

Mailing **enSI** Issue 67: 10. 02. 2014

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ENSI's work:

1. ENSI's Annual General Meeting: Barcelona, May 20th 2014

Dear members of ENSI INPA, dear friends of ENSI

We invite you with pleasure to the Annual General Assembly of ENSI inpa

Date:	20 May 2014
Begin of the meeting:	Tuesday May 20th, 13:30
End of the meeting:	Tuesday May 20th, 19:30
Venue:	Hotel Campus, Autonomous University of Barcelona, Campus of Bellaterra
Agenda:	See annex

The third conference of COMENIUS multilateral network CoDeS (Collaboration of Schools and Communities for SD) in Barcelona/Spain will follow to ENSI's AGA.

We are looking forward to share last year's experiences, to see the developments of the network ENSI and to discuss next steps.

For registration please contact the ENSI secretariat!

- [AGA 2014 Programme.pdf](#)

2. Seminar for Researchers at the UAB, Barcelona, May 23rd 2014

Research Seminar on ESD, in collaboration with the ENSI network:

“Research on ESD after the UN decade: Trends and News”

The seminar is addressed to ESD research practitioners being them junior or seniors at any stage of their research career. The seminar aims at exploring new lines for research and innovation in ESD as a whole, not necessarily related to School-Community Collaboration. It will offer the possibility to debate ideas and proposals with a group of senior researchers in ESD participating in the CoDeS Barcelona Conference.

- 15:30-16:00 Introduction to the seminar : the value of research for ESD in the ENSI network
- 16:00-17:30 Workshops: Examples of ESD research during the UN Decade
- 17:30-18:00 Coffee/tea break
- 18:00-18:45 Reporting and debating: What are the future needs of ESD research after the UN-Decade?
- 18:45-19:30 Conclusions: The contribution of the CoDeS Research on School Community Collaboration in ESD research in the future.

Registration for the seminar is part of the Barcelona Conference registration

- www.comenius-codes.eu/Conference

3. CoDeS Barcelona Conference



You are warmly invited to visit the conference, registration is open!

You will find all information as well as the registration form at:

- www.comenius-codes.eu/Conference

A message to all friends of ENSI: CoDeS is an ENSI based network. Come and participate to the Conference in Barcelona. You will discover this ENSI initiative; you will meet high class experts and don't forget to meet with friends!

Networking across the globe:

4. A new research network gets created! Environmental and Sustainability Education Research (ESER) Network

The official start for the ESER network will take place in Porto, Portugal 1-5 September, 2014 within the ECER Conference. Our hope is that this network will become an important meeting point for researchers in the field from within and outside of Europe. The network was initiated in 2010 and developed through collaborations during the annual European Conference on Educational Research (ECER) in Berlin 2011, Cádiz 2012 and Istanbul 2013. More than 90 researchers from 20 countries are already members – and we would like more international senior researchers and graduate students to join our network.

Be a part of the development of the ESER network that offers high quality research standards and various forms of network sessions such as paper, poster, workshops (theoretical as well as empirical), roundtables, network specific key-notes etc. It is up to us, together!

We invite all interested in sustainability, education and research to send in abstracts. Your research should be relevant to or take as a starting point, sustainability issues, focus on education, and relate to the network descriptors: research in the theory / practice of environmental and sustainability education, environmental education, education for sustainable development, outdoor education, and socio-scientific issues in science education, research in educational policy, institutional and curriculum development, pedagogical practice, professional development, and learner empowerment.

Network 30 aims to be innovative and open-minded, and rigorous in the quality of what is discussed. In the review process we will focus on the ECER review criteria and will be specifically interested in whether the proposal presents a clear research question; whether it identifies theoretical / methodology frameworks; and whether it is grounded in existing research.

All abstracts are submitted on-line via the official ECER website (www.eera-ecer.de) and then select the Environmental and Sustainability Education Research Network, (Network 30).

For more information visit: www.eera-ecer.de/networks/. If you want to get information about network activities mail your name, email and affiliation to per.sund@mdh.se, the link-convenor of the network. You will be included in our list of members.

We look forward to seeing you in the ESER network at the ECER 2014 (1-5 September) in Porto, Portugal.

ESER Working core group:

- Per Sund, Mälardalen University, Elisabeth Barratt Hacking, University of Bath,
- Matthias Barth, University Ostwestfalen-Lippe, Jonas Greve Lysgaard, Aarhus University
- Jutta Nickel, University of Education Freiburg, Johan Öhman, Örebro University
- Marco Rieckmann, University of Vechta, Elsa Lee, University of Cambridge, Bill Scott, University of Bath, Stephen Gough, University of Bath, Leif Östman, Uppsala University, Arjen Wals, Wageningen University

5. SWEDESD newsletter February 2014

Explore the homepage and the recent newsletter of the important Swedish International Centre of Education for Sustainable Development at Uppsala University - Campus Gotland

- www.swedesd.se

6. Manifesto: Enabling the future we want

An inspiring document from the UK shows an initiative on the implementation of the intergovernmental agreements coming out of Rio +20 'The Future We Want' (for the whole document see:

- [Manifesto Enabling The Future We Want.pdf](#)

Quotation from the preface of the Manifesto 'The future we want'

The intergovernmental agreements coming out of Rio +20 ('The Future We Want') included commitments to quality education, to improve quality of life, to Education for Sustainable Development (ESD) and to embark on a process toward Sustainable Development Goals. One year on it appears that the Post 2015 Development Agenda is expected to incorporate Sustainable Development Goals (SDGs) as the successor to the Millennium Development Goals (MDGs). How this unified Global Development programme, aimed at poverty alleviation in the context of sustainable development is realised, is yet to be decided, but timings are crucial and the role of education is recognised as being pivotal. Principles like universality, listening to outcomes of stakeholder participation, a foundation in human rights

and the need for prioritisation at the national level are emerging. This consultation into the future of education for sustainability and the manifesto both act on our UK Rio+20 commitments and takes account of the global context.

This manifesto calls on governments, education sectors, NGOs and civil society in the United Kingdom to work closely together to strengthen the role of education as an enabler of Sustainable Development.

This document is the result of a UK-wide consultation with NGOs, Government funded agencies, Government Departments, politicians and formal and informal education sectors. The consultation took place from November 2012 to May 2013 in response to the Rio+20 outcome document 'The Future We Want'.

'The Future We Want' has very strong educational commitments including explicit objectives such as engaging more learners in Education for Sustainable Development (ESD) and improving educational quality, as well as implicit commitments around education's role in moving society toward more sustainable development. Most specifically the outcomes in Paragraphs 229-2352 focus on the tools for education: research, innovation, participation, international co-operation, curriculum change and youth engagement.

Rio+20 clarified that Education for Sustainable Development (ESD) is key to achieving both a Green and Fair Society and the Sustainable Development Goals (SDG), as well as being a key component of a quality education.

7. India: What is the Paryavaran Mitra Programme?

Paryavaran Mitra is a nationwide initiative to create a network of young leader from schools across the country, who have the awareness, knowledge, commitment, and potential to meet the challenges of environmental sustainability in their own spheres of influence. For more information see the homepage of the programme – very inspiring indeed!

- www.paryavaranmitra.in



In the context to the planned campaign on CO2 reduction (see next article!), you may like to read the report from the Young leader project (Paryavaran Mitra), dealing with the same questions as we do also:

Addressing vehicular congestion starting from the neighbourhood

Aishwarya.P, of Bhartiya Vidya Bhavan's school Hyderabad is a participant in the Paryavaran Mitra Young Leader for Change 2013 decided to work on addressing pollution due to vehicular congestion in her immediate neighbourhood. An initial survey on understanding the issue revealed where, how and how long her neighbours commuted each day to work. She found this information useful and decided to connect people in her housing society to carpool/share transport. Her awareness campaign was thus focused on connecting people travelling to the same destination and helping them to carpool to reduce congestion on roads, save time and fuel and to get social. More than 1/4 of the people she surveyed have liked her idea and are sharing transport or carpooling. For more information please visit

- [Aishwarya_PROJECT REPORT1.pdf](#)

8. CoDeS: Campaign 2014 – Future Mobility – a challenge for ESD at school and in the community - March 2014

Mobility and its impact on social life, climate and the everyday in community is one of the main challenges for sustainable development. The way we will organize the future system of mobility and transportation has enormous impact on people and nature.

As traffic and mobility touches everyone's live school and the community should work on this important question of the future.

Students at nearly every place in the world are touched by mobility:

- the live on or in contact with roads and railway tracks
- all of them walk or drive to school

The CoDeS network will use the already existent instrument www.co2nnect.org to help students to understand basic questions on traffic and mobility. By measuring their own way to school calculating the specific carbon footprint of this transportation and compare the results with other schools around the world.

Being active and work on local questions and development of traffic and mobility by making research and getting in contact with local community and regional stakeholders helps students to develop their competencies on future orientation in this field and getting involved in regional development.

For more information go to the homepage and sign up from now:

- www.CO2nnect.org

9. Preview on publication: Schooling for Sustainable Development: A focus on Europe

Schooling for Sustainable Development: A Focus on Europe

(as part of the series: Schooling for Sustainable Development (Co-editors: John Chi-Kin Lee, Michael Williams and Philip Stimpson)

Rolf Jucker & Reiner Mathar, editors; Publisher: Springer, Dordrecht, The Netherlands

Projected date of publication: Autumn 2014