Report of the CoDeS Working Conference

Collaboration of Schools and Communities for Sustainable Development

May 1–3, 2012 - Kardinal König-Haus, Vienna

July 2012
Imprint

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www.comenius-codes.eu
Table of contents

Introduction
Welcome address
“What is CoDeS?”
Conference programme
Participants incl. summary table of participants’ profile
Lectures (ppt Payer + Wals + Espinet)
List of workshops
Abstracts of 360° cases
List of posters
Evaluation/Feed back
List of Participants (Name, Institution, Country)
1. INTRODUCTION

The Austrian Federal Ministry for Education, Arts and Culture is partner in the EU-Comenius Network project “CoDeS – Collaboration of Community and School for Sustainable Development and offered to host and organise the first working conference. CoDeS is a Comenius network funded by the Lifelong Learning Program of the EU.

The conference brought together a wide diversity of stakeholders involved in school–community collaborations for sustainable development. This report gives a short overview over the results of the conference, held in Vienna from May 1-3, 2012, referring also gratefully to the internal evaluation report which was delivered by the internal evaluation team by mid of June. (see also http://www.comenius-codes.eu/Get_togethers/Vienna_conference/).

<table>
<thead>
<tr>
<th>OBJECTIVES OF THE CoDeS 2012 CONFERENCE</th>
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<tr>
<td>- To disseminate case studies on European school-community collaboration for sustainable development.</td>
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<tr>
<td>- To reflect on processes of learning, values, models and tools for successful school-community collaboration on sustainable development.</td>
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<tr>
<td>- To create a forum to involve the diversity of stakeholders participating in school-community collaboration on sustainable development, such as local administrations, municipalities, NGO’s, local enterprises, teachers, students, families and others.</td>
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Table 1: Conference Objectives

Welcome By the Austrian Federal Ministry for Education, Arts and Culture

Ladies and Gentlemen! Distinguished guests! Dear Colleagues and Friends!

On behalf of the Austrian Federal Ministry for Education, the Arts and Culture it is an honour for me to welcome all of you to Austria and to the Kardinal-König-Haus as venue for hosting this conference. It is a pleasure for us to have you all here both from abroad and from Austria. We are contended that you were able to join us and have been travelling from various countries all over Europe, from Africa and Asia.

It will be an honour for us to host you as our guests and to give you a flavour of Vienna, this wonderful and exciting capital city of Austria, of its people, its culture and its music.

Your presence and your interest in this conference is a strong signal both
- for a common understanding of Education for Sustainable Development in our global community
- and for the conviction, that now activities have to follow the words.

You may ask what the interest and the intention of the Austrian Federal Ministry for Education, the Arts and Culture in the field of Collaboration of Schools and communities for Sustainable Development might be.

Over years – even better: over decades - the Ministry for Education has been involved in this field of collaboration, for instance by three cross-curricular Ministerial decrees, which have been issued and which have to be mentioned:

- The educational principle of citizenship education, established in 1978;
- The educational principle of environmental education of 1985
- And finally the educational principle of project learning, 1992.

At the beginning of the 1990s in various municipalities all over Austria student and school parliamen
tarian assemblies have been established. A number of them are still acting nowadays. One of them will be presented during this conference.

Another example of good practice to be mentioned is the Ministry’s project called “School-
Community-Collaboration”, which followed the idea of the 2006/2007 (two-six/two-seven) EU-
COMENIUS 3 Network project “SUPPORT - Partnership and Participation for a Sustainable Tomor-
row” and which was one of the corner stones of the Democracy Initiative of the Austrian Federal
Government in 2007/2008 (two-seven/two-eight). The result of this activity was a major contribution
of the Ministry to the SUPPORT project and today it is the basis of our engagement in this starting
EU-network project “Collaboration of Community and School for Sustainable Development –
CoDeS”, which we are all representing here and now. Harald Payer, one of the speakers this morn-
ing, will give us some of his insights as project manager of this SUPPORT related project.
Parallel to our engagement in CoDeS we have been setting “School-Community-Collaborations”
on the agenda of the nationwide Austrian Eco School-Network programme ÖKOLOG as a major
topic for the next three school years. By this agenda setting we want to ensure and to enhance the optimum of interaction between CoDeS and the Austrian Eco-School Network.

Finally the following goals of our inner Austrian partnership have been committed for 2014 as fol-
lowing:

- A policy paper “Opening School to Communities” is drafted and accorded between the Austrian partners and within the Ministry of Education;
- Quality criteria for School-Community-Collaboration are drafted and agreed by the relevant stakeholders;
- Examples of good practice and an overview of activities in Austria and in the partner coun-
tries of CoDes are collected and published;
- Main stakeholders, for example the Austrian Associations of Communities and Cities and oth-
ers, are systematically involved in communication and collaboration;
- “School-Community-Collaboration” is accepted as an added value by all the partners;
- Next steps of implementation are proved and tested as a basis for future commitments be-
tween Schools and Communities, especially for small and mid-size cities;
- **School-Community-Collaboration** is on the top of the Universities’ and the University Teacher Training Colleges’ science and research agenda, various research initiatives and projects are set.

On behalf of the Ministry for Education, the Arts and Culture I want to thank:

- Dr. Rolf Jucker, Managing Director of the Swiss Foundation of Environmental Education, for his great support, he is giving us;
- Mariona Espinet, Professor at the Autonomous University of Barcelona, for her intensive preparing work she was doing the last months;
- the management and the staff of the Kardinal König Haus for hosting us in this wonderful venue;
- many thanks also to my colleagues in the Ministry, Günther Pfaffenwimmer and Irene Krug, for all their hard work making this conference real;
- Christine Affolter, Secretary General of ENSI, who is the key person in this project - and finally to all of you: Thanks for coming.

I wish you a successful and challenging conference.

MR Mag. Manfred Wirtitsch
Austrian Federal Ministry for Education, Arts and Culture, Head of Dept. I/6,
Citizenship | European Citizenship | Consumer, Environmental | Road Safety | Education
Introduction “WHAT IS CODES?”
Thank you, Manfred, for your friendly welcome here in Vienna.

In my role as the co-ordinator of CODES I welcome you all very warmly to this conference, which is one of the highlights in our three-years-project.

I have the pleasure to give you some basic information about CODES.

The idea of the network CODES grew slowly, it’s not a pushed but solid planned project. For years we know already that we are going to deal with school and community questions and we planned it in detail very well. Maybe some of you may have thought it is a boring speed in this story, because we were always talking and didn’t deliver. But finally we came up with the best scored application among the multilateral projects and we are very proud of it. Today we have the pleasure to share with you the ideas of CODES and to start our cooperation with you.

I describe here the framework of CODES. I’m not speaking of the master plan of this multilateral network. It is better to describe the different layers of the project. CODES is more a framework then a simple network, because it works in 6 different sub-projects, so called ‘work packages’.

Wordle is a computer program which visualizes a text along the mostly used terms.

Here is the overview on CODES project description, page 1. By reading this picture, you may learn a lot about CODES and its most important terms.


The multilateral Network
We started first of October 2011. The coordinating organisation is Stiftung Umweltbildung Schweiz, represented by Dr. Rolf Jucker. My role is the one of a co-ordinator. For Switzerland CODES is the first multilateral network, because until now participants from Switzerland were only so called ‘silent’
partners’ in the EU LLL programme. CoDeS is organized in a consortium with 29 partners from all over the world, from Korea to Norway, to the UK, to associate members from Malaysia. CODES gathered a large group of experts.

The goals
As CODES was developed in the frame of ENSI (environment and school initiatives) a strong link to research is given. CODES partners will analyse already existing cases and find out about the success factors and the obstacles of collaborative work. All of us know about good projects going on in school and community. But often they stay isolated and many of them die after the money runs out. Briefly said, CODES wants to find out the characteristics of the surviving projects and also identify the who’s, the when’s, the what’s and the why’s of successful school-community cooperation. The outcomes of this analysis will be published in a book on case studies and in parallel in a travelling guide through the land of school and community collaboration.

Second level where we are going to work is school and community collaboration itself. We want to build a supportive culture for collaborative knowledge building. We will compile methods and tools and publish them in a toolbox. Furthermore we offer an accompanying e-platform for cooperation as well as a digital handbook for local authorities. All products will be piloted and evaluated. It is a goal of CODES to find out what works.

CODES partners organise in-service seminars for teachers to offer exchange of expertise for community members, teachers and other stakeholders. You will see those ICT Seminars and also the study with it for community members later on the programme.

Programme of CODES
On first of October we started, from 13-16 November we had the first partner meeting. The outcome of this first gathering was a streamlined master plan and the list of deliverables. And we tried to clarify the responsibilities for the deliverables. But this is an on-going process, you may imagine.

About the program of this current year: We are here, first of May, conference in Vienna. September 24 - 28 we will have the first teacher in-service training ICT on the island of Spetses in Greece. Goals of this seminar are the exchange among teachers, learning from already successful projects and initiating new school-community initiatives. At home I checked the homepage of Spetses and it looks great. I’m looking forward and happy enough I’m obliged to be there. First to third October we will meet for partner meeting two in Györ, Hungary.

The outcomes for this year at one glimpse: We will collect the case universe. Therefore we will collect already existing and documented cases. These cases are represented in your posters and as well the 360° cases that will be presented at the workshops.

We work over the whole three years also on the travelling guide, on the toolbox, on the e-platform, and on the digital handbook.

In the programme of next year we have also a conference It will take part in May 2013 in Kerkrade, Holland. Kerkrade is situated in the triangle of Germany, The Netherlands and Belgium. The Regional Centre of Expertise, a CODES partner, will host the Conference and invites us to discover the role of the local partners in collaboration projects. It is planned to present the draft of the publication on success factors in Kerkrade and also the work on the travelling guide and the toolbox.

The first draft of the digital handbook will be presented on the conference and the E-platform will be ready for use, because we can build on an existing e-platform from Norway.

The highlight of the last year of CODES will be the final conference in Barcelona. We will present all products of CODES in Barcelona. In addition we will have a report on the inclusion of members of isolated communities through the e-platform. We are interested to give an answer to the question about the integration of isolated communities with the tool of an e-platform.

A report on the implementation of new media from the CODES project is planned, and last but not least the presentation of internal and external evaluation from CODES will be presented. After this big event CODES partners will meet for reporting on the three years work. CODES sees itself as a learning organisation. The developments, obstacles and highlights may give us advice for parallel
processes in school and community projects. Therefore evaluation is very important for learning and development. CODES is happy to welcome ENSI's Junior Researchers for supporting the evaluation process over the whole project duration.

All information and news from CODES is found on www.commenius-codes.eu.

The CODES multilateral network is happy to welcome you here. I wish to all of you, to all of us, a very pleasant conference, and not too hot days! Thank you.

Christine Affolter, Swiss Foundation for Environmental Education, CH, coordinator of CoDes
Programme
The 3-day program of the conference entailed keynote addresses, poster sessions, and several workshop sessions. The latter provided in-depth discussions of a wide diversity of case studies about school-community collaborations for sustainable development.

Tuesday, 01.05.2012
08.30 Registration
09.00 Opening of the conference
  Welcome by Manfred Wirtitsch, Austrian Federal Ministry for Education, Arts and Culture
09.15 “What is CoDeS?” Christine Affolter, Swiss Foundation on Environmental Education,
  Flash-light presentations of case studies
09.30 Introduction to conference team and organisational information on the conference, Günther
  Pfaffenwimmer, Austrian Federal Ministry for Education, Arts and Culture
09.40 Introduction to internal and external evaluation, Michela Mayer and Patrick Dillon
10.00 Lecture 1: “School-Community Collaboration: Experiences, Qualities, Perspectives”, Harald
  Payer, OEAR Regional Consultants Ltd., AT
10.45 Moderated getting to know each other
  Coffee break
11.30 Exhibition of cases/Poster Session – thematic guided tour: Introduced by Mariona Espinet,
  Autonomous University of Barcelona
12.40 Meeting in the Plenary
13.00 Lunch
14.00 Introduction to case analysis, Mariona Espinet
14.30 Setting of tasks for the working groups and forming of six working groups
15.00 Workshop I: The Challenges for School Community Collaboration in ESD: Discussion of
  practical experiences (Coffee break included)
18.00 Flash-light report to the plenary
18.30 End of Session
19.00 Dinner
20.00 Evening event: Viennese waltz class

Wednesday, 02.05.2012
09.00 Plenary: short reflection and introduction to the day
  Lecture 2: “Hybrid Learning towards Sustainability: Creating Vital Coalitions between School
  and Community”, Arjen Wals, Wageningen University, NL
10.00 Workshop II: What we can learn from School Community Collaboration for SD: Discussion of
  practical experiences (Coffee break included)
12.30 Flash-light report to the plenary
13.00 Lunch
15.00 Cultural trip to Vienna
19.00 Dinner at “10er Marie”, 1160 Vienna, offered by the Vienna City Council
Thursday, 03.05.2012

09.00 Plenary: short reflection and introduction to the day
09.15 Fish bowl discussion: “The role of different Stakeholders in initiating and sustaining School Community Collaboration for SD”
10.45 Coffee break
11.15 Presentation of the e-platform
11.30 Perspectives and next steps of the CoDeS project
12.00 Closing ceremony with drama event and farewell
12.30 Lunch
End of Conference

Participants
The Conference was attended by 64 participants from 16 countries and diverse disciplines and fields of expertise. Thirty participants were attending their first CoDeS meeting. The diversity of participating stakeholders, as presented below, provided perspectives and raised voices that ranged from sectors of business and academics to nongovernmental organizations and government practitioners, etc.

Summary table of participants' profile

<table>
<thead>
<tr>
<th>Number of participants</th>
<th>64 participants (25 male, 39 female)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Countries represented</td>
<td>16 countries</td>
</tr>
<tr>
<td></td>
<td>Austria, Belgium, Cyprus, Finland, Germany, Greece, Hungary, Italy, Korea, Malaysia, Netherlands, Norway, Romania, Spain, Switzerland and UK</td>
</tr>
</tbody>
</table>
| Disciplines and professions represented | - Education for sustainable development  
- Social learning for sustainability  
- University professors  
- School teachers  
- Head of schools  
- Coordinators of academic faculties in business management  
- Agenda 21 representatives  
- NGOs  
- MF associates  
- ENSI representatives  
- Young researchers  
- Postgraduate students  
- Students from upper secondary schools |
| Number of participants attending their first CoDeS meeting | 30 |

Lectures
The BMUKK-Pilot Study 2008 – The Project

- Pilot study for exploring instructive school-community-partnership projects across Austria / commissioned by the BMUKK within the „Initiative for Democracy“.
- Research based on online-investigations and expert interviews from 16 selected theme-related networks and associations.
- Sample of 19 pioneering school-community-partnerships from all 9 federal states in Austria.
- Broad range of topics: local waste disposal actions, solar energy projects, water efficiency projects, student’s parliament, common cultural events and exhibitions, collaboration activities with the local economy, strategic positioning of schools as regional competence centers, etc. etc.

The BMUKK-Pilot Study 2008 – The Workshop

- For the first time school principle, teachers, mayors, community employees and educational experts shared their experiences about conditions and success factors for viable collaboration.
- 35 participants were representing 13 school-community partnerships, including experts from the Association of Austrian Cities and Towns, the Association of Austrian Municipalities, the Austrian National Youth Council, and Akunte Salzburg.

The BMUKK-Pilot Study 2008 – Main Results

- The 4 relevant key stakeholder groups – principals, teachers, pupils and representatives of the community like mayors and managing directors may contribute in different roles:
  - principals: implementation of the partnering into the school development, motivation of teachers and pupils, networking, lobbying and public relations;
  - teachers: enabling partnership projects (first step); coordination of concrete projects – regularly in the framework of regular lessons; convincing the colleagues of the benefits of the partnership (advocacy);
  - pupils: new quality of learning, learning of co-operation;
  - mayors & managing directors of the municipalities: supply of financial resources, public relations towards local media.

- Common elaboration of 4 basic criteria for sustainable school-community-partnerships:
  1. Sustainability
  2. Participation of pupils and students
  3. School development
  4. Community development
Criteria of Sustainable S-C-Partnership

- **Sustainability:**
  - The partnership is designed to be long-term or even permanent, that means:
  - The partnership goes beyond a single and temporary project and lasts longer than one school year.
  - The partnership provides an organisational frame which can be used for several projects.
  - The partnership yields a lasting benefit for all involved groups.

Criteria of Sustainable S-C-Partnership

- **School development:**
  - The partnership is part of the school development, that means:
  - The contribution of the partnership to school development is embodied in school documents, e.g. in the school’s mission statement.
  - The partnership fosters the quality of life and the quality of teaching and learning in school.
  - The school administration establishes procedures and responsibilities within the school to support the partnership.
  - The partnership is taking advantage of the specific strengths of the school location and of the partners involved.

Criteria of Sustainable S-C-Partnership

- **Community development:**
  - The partnership contributes to the involvement of the school in the community development, that means:
  - The partnership with the school is embedded e.g. in municipal council resolutions or in the community mission statement.
  - The partnership contributes to the increase of quality of life in the community and fosters identification with the community.
  - Steering structures are established in the community in order to consolidate the school-community partnership.
  - The partnership takes advantage of the special strengths of the community and of the partners involved.

Map of 2 Logics – Hierarchy and Collaboration

Thank you for your curiosity!
Hybrid Learning towards Sustainability:  
Creating Vital Coalitions between School and Community

- Unsustainability & urgency
- Can sustainability be ‘taught’?
- Redesigning education & learning toward hybridity, vital coalitions and ecologies of learning
The conventional wisdom holds that all education is good, and the more of it one has, the better. The truth is that without significant precautions, [it] can equip people merely to be more effective vandals of the Earth.

Who knows? Who cares?

- Deepwater horizon
- Nuclear radiation in Japan
- Testing for prostate cancer in men above 50
- Calcium supplements for women
- Runaway (?) climate change
- Organic — sustainable — for all?
- Paper or plastic?
- ....

"We are drowning in information while starving for wisdom."

Post-normalism — can we know what sustainability or SD is?

- Complexity
- Uncertainty and indeterminacy
- Contestation and controversy — extinction of 'truth'
- Shallowness and hyper-connectivity — erosion of meaning
- Emergence - reflexivity
Three Lenses for Education for Sustainability

- Integrative: not only the ecological and the environmental, but also... not only the present but also... not only the local but also... not only the human world but also...
- Critical: questioning continuous economic growth and consumption, and associated lifestyles but also sources of information, claims, myths, etc.
- Transformative: exploration of alternative lifestyles (e.g. ‘voluntary simplicity’), values and systems that break from existing ones that are inherently unsustainable

LSD in The Netherlands

- The new Dutch EE/ESD-Policy Framework seeks to create linkages between schools, NGO’s, businesses and neighbourhoods by supporting social learning through the creation of ‘vital coalitions’ focusing on sustainability issues

[Diagram of goals set in advance, target group has little input, participants have lots of input, goals are jointly set]
Social learning

- a collaborative, emergent learning process that hinges on the simultaneous cultivation of difference and social cohesion in order to create joint ownership, unleash creativity and the kind of dynamic and energy needed to break with existing patterns, routines or systems.

Hybrid Learning Configuration

- A vital coalition of multiple stakeholders engaged in a common challenge using a blend of learning processes in a rich context (sum>parts)

Designing hybrid learning configurations

- 4 dimensions
  - Network/community
  - Organization
  - Individual

CULTURE

<table>
<thead>
<tr>
<th>Level</th>
<th>Principles</th>
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</thead>
<tbody>
<tr>
<td>Individuals</td>
<td>Change-oriented, willing to cross boundaries, willing to share knowledge/experience</td>
</tr>
<tr>
<td>Organizations</td>
<td>External orientation, bottom-up, horizontal, open, dynamic, involved,Change-oriented, learning atmosphere</td>
</tr>
<tr>
<td>Network/community</td>
<td>Bottom-up, horizontal, open, dynamic, involved,Change-oriented, learning atmosphere</td>
</tr>
</tbody>
</table>

Policy tools

- Societal themes: climate, mobility, rural well-being, energy, biodiversity

Societal actors:
- Schools
- Colleges
- Local government
- Garden centers
- Business
- Identity issues

VISION

- Level: Principles
  - Individuals: Actively involved in creating a vision
  - Organizations: Have an explicit view with respect to linking with different groups
  - Network/community: Has a specific, safe atmosphere and a space for development into mutually supportive relations

COMPETENCES/QUALITIES

- Level: Principles
  - Individual: Actives, inter/intranet connections and personal networks
  - Teams: Can share their knowledge with different audiences
  - Network: Has a specific, safe atmosphere and a space for development into mutually supportive relations
Introduction to Case Analysis in ESD

Mariona Espinet
CoDes Conference Bohoole Community Collaboration for Sustainable Development
Viona, Austria, May 1st-3rd, 2012

Outline of the presentation
1. The context... linking to CoDes
2. The history... linking to Past
3. The vision... linking to Ideas
4. The method... linking to Learning
5. The organization... linking to Action
6. The stars... linking to People

A context... linking to CoDes

DOING: Local
Particular experience
THINKING: Reflective Practice

CoDes: Context for learning

REPRESENTING:
Talking, writing Cases

A history... linking to the past

Why going to the past?: Taking a sociohistorical positioning on Case Analysis

- Aesthetical arguments: Recognizing the work of others
- Epistemological arguments: Developing better understandings
- Political arguments: Generating social resistance

A history... linking to the past

Who has contributed in the past?: ENSI, SEED, CETT, SUPRST, UNESCO

EOD appears to have an effect on SD producing Economical, Social, Environmental and Educational Changes.

A vision on SD/ESD... linking to ideas

Social Change

EDUCATIONAL

LEARNING (EDS)

SCHOOL

PLACE-BASED

SERVICE

EXPERIENTIAL

Learning

SOCIAL LEARNING

CHANGE

ALTERNATIVES

(Sociology of absences and emergencies, Bouventre de Souza Santos, 2006)

(Social change in alternative economies and political spaces, Fuller et al, 2011)
A vision on School Community Collaboration

SCHOOL → COMMUNITY

COLLABORATION?

ACTIVITY/PROJECT

Societal formation between at least two community partners (the school and community partner) activated collectively and oriented towards the transformation of specific objects into results (concrete or ideal) SD issues for meeting general and generalised needs (school and community development).

Cultural Historical Theory of Activity

A method linking to learning

CoDeS CASE UNIVERSE

School Community Collaboration

CoDeS 360° REFLECTIVE CASES

CoDeS TOOL BOX

Identifying
Collecting
Writing
Analyzing
Reflecting

A method promoting reflectivity

360° Reflective Cases

- Multiperspectivism: Diversity
- Process orientation: Change
- Critical orientation: Tensions
- Action orientation: Tools
- Documentation: Evidence

A method opening to others

POSTER GALLERY

CoDeS Case Universe

School Community Collaboration

CoDeS 360° Reflective Cases

CoDeS GALLERY CoDeS Tool Box

An organization linking to action

Workshop I: "The challenges of school community collaboration for SD/BSD". May 1st, 10-30h.

Six 360° Reflective Cases

Workshop II: "What can we learn from school community collaboration for SD/BSD"? May 2nd, 10-12,30h.

Six 360° Reflective Cases

An organization linking to action

Introduce an overview of the themes of the cases presented, the actors involved, types of school and communities, same tools which appear to be shared, and the method of creating reflective cases, with all the information used to create them in a more visible form to all the network members. It represents their involvement, their practice and their way to reflect and learn.

Workshop proposal

First part:

a) 30-45 minutes presentation of the cases by the presenters;

b) Group work: How can we understand this particular case better?

- What does the case say? What other information is needed to understand the case?
- What are the perspectives of different stakeholders? What other information is needed to understand stakeholders' perspectives?
Workshop proposal

Second part:

Group work: What challenges/learning does school community collaboration for SD/ESD have?
- What tensions drive changes in this case?
- What challenges/lessons are different stakeholders facing in this particular case?
- What other challenges/lessons can we identify from participants' own experiences which are relevant to this case?

Workshop roles

Presenters: 23 from 11 countries
Facilitators: 12 from 7 countries
Reporters: 12 from 10 countries

→ Flash Light Report to the Plenary

The stars

Case 1
“How houses can build bridges: perspectives of school-community collaboration for SD on creating inclusive and empowering learning arenas”

Edit Lippai, Mónika Réti
Hungary

Case 2
“School Agroecology as a motor for community and land transformations: The collaboration between local administration and university to promote ES school networks”

German Llarena, Mariona Espinet, Miren Rebondo, Catalonia, Spain

Case 3
“National Park and School Collaboration: A long term partnership in an Austrian alpine region”

Franz Rauch, Mira Dulle
Austria

Case 4
“School-community collaboration to ensure the engagement of pupils, teachers and governors in the science, engineering and technology of ‘carbon neutral’

Margaret Fleming, Mark Lemon, Fiona Charnley, UK

Case 5
“Paving ESD through School-Community Action Programs: Experiences, findings and perspectives”

Aravella Zachariou, Loizos Symeou, Chrysanthi Kadjji
Cyprus

Case 6
“School-community collaboration for ESD in a nursery school: an action research project”

Elli Naoum, Eugenia Flogaiti, George Liarakou
Greece
Case 7
“Sustainability in community practices”: Holistic understanding of wellbeing and sustainable development creating a foundation for a new sustainable model of society in Espoo
Anna Maria Nuutinen, Finland

Case 8
“A sociocultural model for building school-community competences on SD”
Johannes Tschapka, Sun-Kyung Lee, South Korea

Case 9
“Small municipalities, small schools, working together for a sustainable future”
Leda Zocchi, Vanessa Pallucchini, Italy

Case 10
“Children’s tracks”– collaboration between schools and local authorities for sustainable land use planning
Nina Elisabeth Høgmo, Mari Ugland Andresen, Norway

Case 11
“School-university collaboration in waste-to-resource management”
Norizan Binti Esa, Malaysia

Case 12
“The Wiener Neudorf Inclusion Project: Collaboration between educational institutions and municipality for sustainable development”
Irene Gehrhardt, Angela Grederler, Claudia Miller, Austria

Questions, Suggestions, Concerns!!!!!!

Fish Bowl

“The role of different stakeholders in initiating and sustaining school community collaboration for 3D/SDC”

- In what ways does this particular stakeholder contribute to the collaboration between school and community for 3D/SDC?
- What changes in the way this particular stakeholder work and act would be needed to better contribute to successful school community collaboration?
- What demands would this particular stakeholder put on other community key actors to facilitate the making of changes in the way to work and act (e.g., a message to another stakeholder)?
- What resources would this particular stakeholder need to make these changes in the way to work and act?”
Workshops and Posters

Twelve case studies were examined during the workshops and 28 posters were presented and discussed in small working groups. These cases offered ample reflection on learning processes, involved values, models and tools for successful school-community collaboration. In particular, the workshop sessions presented a professional yet friendly environment for sharing in-depth insight into the specific cases that were presented in terms of the aims, methods, tools, and overall process, as well as a detailed description of 'the school' and 'the community' in each particular case and culture. The interactive discussions that followed enabled participants to ask specific questions about each case, as well as to reflect on and identify the shared challenges and opportunities.

For details see the lists of workshops and posters below and also see: http://www.comenius-codes.eu/Get_togethers/Vienna_conference/Posters/

List of Workshops

| 1. | How houses can build bridges: perspectives of school-community collaboration for SD on creating inclusive and empowering learning arenas |
| 2. | Agroecology for Schooling: a school-community collaboration for ESD in urban municipalities |
| 4. | School-community collaboration to ensure the engagement of pupils, teachers and governors in the science, engineering and technology of "carbon neutral" |
| 5. | Paving ESD through School-Community Action Programs: Experiences, findings and perspectives |
| 6. | School-community collaboration for ESD in a nursery school: an action research project |
| 7. | “Sustainability in community practices”: Holistic understanding of well-being and sustainable development creating a foundation for a new sustainable model of society in Espoo |
| 8. | A sociocultural model for building school-community competences on SD |
| 9. | Small municipalities, small schools, working together for a sustainable future |
| 10. | “Children’s tracks” - collaboration between schools and local authorities for sustainable land use planning. |
| 11. | School-university collaboration in waste-to-resource management |
| 12. | The Wiener Neudorf Inclusion Project: Collaboration between educational institutions and municipality for sustainable development. |

Abstracts

Case 1:
“How houses can build bridges: perspectives of school-community collaboration for SD on creating inclusive and empowering learning arenas”

Abstract: This case is about involving secondary school students taking part in vocational training in reconstructing houses in rural areas in West Hungary. The collaboration was initiated by the school in the 1990’s and since then the network of partners has given a wider scope and a more sophisticated framework that provides mutual learning between stakeholders representing practically the whole cross-section of the present Hungarian society. We will examine how elements of environmental communication contributed to the sustainability and the success of this collaboration while discovering the main “learning outcomes” for stakeholders.

Case 2:

“School Agroecology as a motor for community and land transformations: The collaboration between local administration and university to promote ES school networks”

Abstract: This is the case of an ongoing municipality-university partnership fostering a school community collaboration project through the School Agenda 21 Program. This is a 5 year long collaboration around the development of an alternative agricultural practice, urban agroecology, and its educational counterpart, school agroecology, in which schools have a central role and where all stakeholders are involved in innovation through action research. The purposes of the collaboration, the processes, the tools, the constraints and the obstacles will be presented by taking a multistakeholder perspective though the use of social drama techniques.

Case 3:

“National Park and School Collaboration: A long term partnership in an Austrian alpine region”

Abstract: This is the case of an on-going cooperation between the National Park Hohe Tauern Carinthia and the Secondary School in the region, fostering environmental learning and responsibility as well as raising the acceptance of the National Park within the community. As an essential also economic factor in the region it is important for the National Park to develop and sustain a good cooperation with the community due to this cooperation it can reach the younger generation. What the school gains from the cooperation with the National Park is a special focus in the curriculum called “Nature – Sport - Fun”. The case study includes multi-stakeholder perspectives of teachers, pupils, inhabitants/parents, rangers, hut keepers.

Case 4:

“School-community collaboration to ensure the engagement of pupils, teachers and governors in the science, engineering and technology of "carbon neutral"
Abstract: Building Schools for the Future (BSF) was a nationwide programme initiated by the previous UK government to rebuild and refurbish all secondary schools in England. Although there have been many cutbacks all of the secondary schools in Leicester City are still to receive some level of re-development as part of the new scheme. Funding was sought by IESD for a project which engaged the school community in the science, engineering and technology of a low-energy school so that when they were asked to participate in the BSF process, pupils, teachers and governors would be in a better position to make informed decisions for their new schools. In a recent report published by Ofsted, the UK school inspectorate, it was stated that most of the schools utilised within their study had limited knowledge of sustainability and work in this area tended to be uncoordinated, often confined to special events rather than being an integral part of the curriculum. The central aim of this project, therefore, was to engage with these school communities in a systematic whole school approach to the issues surrounding low-carbon schools. The project brought together a diverse range of groups from within the academic community, this facilitated communication between school stakeholders and higher education. Central to the research was to ensure that pupils, teachers and governors would be able to communicate their developed ideas, wishes and opinions surrounding the design of their schools in an educated and informed way.

Case 5:
“Paving ESD through School-Community Action Programs: Experiences, findings and perspectives”

Abstract: The above was a nationwide project implemented in pre-primary and primary schools in Cyprus for three years aiming to use local community as a means for promoting ESD, by jointly planning and implementing action community programs amongst various key players (parents, local populations, teachers, students, professionals, managers). The procedures for the ESD programs development, the involvement of the main actors, the experiences, the insights and reflections of the participants, the use of local community as a place of learning, as well as the benefits of the project for community and school in the framework of ESD are presented and discussed.

Case 6:
“School-community collaboration for ESD in a nursery school: an action research project”

Abstract: This is a case of nursery school community collaboration through a parental involvement project towards the vision of a sustainable school. Teachers, students and their parents communicate and collaborate with each other and with the municipality in order to improve the
water management in their school. Specifically, through an action research project, partners establish collaboration for the duration of one year and plan the goals of the school’s education program. The collaboration process also includes phases of action, observation and reflection that constitutes the background for the redesigning, development and observation of a new action based on a revised plan and so on. Moreover, a primary school and another nursery school are getting involved in order to communicate and promote the results of the project to the community. The purposes of the collaborative work, the processes, the research tools, the benefits and the obstacles that arise will be presented.

Case 7:

“Sustainability in community practices”: Holistic understanding of wellbeing and sustainable development creating a foundation for a new sustainable model of society in Espoo

Abstract: The purpose of the RCE Espoo in Finland is to tackle the problems identified as challenges in the region and contribute to the promotion of ESD both locally, regionally and globally. RCE Espoo also engages all the people of Espoo towards sustainable future by lifelong learning and effective change of sustainable ways of acting, being, living, caring, working, affecting and enjoying. The membership in the network requires will and faith to work for a more sustainable future. The RCE Espoo was developed collaboratively by the Educational and Cultural Services Social and Health Services and Technical and Environment Services in the City of Espoo, Laurea University of Applied Sciences, Metropolia University of Applied Sciences, Aalto University, University of Helsinki, Omnia (Joint Authority of Education in Espoo) as well as several private businesses and associations. The workshop will present the process of RCE Espoo creation and outcomes and will discuss the barriers, impact and added value of RCE.

Case 8:

A sociocultural model for building school-community competences on SD

Abstract: The workshop seeks to challenge school-community collaboration through questioning which competences emerge in such joint activities. The presented competence model is a try to overcome a patronising behaviour model to a more democratic model of commitments of students and community members to certain practices in sustainable development. By contrast to behaviour models assuming learners begin by acquiring knowledge and later apply this in situations the competence building model argues learning as a nexus of relations between persons who do something in situations. The difference lies in a democratic view of the model of competence presented: Learners enter situations as a construction of meaning. Students and community members negotiate meaning during a competence building process. This socio-cultural approach explains why we can see education as a sustainable development instead of overruling persons for an obligation of development they might not have committed.
Case 9

Small municipalities, small schools, working together for a sustainable future

Abstract: Small municipalities, small villages, in mountain areas or in small islands, are actually at risk all over Europe. They are losing their inhabitants and local traditions, soil and nature are at risk to disappear. Small schools should be seen as an indispensable ‘tool’ for maintaining the small municipalities alive, but in order to survive they need to build a strong ‘alliance’ with their local communities. The case that will be presented is related to one school – Istituto Comprensivo “don Milani” di Paesana - located in a beautiful valley in Piedmont, in a natural park around the Monviso mountain. The school is almost the only cultural resource in the entire valley with no cinemas, no theatres, and two small libraries. From the last 6 years the school is acting as one knot – sometime the central knot - of an institutional network aiming to open the valley to the world, especially to Europe. In addition it also aims at maintaining its own identity, and to highlight the value, and the opportunities for a "different" sustainable development. The school takes part in the activities that the community proposes and at the same time orients its curriculum and its projects to the recovering of local tradition, local languages and community feeling.

Case 10:

“Children’s tracks”- collaboration between schools and local authorities for sustainable land use planning.

Abstract: The legislated Planning and Building Act in Norway put a priority on children’s interests in local and regional land use planning. “Children’s tracks” is a collaborative method between schools and local authorities in the municipality. The aim is to actively implement children’s right to participate in local land use planning. The collaboration is initiated by the planning department and proceeds through the establishment of a working group with relevant stakeholders. Pupils are invited to report and document how they use their local surroundings. Information is gathered using map drawings and questionnaires detailing experiences and views. The work of the students is presented for local administration, the youth council and local politicians for active use in the planning process. “Children’s tracks” in the region of Mjøsa has resulted in more sustainable land use. The method has strengthened both the local democracy in the region, and the schools' role as stakeholders for sustainable development in the community. This work shop will present experiences with the method in the region of Mjøsa. Both the system and outcomes of the collaboration will be reflected upon. In addition we will discuss the use of ICT for registering children’s tracks.

Case 11:

“School-university collaboration in waste-to-resource management”
Abstract: Collaboration between school and university provides an opportunity for knowledge developed through university research to be implemented in schools as a response to everyday problems faced in real life. This case study will explore the nature of collaboration between school – university and other communities, the success and challenges during the process of implementation of waste-to-resource management activity carried out in schools based on research conducted in university. Some of the successes include influencing the canteen operator to provide organic waste for composting, while some students started to implement the waste-to-resource management at home. Collaboration with university has raised the schools’ standing in the eyes of the local community, and the state education departments as schools were encouraged to collaborate with universities. However, some schools did not pursue collaboration further as they wish to focus on other aspects of school activities. Other examples will also be discussed and illustrated.

Case 12:
“The Wiener Neudorf Inclusion Project: Collaboration between educational institutions and municipality for sustainable development”

Abstract: “The Wiener Neudorf Inclusion Project” is the case of an ongoing partnership (since 2006) between all local educational institutions - 4 kindergartens, an elementary school with about 16 forms, the music-school and two after-school care clubs - and the municipality fostering a culture of togetherness according to inclusive values like appreciating diversity, equality and equity, cooperativeness, participation, community and sustainability. In the beginning the focus was on educational institutes’ cooperation. Over the years living/working together in the community became more and more important – value-based educational and community development. The Index of Inclusion helps as resource for self-evaluation and improvement to keep on the way. The aims and purposes of the collaboration, the processes, the tools, the conditions for success as well as emerging barriers will be presented by taking a multistakeholder perspective.

List of Posters
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>An initiative of ESD on grain between myth and sustainability. From Cocalo to Demeter, from grain to bread</td>
</tr>
<tr>
<td>2.</td>
<td>Bike it</td>
</tr>
<tr>
<td>3.</td>
<td>Biodiversity farming</td>
</tr>
<tr>
<td>4.</td>
<td>Building Small but Virtuous Networks – Learning sustainable lifestyles on energy consumption together</td>
</tr>
<tr>
<td>5.</td>
<td>Co-generative dialogues as a tool for evaluation in education for sustainability: empowering community actors through joined reflection on practice</td>
</tr>
<tr>
<td>6.</td>
<td>Erola, a programme for the recuperation of the heritage</td>
</tr>
<tr>
<td>7.</td>
<td>Extreme Weather</td>
</tr>
<tr>
<td>8.</td>
<td>Flora: Revealing capital. Revealing our natural capital</td>
</tr>
<tr>
<td>9.</td>
<td>Generation Dialog &amp; Plus Solar Initiative</td>
</tr>
<tr>
<td>10.</td>
<td>Get to the Park – Good practices and civic responsibility in Park Güell: 10 do’s and don’ts</td>
</tr>
<tr>
<td>11.</td>
<td>How an NGO could foster and sustain school-community collaboration? The perspective and the experience of Legambiente in Italy</td>
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<td>12.</td>
<td>HUB and its partners collaborating towards a sustainable future</td>
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<tr>
<td>13.</td>
<td>La chiameremo Osvaldo: Multimedia School Library</td>
</tr>
<tr>
<td>14.</td>
<td>Learning from local and global collaboration for EE</td>
</tr>
<tr>
<td>15.</td>
<td>LET’S FAMILIARIZE WITH PUBLICITY! The experience of learning in community</td>
</tr>
<tr>
<td>16.</td>
<td>Meeting of the class representatives</td>
</tr>
<tr>
<td>17.</td>
<td>Playing Around with Corporate Social Responsibility</td>
</tr>
<tr>
<td>18.</td>
<td>Promoting community involvement through the participation in “shared activities” on school agroecology</td>
</tr>
<tr>
<td>19.</td>
<td>School and community: a contaminating relation</td>
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<td>20.</td>
<td>School Forest</td>
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<td>21.</td>
<td>School Year for Sustainability</td>
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<td>22.</td>
<td>Secondary students as ES/ESD educational agents in the community: Service learning in School Agroecology</td>
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<td>23.</td>
<td>Spring to spring. We learn from water.</td>
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<td>24.</td>
<td>TECHNO_LIPSI LIPSI: Promoting products – Promoting local food products School and Community create together their future in a small Greek island</td>
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<td>25.</td>
<td>Teenenergy schools: European funds, national expertise, local participation</td>
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<td>26.</td>
<td>The green schoolyard</td>
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<td>27.</td>
<td>The history of the small grumble “Der kleine Muck”</td>
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<td>28.</td>
<td>The OPEDUCA Project – Flight for Knowledge (text)</td>
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**Evaluation/Feed back**
Participants were asked to answer the following questions by providing each with a score between 4, the highest, and 1, the lowest.

In conclusion, the general perspective and feedback from participants regarding the CoDeS conference was very positive. The open, international, and interactive atmosphere was frequently highlighted, and the rich diversity of participants, cases, and events greatly enhanced the process as well as outcomes of the conference. The combination of formal work and social activities provided a rich and inspiring working context. In addition, the diversity of methods and techniques used throughout the event contributed to the wealth of information, interaction, and social learning. Method diversity also provided new ideas for those participants who had not previously come across some of the innovative techniques that were used, as expressed by some interviewees and in informal discussions.

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<th>45 questionnaires collected</th>
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<td>1. The organization of the CoDeS Working Conference</td>
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<td>• gave evidence of clear planning</td>
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<td>4</td>
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<td>• worked with a realistic time frame during the event.</td>
<td>37</td>
<td>6</td>
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<td>• allowed enough time to complete the objectives of the Conference</td>
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<td>• sent sufficient information and communication previous to the event</td>
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<td>2. The Conference provided….</td>
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<td>• appropriate content, clearly related to the aims/objectives of the event</td>
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<td>• a relevant mixture of activities: e.g. ice-breaking activities, lectures, poster session, active participation in workshops by participants, etc.</td>
<td>35</td>
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<td>• a right balance between active participation in the debate and active learning by listening to experts</td>
<td>33</td>
<td>7</td>
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<td>• good opportunities to develop a shared understanding of School Community Collaboration for ESD</td>
<td>30</td>
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<td>• good opportunities to meet different stakeholders in School Community Collaboration for ESD</td>
<td>29</td>
<td>11</td>
<td>5</td>
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<td>• good opportunities for socializing</td>
<td>36</td>
<td>8</td>
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<td>• good opportunities to get acquainted with the hosting country and community</td>
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<td>3. How useful were each of the sessions?</td>
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<td>• Opening session and CoDeS presentation</td>
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<td>• Lecture 1: Harald Payer - School Community Collaboration: Experiences, Qualities, Perspectives</td>
<td>8</td>
<td>23</td>
<td>10</td>
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<td>• Poster Session - thematic guided tour</td>
<td>18</td>
<td>18</td>
<td>4</td>
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<tr>
<td>• Introduction to case analysis and setting of the tasks</td>
<td>30</td>
<td>10</td>
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<td>• Workshop 1: The challenges for School Community Collaboration in ESD. Discussions of practical Experiences. Case Study no: 1 (1x4; 1x3), 2 (1x4), 3 (3x4), 5(3x4, 1x3), 6 (3x4).</td>
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<td>• Lecture 2: Arjen Wals - Hybrid learning towards Sustainability: creating vital coalitions between school and community</td>
<td>31</td>
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### 4. The venue …

- **was suitable for the working process**
- **offered an appropriate quality of overnight accommodation and meals**
- **took special requirements of participants into account**

### 5. Intercultural exchange

- **The difficulties in communicating due to diversity of languages were dealt with successfully.**
- **I was able to actively follow the whole group interactions**
- **Small group interactions during the workshops were useful for me**
- **Differences in viewpoints usefully challenged me throughout the event**
- **I established useful contacts with other participants through this event**

### 6. Personal experiences

- **I acquired a better understanding of the CoDeS project**
- **I developed a greater understanding about ESD and School Community Collaboration during the meeting**
- **Others (specify)**
  - Very good conference, well organized, good time management! Special compliments to Irene Krug!
  - I’m not very good in speak English, for this reason it was a little difficult to follow the whole group interaction
  - Got inspired to use experiences and methods from other projects in my work
  - I enjoyed walzer!
  - Need to include private sector/need to include technology
  - Thank you
  - It was a fascinating + productive event. Thank you all for the hard work, preparation, evaluation + inputs + discussion

### 7. References questions

My participation was funded by:
- **A. The CoDeS project**
- **B. My National Agency**
- **C. My institution**
- **D. Others**
- No answers

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<th>I'm professionally involved in ESD</th>
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<tr>
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<td>Mag. Manfred</td>
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<td>Austrian Federal Ministry for Education, Arts and Culture</td>
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<td>Reti</td>
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<td>Seoul National University; College of Education. Geography education. Korea</td>
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<td>Forest for life                                          Korea</td>
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<td>Prof</td>
<td>Wageningen University                                     The Netherlands</td>
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