

SESSION 1

Session 1: 14:30 – 18.30

Progress made and outlook for the United Nations decade of Education for Sustainable Development in EU member countries

.30 Welcome and Introduction

by Willy Sleurs, President of ENSI (Environment and School Initiatives) and Alexander Leicht (UNESCO Commission Germany)

14.45 Introductory Panel

Moderation: Michel Ricard

Elisabeth Bittner (European Commission – DG Education): **European Efforts on the Decade for ESD**

Candice Stevens (OECD): **Role the OECD in the Decade for ESD**

Roel van Raji (Chair of the expert group on Indicators for the UNECE Strategy for ESD): **The UNECE proposal for Indicators**

Daniella Tilbury (Chair of the UN's Global Monitoring and Evaluation Expert's Group - MEEG): **The UNESCO Global Monitoring Process**

15.15 Short presentation of the four workshops themes, leading questions and workshop facilitators

Moderation: Christine Affolter

1- The whole institutional approach to ESD and the role of school in the society, Michela Mayer (Italian Unesco Commission for DESD, Italy) and Evgenia Flogaiti-Paraskeva (National and Kapodistrian University of Athens)

2- A systemic approach to curriculum changes in educational institutions Maryse Clary (IUFM, Université de Provence, France) and Guy Turchany (l'Université Szent Istvàn de Gödöllô, Hungary)

3- Professional Educational competences in ESD.

Regina Steiner(Forum Umweltbildung) and Mercé Junyent, (University Autonomous of Barcelona, Spain)

4- Informal and social learning: The challenge of the Decade to the educational system

Roel van Raji (Ministry of Agriculture, Nature management and Food Quality, Netherlands) and Ingrid Mulà Pons De Vall (International Research Institute in Sustainability (IRIS), University of Gloucestershire, UK).

15.45 Coffee Break

16.10 Workshops

Workshops aims: the workshops of Session 1 , will deal with different sub-questions, with the aim of 'exchanging' successful initiatives (local, national, and international) but also to individuate the main limits and obstacles in different European countries.

1- The whole institutional approach to ESD and the role of school in the society

Basic assumptions: DESD and the UNECE strategy ask for a whole institutional approach starting from school and universities:

Questions for the participants:

- What evidence that this approach has been recognized as relevant in the European Educational Systems?
- What has been its diffusion and how much institutional support has been received?
- Which organisational/institutional changes are needed in order to transform educational institutions in 'learning organisations' and 'core social centres' for the local community?
- What do we have learn from 'good experiences' in schools and in Universities?
- Which indications can we give to engaged schools and Universities?
- Which recommendations to European and national Educational Authorities?

Ws facilitators: Michela Mayer and Eugenia Flogaitis

Relevant Documents and books for Workshop 1: UNECE Strategy, Belgrade UNECE report, Belgrade Good Practices report, ENSI Comparative research on Ecoschools, ENSI Quality Criteria for ESD schools.

2- A systemic approach to curriculum changes in educational institutions

Basic assumptions: ESD ask for a systemic approach and for the developing of key competences connector to real life situation

Questions for the participants:

- What evidence that European countries curricula and teachers practice is developing a systemic approach to ESD in formal education?
- Do educational institutions integrate real life issues and ESD key concepts, new teaching and learning methodologies, into their curriculum planning?
- How do schools support project work and work in an enlarged learning environment?
- How are partnerships and collaborations with local enterprises, NGO's and media installed, organised?

Ws facilitators: Maryse Clary and Guy Turchany

Relevant Documents for Workshop 2:

ENSI publication Engaging youth in Sustainable Development.

Book : Edgar Morin, Les sept savoirs nécessaires à l'éducation du futur

ppt : Education au Développement Durable! Conscientisation, éducation et formation à l'environnement et le Développement Durable dans la gestion du

district hydrographique du Körös (Crisul). Guy Turchany
texte : Une approche systémique pour l'EDD, Maryse Clary

3- Professional Educational competences in ESD.

Basic assumptions: ESD doesn't ask for new subject and not necessarily for extra work, but ask for a new vision of teaching and learning, for a systemic approach to real life global problems, for new competences in education

Questions for the participants:

- What progresses have been made in the first 4 years of the decade in teacher competencies on ESD?
- What is the status quo in our respective countries – the chances and the challenges?
- What would we need to proceed or do better?
- What indications can we give for teacher education and training
- What recommendations can we give to authorities being responsible for teacher education?

Ws facilitators: Merce Junyent and Regina Steiner

Relevant Documents for Workshop 3: Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning; DESECO Executive Summary; UNECE Discussion Paper On Competence In Education For Sustainable Development in The Education Sector, April 2008; Handbook from CSCT.

4- Informal and social learning: the challenge of the Decade to the educational system

Basic assumptions: in Europe informal and social learning are seldom considered part of the educational system, schools consider informal education mainly as an 'antagonist' (especially media and internet) and not as an allie, and this constitute a real challenge for the DESD efforts.

Questions for the participants:

- What evidence in Europe of new alliances, and new strategies in the use of informal education and social learning for ESD?
- Which educational good practices have been diffused and have become part of general social learning?
- Is it possible that NGO's or local authorities build a bridge between schools and society?

Ws facilitators: Roel van Raji and Ingrid Mulà Pons de Vall

Relevant Documents for Workshop 4:

UNECE Strategy for ESD; UNESCO International Implementation Scheme Book : Social Learning , towards a sustainable world, Edited by Arjen Wals, Wageningen Academic Publisher

17. 30 Panel of the Workshop rapporteurs

Moderation: Christine Affolter (ENSI executive):

'Relevant 'new' strategies and foci to be developed, as well as next steps to be taken to fulfil the goals of DESD in Europe'.

18.10 Final Synthesis and Recommendations

Daniella Tilbury (University of Gloucestershire, UK):
Synthesis of ESD in the first term of the Decade on ESD and
Recommendations for the EU concerning ESD in the second term.

Short presentation of facilitators and discussants in SESSION 1

Christine Affolter is ENSI Vice President and head of the ENSI secretariat and Coordinator of ENSI Switzerland. Her professional background is pedagogy, teacher training as well as organisation development and quality improvement.

Maryse Clary, maître de conférences honoraire de l'Université de Provence-IUFM, a été responsable pédagogique au niveau national de l'opération ENSI dans le cadre de l'OCDE-CERI et consultante en ErE pour ce même organisme. Participe à des recherches en EDD dans le cadre de l'Union Européenne, a participé à un programme d'EDD dans les îles de l'océan Indien à la demande de l'UE et de la COI (Commission de l'océan Indien). CO-organise des rencontres circum-méditerranéennes dans le cadre associatif (association U Marinu).

Eugenia Flogaiti, Born in 1953, **Evgenia Flogaitis** is a Professor in Environmental Education and Director of the Environmental Education Research Centre (EERECE) at the University of Athens. She has a Degree in Biology (University of Athens) and a PhD in Ecology from the University Paris VI (P. et M. Curie – Ecole Normale Supérieure). She has published books, educational material and papers in Greek, French and English in the field of Environmental Education.

Merce Junyent, Lecturer professor at the University Autonomous of Barcelona (UAB), Department of Didactics of the Experimental Sciences; Member of the Research Group on Scientific and Environmental Education at the University of Girona; Member of the Research Group COMPLEX at the UAB. Involved in national and international research networks on Education for Sustainability.

Michela Mayer member of the UNESCO Italian Commission for DESD, former President of ENSI is the ENSI Italian national coordinator, member of the UNECE expert group for the evaluation of the UNECE strategy for ESD, responsible for research on ESD and on Educational Evaluation in Italy and abroad, she was member of the OECD- PISA science Expert Group 2006.

Ingrid Mulà Pons De Vall is a doctoral research student at the International Research Institute in Sustainability (IRIS), University of Gloucestershire, UK. Previously she was a postgraduate researcher at University of Girona (Spain) and belonged to its Science and Environmental Education Research Group (GRECA). Ingrid's current research looks into how and where social learning for sustainability takes place within higher education.

Roel van Raji is a senior officer in the ministry of Agriculture, Nature management and Food Quality in Netherlands. He's dealing with dossiers as ESD, Environmental Education policies, public participation, interaction between government and NGO's and knowledge management. As secretary

of the steering committee for the national program "Learning for Sustainable Development" he is involved in interdepartmental, intergovernmental and multistakeholder processes. He is the chair of the Expert Group on indicators for the UNECE Strategy for ESD and member of the MEEG and Reference group for UNESCO.

Regina Steiner is managing of the Agency 'Forum Umweltbildung Salzburg AT'. Her special focus lies on teacher education and international and national cooperation. She is also programme manager of 'Ecologisation of Schools, ÖKOLOG at'. She has degrees in Education, Adult Education and Biology.

Daniella Tilbury is Professor of Sustainability, at the University of Gloucestershire, UK. She has corporate and academic responsibilities across the University. Daniella is the Chair of the UN's Global Monitoring and Evaluation Expert's Group (MEEG) which advises on the assessment of global progress in ESD. She co-led the UNESCO-IUCN Asia Pacific Indicators Project in ESD (2004-07) and was the IUCN Global Chair in Education for Sustainability (2000-2005). She has also acted as an expert informant to the Australian Parliament and the NZ Parliamentary Commissioner for the Environment on matters of ESD. She is a member of UNESCO UK National Commission's Working Group on Indicators in ESD.

Guy Turchany, Dr. h.c. architecte-urbaniste Professeur en Aménagement du territoire, Gestion de l'environnement et Développement durable. Membre du Comité National Hongrois de l'Accréditation. Appointed member The International Committee for Human Rights (1994) Prix : Primus Ludvicus Magnus Prize Pro Universitate et Scientia Hu. (2002), Researcher of the Year-2001 American Biographical Institute USA., actuellement professeur émérite de l'Université Szent István de Gödöllő

Session 1 ENSI - Documents and Links

UNESCO International Implementation Scheme

http://portal.unesco.org/education/en/ev.php-URL_ID=23279&URL_DO=DO_TOPIC&URL_SECTION=201.html

UNECE Strategy for ESD

<http://www.unece.org/env/documents/2005/cep/ac.13/cep.ac.13.2005.3.rev.1.e.pdf>

Good Practices in Education for Sustainable Development, UNECE

<http://www.unece.org/env/esd/GoodPractices/index.html>

Learning from each other: achievements, challenges and the way forward - Report on progress in implementation of the UNECE Strategy for ESD, in English

<http://www.unece.org/env/documents/2007/ece/ece.belgrade.conf.2007.inf.3.e.pdf> <http://www.unece.org/env/documents/2007/ece/ece.belgrade.conf.2007.inf.3.e.pdf>

in French:

<http://www.unece.org/env/documents/2007/ece/ece.belgrade.conf.2007.inf.3.f.pdf>

Book: *Eco-schools: trends and divergences. A comparative study on eco-school development process in 13 countries.* F.Mogensen and M. Mayer (Eds)

<http://www.ensi.org/Publications/media/downloads/173/ComparativeStudy1.pdf>

Book: S. Breiting, M. Mayer, F. Mogensen, *Quality Criteria for ESD schools* in English: <http://www.ensi.org/Publications/media/downloads/208/QC-GB.pdf>

Quality Criteria in French:

<http://www.ensi.org/Publications/media/downloads/213/QC-FR.pdf>

Book: *Developing Quality at "ESD Schools". Quality Areas, Principles & Criteria.* Transfer-21 Programme's 'Quality and Competences' working group

http://www.ensi.org/Publications/media/downloads/9/quality_eng_online.pdf

Book: *Engaging youth in Sustainable Development. Learning and Teaching Sustainable Development in Lower Secondary Schools,* M. Mayer and J. Tschapka, Eds.

http://www.ensi.org/Publications/media/downloads/223/Engaging_Youth_08_internet.pdf

Education au Développement Durable! Conscientisation, éducation et formation à l'environnement et le Développement Durable dans la gestion du district hydrographique du Körös (Crisul). Prof. Guy Turchany
http://www.prof-turchany.eu/documents/DD_fr_UIDD_formation_au_DD.pdf

Book : Edgar Morin, *Les sept savoirs nécessaires à l'éducation du futur*
<http://unesdoc.unesco.org/images/0011/001177/117740fo.pdf>

DeSeCo English: <http://www.oecd.org/dataoecd/47/61/35070367.pdf>

DeSeCo French:

<http://www.deseco.admin.ch/bfs/deseco/en/index/03/01.parsys.34011.downloadList.72115.DownloadFile.tmp/2005.dskcexecutivesummary.fr.pdf>

Key competences for Life long learning:

http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_394/l_39420061230en00100018.pdf

LLL key competences in French:

http://ec.europa.eu/education/policies/2010/doc/basicframe_fr.pdf

Handbook from CSCT:

[http://www.unece.org/env/esd/inf.meeting.docs/SC/SC-3/
CSCTHandbookCompetencesESD.pdf](http://www.unece.org/env/esd/inf.meeting.docs/SC/SC-3/CSCTHandbookCompetencesESD.pdf)

Book : *Social Learning , towards a sustainable world*, Edited by Arjen Wals,
Wageningen Academic Publisher

[http://www.wageningenacademic.com/default.asp?
pageid=58&docid=16&artdetail=sociallearning&webgroupfilter=&](http://www.wageningenacademic.com/default.asp?pageid=58&docid=16&artdetail=sociallearning&webgroupfilter=&)