer and Johannes Tschapka)

The Council of Europe together with Environment and School Initiatives (ENSI) proudly present to you the currently released publication: **ENGAGING YOUTH IN SUSTAINABLE DEVELOPMENT**, Learning and Teaching Sustainable Development in Lower Secondary Schools. The document provides a collection of teaching and learning practice of Education for sustainable development (ESD) in short stories from student activities grade 5 to 9 from schools across 13 European countries and Canada. Thus teaching practices presented here illustrate how education for sustainable development can have implications beyond the classroom through empowering students in their life as young global citizens.

ENSI is highly interested to distribute “Engaging Youth in Sustainable Development” as far as possible in the Lower Secondary School systems. Therefore the download of the publication is free to everyone on www.ensi.org. We ask you to disseminate the attached flyers among your national networks to advertise this opportunity. If you need more flyers or if you are interested to translate the publication partly or as a whole into your national language please contact the ENSI secretariat.

http://www.ensi.org/Updates/News_&&_Mailings/?ID=61

Zukunft mitgestalten by Christine Künzli David

In this publication the foundations and didactic development and organisation of Education for Sustainable Development (ESD) are explained and presented within a didactic concept. Further, how educators can be prepared for planning, carrying out and evaluating a teaching unit on ESD is described. The teaching units that have been developed and evaluated together with teachers of a kindergarten and primary school are presented in detail. In addition, the publication describes which experiences have been facilitated for teachers as they engage with ESD. The book concludes with recommendations in regards to research, educational politics and teacher education.

Language: German

<http://www.haupt.ch/verlagsshop/oxid.php/cl/details/anid/9783258072166>

ESD on the Move: National and Sub-regional ESD Initiatives in the Asia-Pacific Region

ESD on the Move examines how 13 UNESCO Member States and two subregions in Asia-Pacific began to develop initiatives for the Decade of Education for Sustainable Development during the first years of implementation, including challenges, gaps in implementation and factors for success. This publication was compiled through the generous contributions of the Japanese Funds in Trust for ESD in partnership with UNESCO National Commissions in the Asia-Pacific. It is hoped that the experiences highlighted in this publication will serve to inspire countries as they take steps towards implementing ESD in their own national and subregional contexts into the Mid-Decade and beyond.

http://www.unescobkk.org/fileadmin/user_upload/esd/documents/esd_publications/on_the_move.pdf

6. ESD Update: Progress Asia and the Pacific

Greetings from UNESCO Bangkok,

We are pleased to share with you recent progress, developments and upcoming events for the Decade of Education for Sustainable Development (DESD) in the Asia and Pacific Region from UNESCO Bangkok. This second update of 2008 is a further step toward building collaboration among all partners in education and moving ESD forward in the region in 2008 and beyond. To promote sharing between ESD partners in the region, we invite you to submit brief information on your ESD projects or activities for review to include in future updates. Kindly see page seven for submission details. Many thanks for your continued support.

Derek Elias

Asia Pacific Coordinator for ESD

7. AGENDA

a) SUPPORT Conference: ICT Supported Education for Sustainable Development and Global Responsibility, September 1-4, 2008

The conference «**ICT Supported Education for Sustainable Development and Global Responsibility**» will be held at Hanasaari, just outside Helsinki, 1-4 September, 2008.

It is organized within the EU Comenius Lifelong Learning project SUPPORT - Partnership and Participation for a Sustainable Tomorrow.

The conference aims to increase cooperation and exchange of best practice in the field of research and teaching of education for sustainable development (ESD) and global responsibility through the use of information and communication technology (ICT).

It will bring together education policy-makers, researchers, teacher educators, teachers, environmental authorities and other professionals of different fields concerned with ESD and global education (GE). Over 100 people are already registered and the official deadline has passed, but it is still possible to register for the conference. Either contact the SUPPORT secretariat: post@support-edu.org or go to www.opf.fi (choose English version) where you can find more information about the conference, including the registration form.

The programme includes speakers from several backgrounds and presentations on several themes connected to ESD and ICT. Examples of speakers are Sharifah Norhaidah Sayed Idros, Professor, University Sains Malaysia, School of Educational Studies (Malaysia), Lars Rydén, Director Emeritus, The Baltic University Programme, Uppsala University (Sweden) and Catherine Bottrill, Consultant Researcher, Oxford University Center for the Environment (United Kingdom).

See the direct link below for more information about the conference: <http://www.opf.fi/english/page.asp?path=447.5372.82537>

b) International Conference Bordeaux

International Conference on Education for Sustainable Development, Bordeaux, October 27 - 29, 2008) Under the high patronage of UNESCO, which is responsible for the implementation of the 2005-2014 United Nations Decade of Education for Sustainable Development (ESD) and as part of the French presidency of the European Union, the French National Committee of the United Nations Decade is organising an international conference in Bordeaux, from October 27 - 29, 2008, gathering French and international stakeholders in education, training, information relating to sustainable development.

For more information see: <http://www.decennie-france.fr>

c) ENSI Conference Leuven March 26.-28., 09: 'Sharing knowledge and expertise for a sustainable future'

ENSI Conference in Leuven/Belgium, March 26 - 28, 2009 The network ENSI organises a Conference in Leuven, Belgium with the topic of sharing knowledge and expertise. In the last years some very important and successful projects were developed under the umbrella of ENSI, they will be presented and discussed at the Conference. ENSI invites experts from local and national school administration, researchers, teachers and ENSI partners to gather in Leuven. Further information will be published in October with the first announcement. If You have any questions now, please contact the ENSI secretariat: secretariat@ensi.com

d) UNESCO World Conference on Education for Sustainable Development – Moving Into the Second Half of the UN Decade

31 March – 2 April 2009, Bonn, Germany

The United Nations Decade of Education for Sustainable Development (DESD, 2005-2014) is a world wide endeavour that seeks to integrate the principles, values and practices of sustainable development into all aspects of education and learning. The Decade was adopted by the United Nations General Assembly in Resolution 57/254 in December 2002.

As the DESD approaches its mid-point, the “World Conference on Education for Sustainable Development – Moving into the Second Half of the UN Decade” will be held in Bonn, Germany, from 31 March to 2 April 2009. Organizers of the conference are UNESCO and the German Federal Ministry of Education and Research, in cooperation with the German Commission for UNESCO.

The conference will provide a platform for dialogue and advocacy on Education for Sustainable Development at the global level, involving some 700 participants from all regions representing UNESCO Member States, UN agencies, civil society organizations, youth and the private sector.

Objectives of the World Conference

The World Conference on Education for Sustainable Development will pursue four main objectives:

1. To highlight the essential contribution of Education for Sustainable Development(ESD) to all of education and to achieving quality education

--- “Why is ESD relevant?” ---

ESD, which is relevant to all types, levels and settings of education, is an approach to teaching and learning based on the ideals and principles that underlie sustainability. Since ESD engages with such key issues as human rights, poverty reduction, sustainable livelihoods, climate change, gender equality, corporate social responsibility, protection of indigenous cultures in an integral way, it constitutes a comprehensive approach to quality education and learning. By dealing with the problems faced by humanity in a globalized world, ESD will shape the purposes and content of all education in the period ahead; ESD is, indeed, education for the future. The World Conference will draw out the relevance of ESD to education as a whole and its importance for improving the quality of education while attaining Education for All (EFA) and the Millennium Development Goals. Moreover, it will seek ways to move ESD further from the margins into the centre of all education.

2. To promote international exchange on ESD

--- “What can we learn from each other?” ---

All sustainable development programmes, including ESD, must consider the three spheres of sustainability – environment, society and economy, with culture as an underlying dimension. Because ESD addresses the local contexts of sustainability, it will take many forms around the world.

The World Conference will provide an excellent opportunity to share experiences, best practices and views on ESD from around the world. The question of how ESD can meet different regional, national and local as well as global needs will be addressed. Examples of good practice from all over the world will play an important role in identifying viable approaches to ESD.

3. To carry out a stock-taking of DESD implementation

--- "What have we achieved so far, what are the lessons learnt?" ---

The empirical results as well as the global and regional reports from the first Monitoring and Evaluation exercise - currently being carried out by UNESCO - will provide input into discussions on the implementation of the Decade. The successes so far will be celebrated and presented while obstacles encountered and lessons learned will also be discussed.

4. To develop strategies for the way ahead

--- "Where do we want to go from here?" ---

It is important that the analysis of implementation so far and the identification of past and emerging challenges and opportunities leads to the development of new strategies, ensuring the further implementation of the Decade in its second half. Strategies for the way forward may include, among others: the further integration of ESD in educational policies, plans and programmes; the mobilization of more resources for ESD; the establishment of effective partnerships (especially through North-South and South-South cooperation) and the inclusion of stakeholders not involved in implementing the Decade so far. Emerging sustainable development issues and the educational responses to them will also be discussed in this context.

Conference Programme and Preparations

The World Conference will comprise a high-level segment, plenary and workshop sessions, side events, excursions and an exhibition of good practices. Each element should contribute to the four conference objectives. An International Advisory Committee is working with the conference organizers on the development of the programme. Workshop themes will be announced in autumn 2008.

ESD-related conferences and meetings taking place in the lead-up to the World Conference are encouraged to address the four objectives in their agenda in order to prepare for the deliberations in Bonn. It is anticipated that the outcomes of the Bonn Conference will be taken up in ESD-related events occurring after April 2009.

Participation/Registration

The 700 participants will reflect the nature of the DESD as a multi-stakeholder undertaking and will range from:

- _ representatives nominated by UNESCO Member States;
- _ representatives and individual experts invited by the organizers, in particular from civil society;
- _ participants selected through an open process of application (starting October 2008).

Information: [website coming in July 2008] - **Initial enquiries:**

esddecade@unesco.org