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1. ENSI on the net: Information about the new website
The new website is under construction, after the internal meeting with Samuel Bucher and the decision on structure and functionality, the final work will be finished and we hope that we can publish the website just after the upcoming executive Meeting end of August

2. Strategic plan for ESD in the educational system in Switzerland
The assembly of the ministers of education of Switzerland (edk/cdip) decided on the strategic plan for ESD 2007-2014 for curricula, teacher education and quality criteria. ENSI is mentioned in this official document as the partner for international cooperations. First success of this collaboration is obvious in the partnership of the edk/cdip in the COMENIUS project SUPPORT. For more information about the Swiss strategy on ESD see: www.edk.ch > >Tätigkeitsbereiche>Bildung für Nachhaltige Entwicklung or www.cdip.ch >Domaines d’activité>Education au development durable.

3. Form – it “Take Part in Research”
Céline Loibl, Markus Meissner, Österreichisches Ökologie-Institut
Form-it “Take part in Research” provides a Specific Support Action for networking experts who work with and on new didactic concepts for science teaching. One of these new concepts is to systematically establish closer links between research institutions and education organisations. In many European countries initiatives have been launched to facilitate partnerships between universities and schools.
In some rare Member States such institutional collaboration is already promoted systematically through national programs and additional funding. Objectives of the project are to develop a practical guideline for realising such cooperations, to assemble a joint policy paper, addressed to national and European decision makers within the educational system and to compile a concept for preparing joint research on the issue within 7th Framework Programme. Form-it assembles experienced partners from five universities and research institutions, practising Research Education Cooperations (REC) for many years, two ministries and foundations, supporting modern science teaching through promoting and funding institutional collaboration projects as well as five research partners specified on innovative didactic models and new learning arrangements. These partners have particular expertise in analysing impacts of REC. Integrating members of ENSI in the consortium of the Specific Support Action ensures the close cooperation between Form-it and ENSI. In summer 2007 the consortium members look for successful RECs in their countries and prepare national survey reports. After defining quality criteria the good practice examples will be analysed for success factors.

**Announcement:**
Part of the project is an International Conference that will be held in Vienna between 12th and 14th of March 2008. Survey results and recommendations for policy makers and other decision makers will be presented and discussed. Furthermore future activities and awareness building for REC programs will be in the focus.

Form-it is funded by the Sixth Framework Programme.

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4. Follow up on Quality Criteria in Germany

**Education for Sustainable Development – Learning Goals and Opportunities for Secondary Level**
This guide sets out the competencies that pupils should have acquired on completion of secondary education within the scope of education for sustainable development. The guide is intended to support teachers, school administrations, parents and pupils, enabling them to act systematically and appropriately in this area. The guide should additionally set guidelines for schools which intend to integrate education for sustainable development into their school programme. For teacher trainers, the guide is to be seen as a basis for the creation of training measures, and education authorities can see it as an instrument providing important guidance in setting curricular goals.
For more information and the whole guide see: http://www.transfer-21.de/daten/materialien/Orientierungshilfe/quality_eng_online.pdf

Additional a guide:” Education for sustainable development at secondary level: - Justifications, competencies,learning opportunities” is available under:
5. SUPPORT: Successful new COMENIUS 3 project on ESD, supported by ENSI
The EU-commission informed that the application of SUPPORT as Comenius Network in the years 2007-2010 is accepted with a financial support of 42% (just as calculated by the preparing group). As part of the executive meeting the next steps will be discussed and circulated to all partners. Congratulations to the Norwegian Ensi members.

6. New publications: Switzerland and Austria
Sustainable Development: Competences for the Future Sustainable Development in concrete Terms (Upper secondary School and vocational training)
Everyone is talking about sustainability: projects are sustainable, learning is sustainable, the effect of a decision is sustainable, and so on. Often, when speaking of sustainability, people refer to something with a longlasting effect. But sustainable development is more than that: A development is sustainable if it globally meets the needs of the present generation without compromising the ability of future generations to meet their own needs.
In practice, putting this general central idea in concrete terms is everything but easy. Conflicts, misunderstandings, differing interpretations of events and facts, contradictory ideas on how to solve social problems, all this can stand in the way of simple solutions.
With this book, we want to bring together two aspects: the knowledge about the problems that one faces when addressing concrete issues of sustainable development and the capability to help solving them. We start from people’s everyday needs. We ask what it means to feed oneself, to dress oneself, to live, to care about one’s health, to spend one’s sparetime, to travel or to act politically according to the central idea of sustainable development.
This book wants to raise the awareness of situations of human beings, social groups and societies, of the enviroment, and of developmental trends. But above all, it also wants to spark interest in getting to the bottom of an issue, in investigating and thereby making out positive developments in companies, institutions, politics, and culture. And we want to encourage the conviction that together we can do something – given the competencies required.
Regula Kyburz-Graber (Ed.) Markus Kunz, Maja Dal Cero, Harry Spiess, Vicente Carabias-Hütter, Urs Hohl, Peter Iseli; 1st edition 2006 / 200 pages, 195 x 260 mm / colourprint, paperback
CHF 39.-/Euro 26.- / ISBN 3-03905-043-

Regula Kyburz-Graber / Paul Hart / Peter Posch / Ian Robottom (eds)
Reflective Practice in Teacher Education
Learning from Case Studies of Environmental Education
sFr. 58.-- / €* 40.-- / €** 41.10 / € 37.40 / £ 26.20 / US-$ 44.95
This book is focused on ten action research and evaluative case studies in environmental education carried out by teacher educators and teachers. The case studies range across five European countries: Austria, Hungary, Italy, Sweden and Switzerland. They are followed by cross-case comparisons which explore issues emerging from the documented reflective practice: aims of environmental education in the educational policy context of the countries, their relationship to the disciplines and the traditional knowledge transmission position, the role of action research approaches for innovation and reflection, and institutional conditions of collaboration in teacher education.

This international case study project is research based in adopting professional development approaches that are informed by action research principles. It represents examples of innovation that challenge established practice in schools and teacher education institutions. It provides study material for all who attempt to describe, change and improve their own education practices and who want to adopt an action research approach to professional or program development.

**Austria: New publication on Participation in Schools**

*9x Partizipation – Praxisbeispiele aus der Schule/ 9 times pupil participation – examples from school practice*

Action competence, pupil autonomy and sustainable values have become important new aims of schooling. Their indispensable precondition, however, the responsible participation of pupils in shaping teaching, learning and their school environment, is still rare. In the context of the international project Environment and School Initiatives (ENSI) nine explorative studies of self-regulated participative learning were elaborated in order to gain some insight into experiences of teachers and principals who initiated student participation in their schools and classrooms. The studies primarily deal with student participation in regular instruction and in cross-curricular project work. The book presents the nine case studies and a cross case analysis of the studies with a theoretical introduction.


[9xPartizipation-cover.pdf](9xPartizipation-cover.pdf)

**Education for Sustainable Development - Views and Insights**

The intent behind the UN Decade 2005-2014, as well as the overriding goal of Education for a Sustainable Development, is to design and promote learning that will help to design and promote learning that will help create a future marked by cultural diversity, one that is based on human rights and the safeguarding of natural resources for future generations.

All actors are called on to help concretize this goal by establishing new points of focus and, above all, by adjusting existing initiatives to bring them in line with the objectives of the UN Decade. The undertaking can only succeed through cooperation, thus necessitating broad participation and discussion.
Austria’s Federal Ministry for Education, the Arts and Culture has initiated such a discussion process by implementing regional consultations. This process is documented herein. The publication is more than just a chronological protocol, however, as the goal was to present a full and “vivid” picture, structured according to topics and contents. The summary has also been expanded to include the views of experts who are working to actively shape a future that is sustainable and liveable.

The publication is a milestone in that it summarizes the most current discussions underway in the hopes of initiating further discourse and thus ensuring that sustainable development will remain a subject of importance.

ISBN 978-3-85031-085-7

Quality Criteria for ESD Schools
Please find another book review to the QC-Book in Environmental Education Journal, produced by the Australian Association for Environmental Education: Volume 22 (1) 2006 pages 126-127 For further information contact Christine Affolter (christine.a.affolter@bluewin.ch) or the authors Jo Ferreira (j.ferreira@griffith.edu.au) Or Roy Ballantyne (r.ballantyne@uq.edu.au) or donna or stephanie at ajee@office-logistics.com

7. Collaboration with the Council of Europe
Publication project: “Engaging Youth in Sustainable Development”

The international network Environment and School Initiatives (ENSI) was charged by the Council of Europe, Directorate of Culture, Cultural and Natural Heritage, to elaborate ESD examples and educational concepts. Engaging Youth in Sustainable Development is a sample of good practice for learning about Sustainable Development in lower secondary schools, due to needs of 10 to 14 year old citizen to understand their role and opportunities to contribute for a sustainable tomorrow. The stories from student activities grade 5 to 9 from schools across 13 European countries and Canada inspire teachers and students to engage towards an ecologic, economic and social improvement of their community. 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 contributed through editorial of the two ENSI experts Michela Mayer and Johannes Tschapka, and through several ENSI related authors from at least 9 ENSI member countries.

8. New ensi website in Austria published
I have the pleasure to announce that the new Austrian ENSI web site which is on-line as part of the official web site of the Austrian Federal Ministry of Education, Arts and Culture

The web address is: http://ensi.bmukk.gv.at/index.htm

Comments to the web site are welcome! Günther Pfaffenwimmer
9. Outlook to the next month activities
Preparing the next steps of SUPPORT will be the main activity of the next months. Another working area will be the preparation of the 30th anniversary of the first environmental education conference at Tbilisi in 1977. This conference will take place at Ahmedabad (India) and ENSI will give a contribution to this meeting and will use it to improve the Asi-Pacific activities. Christine Affolter, Cam Mackenzie and Reiner Mathar will be the ensi-delegation. For more information look at:
http://www.tbilisiplus30.org/