

Mailing enSI Issue 68: 14. 08. 2014

Published by: Christine Affolter, secretariat ensi

email: secretariat@ensi.org

www.ensi.org

- 1. Extract from ENSI's Annual Report 2013 1**
- 2. ENSI's Junior Researchers on Education for Sustainable Development 2**
- 3. ERASMUS+ proposal on 'Competences for SD in vocational training' (COSDVET) submitted 2**
- 4. Publication: Schooling for Sustainable Development in Europe 3**
- 5. CoDeS deliverables for your free download! 4**
- 6. UNESCO World Conference on Education for Sustainable Development 5**
- 7. Call for collaboration on new ERASMUS+ proposal 2015: Introducing Qualifications for Sustainable Development in VET 6**

ENSI's work:

1. Extract from ENSI's Annual Report 2013

ENSI's work is executed on four pillars mainly:

- ENSI is a Think tank: The network develops new project ideas and projects, which are proposed to funding systems such as ERASMUS+ (Former COMENIUS).
- ENSI is a meeting place for experts: ENSI is able to address and invite high class experts and to generate through cooperation high quality outputs.
- ENSI is managing ERASMUS funded projects and generates third-party funds.
- ENSI runs a small and precious network of Junior Researchers, being involved to ENSI's projects with support of ENSI's experts.

For 10 years ENSI is now working in the frame of European funding system ERASMUS (former COMENIUS). Very important outcomes have been developed within the four highly quoted projects, being initiated and/or coordinated by ENSI and having ENSI in the role of a partner: SEED, CSCT, SUPPORT and CODES. The quality and just the variety of outcomes has been stimulated by European project funding – but COMENIUS and ERASMUS funding system is undermining ENSI's membership system. Countries, organizations and individuals are working on time limited projects, exactly on their current needs. Long term planning such as project development supporting UNESCO's 'Global Action Plan (GAP) for ESD' and others are accomplished by ENSI, who itself is permanently fighting for financial survival. ENSI has a financial straitjacket and it will survive with active contributions from partners being interested in ENSI's visionary view, quality of work, active networking over many levels and good reputation.

2. ENSI's Junior Researchers on Education for Sustainable Development

ENSI maintains a network for Junior Research on ESD, gathering and supporting young researchers at the start of their career. This network is managed by Dr. Michela Mayer, who is also in charge of CoDeS multilateral network's work package 5 'Evaluation'. So it has been possible to set out a call for young researchers offering the opportunity to execute the evaluation of all three conferences being held in the projects lifespan under guidance of M.Mayer.

The collaboration between ENSI's Junior Research and CoDeS project was very successful indeed: Three pairs of researchers worked out important reports on organisation, learning aspects and outcomes of the three CoDeS conferences.

- Vienna Conference evaluation report, written by Rebekah Tauritz and Mona el Zoghbi in 2012
- Kerkrade Conference evaluation report, written by Gisela Cebrian Bernat and Lisa Rothe in 2013.
- Barcelona Conference evaluation report, written by Jihyun An and Ester Sabio in 2014

All three reports delivered relevant data exploring the status of the 'Learning Organisation CoDeS'. Therefore they will be included in the official reporting for EACEA at the end of the project CoDeS in autumn 2014.

Thanks to the contribution of CoDeS it has been possible to organize a post-conference seminar on May 23rd in Barcelona on "**Research on ESD after the UN decade: Trends and News**". The seminar received 9 proposals, has been organized in two panels, discussed important issues for ESD such as 'interdisciplinarity', 'competencies', 'networking' and 'evaluation'. Some of CoDeS' conference key note speakers, friends and experts offered a feedback on the presented research work and raised further leading questions. The seminar offered a very welcome platform for debate among research and experts in the field of ESD.

A new element in the panorama of ESD research is the new ESER (Environmental and Sustainability Education Research) group within the ECER (European Conference on Educational Research) network. ENSI has been in contact with the group from the beginning through Per Sund from the Mälardalen University. ENSI presents at the annual conference of the ESER network in September 2014 in Porto "The challenge of evaluating an ESD programme consistently with ESD values - the experience of the CoDeS-ENSI network" (Mayer and Dillon) including also the contributions of the JR groups to CoDeS evaluation.

A critical reflection about the work done within the JR on ESD group in the last five years leads to the conclusion that it is difficult to maintain a group where people seeking for their careers is involved without an external sponsorship or funding: universities have a lot more possibilities to offer to their students. ENSI can give an added value to research in ESD due to its history and its school involvement tradition, but probably this should be better achieved in partnership with other institutions, as Universities or Research Consortia.

Researchers being interested in research on ESD are warmly invited to joining the group and to contacting Dr. Michela Mayer (michela.mayer@gmail.com) or Christine Affolter (secretariat@ensi.org).

3. ERASMUS+ proposal on 'Competences for SD in vocational training' (COSDVET) submitted

The proposal for project COSDVET was developed by the ENSI secretariat in cooperation with former ENSI representative from the Netherlands, Mr Ton Remmers and the project partners. The project proposal has been submitted on April 30th in the Netherlands.

Project outline:

Programme: Erasmus+, Vocational Training

Key action 2: Cooperation for Innovation and the exchange of good practices/Strategic partnerships (Submitted on national level to CINOP/Utrecht)

Proposal submitted by: Nordwin College, Leeuwarden, the Netherlands

Title of the project: Competences for Sustainable Development in Vocational Training (COSDVET)

Duration: 1.September 2014 – 31.08.2017 (if accepted)

Number of partners: 8

Summary of the project:

Vocational educational training is closely linked to the development in industry and business. Referring to the developments towards 'greening local/regional and national economies' (See CEDEFOP' Annual report 2009' and ILO 'Skills for green jobs-a global view' 2011) new competences for future work force is needed. Results from investigations in the international fields show a major problem in breaking down the already developed and widely accepted competences for Sustainable Development.

Difficulties for teachers and trainers arise in screening the effective competences out of a variety of competence models and developing pedagogical methods and appropriate study contents. The goal of the present project is the support for TVET teachers and trainers through a set of evidence based competences for TVET students, tools for breaking down professional profiles to branch specific green skills and a compilation of 'good practice' examples. All products are piloted and escorted by action research and will be promoted through the networks of the partners.

Networking across the globe:

4. Publication: Schooling for Sustainable Development in Europe

Publication "Schooling for Sustainable Development in Europe" is ready for release!

The publication examines the implementation of Education for Sustainable Development (ESD) programs in schools across Europe

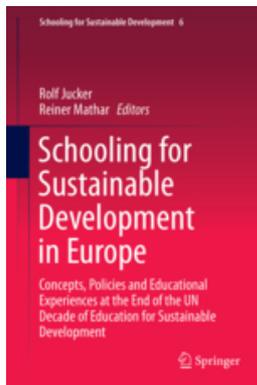
- Features case studies from individual countries and regions throughout Europe
- Helps readers gain valuable insights into how to help students develop the knowledge, skills and values needed to shape a sustainable future

This book examines the implementation of Education for Sustainable Development (ESD) programs in schools across Europe. It describes and analyzes how individual countries and the region as a whole have established teaching and learning methods to help students develop the competencies needed to be part of a sustainable society.

Featuring chapters written by experts throughout Europe, the book first provides a general overview of ESD in various contexts, including the state-of-the-art of ESD theory and conceptual development; political and social analysis; the various concepts of ESD competencies; and teacher training. Next, the book details how ESD has been implemented in different European countries and regions, including: Sweden, Italy, Germany, Austria, Switzerland, Catalonia, Hungary, Finland, Norway, Denmark, Flanders, France, Cyprus, UK, and the Netherlands.

In recognition of education as a motor of change, the United Nations General Assembly declared a Decade of Education for Sustainable Development (2005-2014), calling for the integration of sustainable development into all aspects of education and learning. Inside this book, readers will find details on what has been done, as well as assessments of what more could be done, across Europe. It will help readers gain valuable insights into how to help students develop the knowledge, skills, and values needed to shape a sustainable future.

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!



Content Level » Research

Series: Schooling for Sustainable Development, Vol. 6

Jucker, Rolf, Mathar, Reiner (Eds.)

Download More information is available at:

- www.springer.com

5. CoDeS deliverables for your free download!

Here you find all CoDeS products at one glimpse (free for download and distribution!):

- [CoDeS Folder.pdf](#)

Ready for free download is also:

Travelling guide for school-community collaboration for Sustainable Development

The publication ‚Travelling guide‘ is meant to instigate new collaborations and encourage those already on the way. It will inspire readers to reflect on some aspects of the learning journey schools and communities take when engaging in a collaboration for sustainable development. The book is organised around basic questions: what, who, why, how, when, where. These chapters each include a ‚Theory Box‘, highlighting one specific point from research that could probably enhance collaboration practice. ‚Benefits and Challenges‘ elaborate on practical details to consider, illustrated by an ‚Exemplar case‘, which presents experience from collaborations within CoDeS multilateral network. All contributions have been provided by CoDeS partners, illustrating the important link between taking action and reflective, critical thinking.

- [CoDeS Travelling guide.pdf](#)

Toolbox for school-community collaboration for Sustainable Development

The Toolbox includes a compilation of methods and techniques providing inspiration and motivation for school-community collaboration. All tools are based on practical experience out of the work from CoDeS partners. You will find activities suitable to formal or informal education, involving pupils, students and parent’s organisations, local committees and

groups of neighbours, stakeholders from the public and private sector, NGOs, Centres for Research and others. The aim of the toolbox is to make school-community collaboration accessible and feasible in order to achieve common objective of sustainable development sharing responsibilities, respecting diversity and relating horizontally.

- [CoDeS Toolbox.pdf](#)

Digital handbook for local authorities for school-community collaboration

The CoDeS Digital Handbook for local authorities aims to contribute towards a deeper understanding on how to improve the transition towards sustainable local communities through effective school-community collaborations. Municipalities can make a valuable contribution and positive difference based on their core competence - which is to govern and steer the future development of their community. The Handbook provides guidance and impulses for interested local and regional authorities regarding their unique role(s) as policy-makers and decision-takers. Moreover, it gives illustrative examples of 'real life' activities based on the rich experience of CoDeS partners and other sources.

- [CoDeS-Digital Handbook_web2 \(3\).pdf](#)

CoDeS interactive website for school-community collaboration

CoDeS interactive website is a technology-based tool for school-community collaboration in education for sustainable development. The site includes five activities; Extreme weather, Check the schools energy use, Tree phenology, CO2 on the way to school and Climate change in the classroom. Each activity includes guidelines for teachers and students on how they can investigate, discuss, and communicate their results within the given topic. During the activities students come in contact with potential partners (government departments at local authority or county level, NGOs, external experts etc.) to discuss relevant issues, gather information and work out possible collaborative tasks. The results of students' work are entered into a database at the website and shared with others schools and researchers from all over. All activities have guidelines in English and Norwegian, in addition also several other languages depending on the activity.

- www.miljolare.no/en/codes/

6. UNESCO World Conference on Education for Sustainable Development

Aichi-Nagoya/Japan, November 2014



Don't forget to follow UNESCO's World Conference on occasion of the end of the decade on ESD and the launch of the new agenda for the time beyond 2014!

unesco.org/new/en/unesco-world-conference-on-esd-2014/

Why is the UNESCO 2014 World Conference so important?

The 2014 World Conference on Education for Sustainable Development (ESD) represents a turning point for ESD.

To achieve sustainable development, political regulations and financial incentives are not enough. A fundamental change is necessary in the way people think and act. The international community has long recognized that education is crucial for bringing about this change.

ESD allows learners to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. ESD means including key sustainable development issues such as climate

change and poverty reduction in teaching and learning. It also requires participatory teaching and learning methods that empower learners to take action for sustainable development.

7. Call for collaboration on new ERASMUS+ proposal 2015: Introducing Qualifications for Sustainable Development in VET

Draft of project outline

Programme: Erasmus+, Vocational Training

Key action 2: Cooperation for Innovation and the exchange of good practices/Strategic partnerships

Proposal submitted by: open

Title of the project: Introducing Qualifications for Sustainable Development in VET

Duration: 1.September 2015 – 31.08.2018 Number of partners: max 8

ENSI is looking for project partners with competences in VET - Qualification systems and curricula building for ESD

Summary:

The new competences for Sustainable Development demand appropriate indicators for qualifications as well as new methods for assessment. The project 'qualifications...' aims to develop sets of quality indicators in cooperation with all stakeholder groups from vocational training and continuing education as well as from research and economies. This setting contributes to the EU-ECVET system by strengthening the comparability of qualifications among different countries. In order to support qualifying agencies in their working implementation of these new indicators, guidelines will be formulated and piloted in TVET- schools linked to the project. All piloting is escorted by a team of action researchers, assuring the quality of the outcomes from pilot phase.

Planned intellectual outputs:

- Science and practical work based sets of indicators necessary to qualify for SD (for the use in VET schooling and in practical work in companies)
- Guidelines for on the implementation /adaptation of new qualifications in VET schools and in companies
- In Service Courses for experts (level: Qualification)
- Compilation of national assessment conditions of partner countries
- Interactive platform for exchange of practice among experts

Schedule:

August 2014: ENSI Mailing 68 - Call for participation

Contact with ENSI secretariat until September 30th 2014 (secretariat@ensi.org)

October-December 2014: Open online debate for interested partners

January 2015: Selection of partners

January - March 2015: Project writing process

April 30th 2015: Deadline for submission of project proposal