



Comenius



Education and Culture DG

CoDeS Mailing 12

December 2013

1. **CoDeS Barcelona Conference is online!**
2. **Erasmus+: New funding regulations for teachers concerning participation on Conferences in spring 2014**
3. **Report on: The index for Inclusion (AU)**
4. **Report from 'The bottle project' (GB)**



1. CoDeS Barcelona Conference is online!

CoDeS invites to its final conference on May 21st to 23rd 2014. The main event will be followed by a post conference seminar, open to all persons interested in research on ESD.

You have the chance to meet and to discuss with Lucie Sauvé (University du Québec, Canada), Kartikeya V.Sarabhai (CEE India), Arjen Wals (University of Wageningen) and Rolf Jucker (KaosPilots Switzerland); and you will have the opportunity the present your own project and to share your experience with colleagues from all over.

All information including the interactive registration form for the conference and accommodation is uploaded at www.comenius-codes.eu

Here you find as well the guideline for poster presentation; your project and your expertise will play an important role at the Barcelona Conference!

Registration is open for you now!

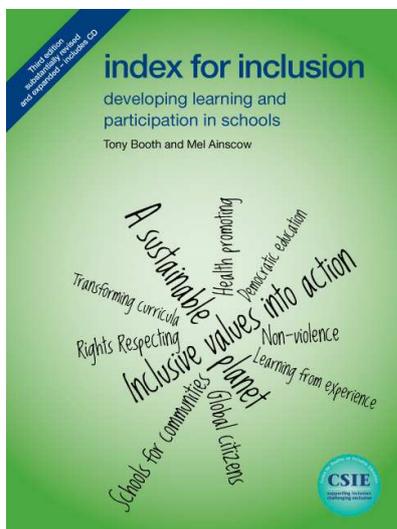
2. Erasmus+: New funding regulations for teachers concerning participation on Conferences in spring 2014

Funding regulations for teachers and school staff as far as published by December 9th 2013
(Please confirm with your national agency!):

- There will be no funding for IST courses, peer learning and participation on conferences before July 1st 2014.
- Teachers are obliged to plan their In-service activities within their institution. The institution (e.g. the school) can apply for a certain number of mobilities annually; there is no possibility for teachers to apply for funding individually.
- The EACEA database with the listed courses/In-service opportunities is going to be closed in the next year.

3. Report on the Index for Inclusion

By Irene Gebhardt and Angela Gredler



The Index for Inclusion

is a tool for self evaluation of communities. “It draws together interventions in education to do with environmental sustainability, global citizenship, health promotion, democracy, values, rights and non-violence. Inclusion is seen to involve the principled development of education and society.”

The third edition of the index for inclusion - the green edition - contributes to the UN decade of biodiversity, 2011 to 2020. It has been substantially revised in the light of ten years experience of its use in the UK and in the more than 40 countries that have adapted and translated it.

More Information:

- Third edition of the Index for Inclusion: Booth/Ainscow: Index for Inclusion: developing learning and participation in schools. CSIE 2011 <http://www.csie.org.uk/publications/>
- Index for Inclusion: developing play, learning and participation in early years and childcare (includes CD) (2006) <http://www.csie.org.uk/resources/current.shtml>
- The Index for Inclusion in different languages - http://www.eenet.org.uk/resources/resource_search.php?theme=indx&date=0&author=0&publisher=0&type=0&country=0
- Index for Communities (in German only): Montag Stiftung Jugend und Gesellschaft, (Hrsg.) Inklusion vor Ort - Der Kommunale Index für Inklusion – ein Praxishandbuch. Bonn 2011 - <http://www.montag-stiftungen.com/jugend-und-gesellschaft.html>

4. The bottle project

By James Hindson and Jacky Burnell

Over the last six months Sense&Sustainability in the UK worked with a local independent school and a plastic bottle manufacturing company to make it possible to stop using disposal water bottles in the School.

Moreton Hall is an Independent School for Girls in the UK - and with 450 pupils, the school used to get through around about 10000 disposable bottles a year! The People&Planet group at the School enlisted the help of Sense&Sustainability to try solve what they saw as a plastic bottle crisis. This involved the P&P team contacting a local plastic bottle company – Osprey – and talking to their marketing manager to find out more about the impact of plastic and the possibility of purchasing refillable bottles made out of organic plastic. Working in partnership with the company the team produced a business plan and persuaded the Schools Finance manager that buying a refillable bottle for each pupil in the school would be a cost effective. The money saved by not buying disposal bottles would more than pay for the refillable bottles. The great thing is that the refillable bottles are made out of the waste produced from sugar cane processing and so are really environmental! The team also calculated that they managed to save around 5 tons of CO2 a year. A great example of a NGO working in partnership with a school and local business. Katy and Lottie picture below are the leaders of the People and Planet team in the School and were really excited to be able to make a difference.

