

## Norway

**Education for Sustainable Development -  
Flaktveit School, Municipality of Bergen**

*This primary school (students aged 6-13) has a focus on education for sustainable development. The learning objectives, which are displayed on posters in the school, are that students understand and take care of one another, the environment and society. Students are educated to see their place in society and take personal responsibility to work towards a sustainable future. Teachers cooperate in teams to plan learning activities, part of which is done in mixed-age groups. Specific learning activities include a programme on waste disposal and waste handling, for which the school collaborates with a waste management company, collaborations with a Green agency on water resources, and collaborations with a large company to learn how a company can solve environmental issues. Students also support non profit organizations by collecting money, for example for earthquake victims, in order to give the students the feeling that they can contribute and change the world, and to develop their social and ethical attitudes. The programme on waste disposal has been introduced in all other schools in the region, based on the model developed by Flaktveit School.*

**Main Focus of Innovation:** CONTENT, RESOURCES, ORGANISATION

**Other Keywords:** alternative philosophy

**General Information**

**Name of the ILE:** Education for Sustainable Development - Flaktveit School, Municipality of Bergen

**Location/Address:** Flaktveitsvingane 17, N-5135 Flaktveit

**Website:** [www.bergensskolen.no/flaktveit](http://www.bergensskolen.no/flaktveit)

**Rationale**

*Why do you suggest that it should be included in the project? How does it respond to 21<sup>st</sup> century learning challenges?*

Learning challenges for the 21st century must attend to the individual's need for academic development and give these individuals the opportunity to function well in society based on the demands made by society, also providing the individual with an ethical platform in order to contribute to sustainable development that protects the foundation of society; nature and the natural environment. We believe that our comprehensive way of thinking - where an education for sustainable development is the superstructure for all learning - provides this combination. We try to keep a more traditional view of learning that will provide all children with good development, academic knowledge and good skills, at the same time as we can give them a more comprehensive view of society and the world that surrounds them. We base this on a 6 step theoretical model with learning objectives that stretch from the individual to the planet:

We shall teach our pupils to:

- Understand and take care of themselves
- Understand and take care of one another
- Understand and take care of your local community
- Understand and take care of nature
- Understand and take care of the planet
- Make good sustainable decisions about the future of a democratic society

The first item in this list also contains learning skills like mathematics, reading and writing; in fact all types of learning. Taking care of oneself means making the best out of one's own abilities and utilising one's own capacities. Consequently, the entire system is based on the idea that learning is important. But current climate changes are showing us that it is relevant how we put this knowledge to use. For us, the innovative aspect of our program involves strengthening the ethical superstructure of all learning and education, giving our school activities another dimension in terms of values.

We have also established a system for waste disposal that gives this education a more practical dimension. This is briefly described in Item 7. It is important that learning designed to impart and develop values not only be based on theory but also actively getting pupils and teachers to participate and develop a sense of responsibility. The waste disposal and handling program was adopted by the Municipality of Bergen, which through a political resolution arranged to export our program to all schools and kindergartens in Bergen.

The school has received a lot of attention and recognition because of our work, with many newspaper articles written in Bergens Tidende, Bergensavisen and Åsane Tidende. The program was also awarded the "Green Flag" as the first school in Hordaland with such a program, also winning Hordaland County's Environment Award for 2008. This confirms that our view of education for sustainable development is respected in many different environments. We put great emphasis on long-lasting structures instead of short-term projects.

**Evidence**

*Is there any evidence or indications showing that this initiative achieves the outcomes that it is aiming at?*

No, these kinds of initiatives and activities are not the kinds that can be immediately measured, but we plan to carry out a survey that will compare and look for differences between our pupils and pupils at some other comparable schools in attitudes and knowledge about sustainable development and the environment.

**Learning Aims / Intended Learning Outcomes of the ILE**

*What are the core learning aims and which knowledge, skills or attitudes are to be acquired? (These may include outcomes related to learners' social, interpersonal, or meta-cognitive development)*

Learning goals are sketched out in the 6 items described in Item 2 which take their starting point in the idea that developing democracy and sustainable development is done by and through each individual.

The social and interpersonal aspects are found in understanding and taking care of one another and by interaction that cares for the environment and society in the best way possible, and takes care of nature. In a metacognitive sense, it is important for the individual to see his or her place in society in this process; everyone must take personal responsibility to improve the environment and work toward a sustainable future.

**Learners**

*Which group(s) of learners is it aiming at? Who is eligible to take part? How many learners are there? What are their ages?*

All the pupils at the school are the target group for learning. This is organized at each year level by having teachers plan the activities and learning goals.

The school has 405 pupils in the age group from 6 to 13.

**Facilitators**

*Who are the teachers/facilitators? Who are the leaders? What are their professional backgrounds? What are their roles?*

The learning environment is organized by school administrators under the leadership of the head teacher, prepared by a project group and evaluated by the assessment group which will keep a critical eye on the organizing and learning processes. Everyone who participates as an organiser or teacher has experience from a Norwegian teacher education and practices of varying periods of time.

An important part of planning and execution of the teaching activities is organizing teachers at each year level into teams. The teams plan learning activities that will promote sustainable development based on frameworks set by the objectives of the theoretical model and by detailed compliance with local curricula.

**Organization of the ILE**

*How is learning organised? How do learners and facilitators interact? What kind of pedagogy do they follow? What curriculum is used?*

The school uses curricula adapted to local objectives, with their point of departure in Knowledge Promotion and the National Curriculum Plan from 2006. The 6 items for an education for sustainable development function as the superstructure for and connection between the different curricula and subjects.

Learning here is integrated into normal teaching and also in its own thematic periods that the teams plan together, where focus is primarily placed on contributing to sustainable development through the pupils' understanding of themselves and the world around them.

At levels 4 to 7, learning is also organized in groups of mixed-aged pupils given in 5 week workshops based on an alternating system that provides all pupils with the same situation for learning and the same goals throughout the year. One of the most important areas of focus in organizing this is the idea of education for sustainable development. All our workshops in this respect are done with special emphasis and focus on practical learning situations.

Practical learning: Through waste handling and disposal, pupils at 6th grade level form environment patrols to gain practical experience working with waste at the school, to be able to provide them with an understanding of the importance of sorting waste. All grade levels and pupils must sort waste in their own classrooms and bring this garbage to the base stations, but it is the 6th graders who will ensure a functioning connection between these base stations and the waste handling company's collection station.

The pupils apply for jobs as members of the environment patrol, but most of the pupils in 6th grade participate throughout the school year.

The pupils also study the content of heavy metals in local water resources that are affected by the old waste landfills in the area, and work with the Green Agency in Bergen to try to influence positive development to hinder greater harm to groundwater.

Learning in this respect shall be as practical as possible, but there is also some theoretical learning integrated into the subjects.

An important part of work raising the pupils' awareness of the importance of sustainable development is that we have created posters that will be hung in all the classrooms. These posters show the 6 learning goals for an education for sustainable development in first person form.

The school also cooperates with external operators to improve learning. The waste handling program arose from good cooperation with BIR (a waste management company in Bergen), and 6th graders also work with IKEA every year to see how a big company works to solve environmental issues on a local level; through incitements to ride bicycles to work, local treatment of own waste and greater participation with UNICEF.

Cooperation with SOS Barnebyer (SOS Children's Villages Norway) is also an important part of learning. This cooperation helps to motivate pupils to see and understand how children live in different conditions in other parts of the world – and helping the organization collect money. The school has collected more than 100 000 kroner in three years to build a football pitch at Children's Village in Livingstone, Zambia. A request to collect money for earthquake victims in Haiti has as of today (15.02.2010) led to the pupils collecting and sending 35 000 kroner to the Children's Village in Port-au-Prince. This kind of participation is important for learning, because the pupils get the feeling they can contribute and actually change the world, thereby developing their social and ethical attitudes.

### **Learning Context**

*In which context does learning take place? What does the physical learning environment look like? Are community resources used to facilitate learning and how?*

We refer you here to Item 7, where organizing learning and collaborators is also described. The physical learning environment is varied, through learning done in normal classroom teaching in mixed-age groups of 4<sup>th</sup> to 7<sup>th</sup> graders, through hands-on waste disposal and practical research about the effects that local landfills have on groundwater, and through external learning arenas done in cooperation with IKEA and the use of the VilVite Senteret (the Want-to-Know Centre) in Bergen.

### **History of ILE**

*Who initiated it? For what reasons was it started and with what purpose? Have these changed since?*

Head Teacher Daniel Ødegård initiated the school's focus on education for sustainable development and was the person who formulated the 6 learning goals. When he became head teacher at Flaktveit School in May of 2006, he included this program into the school's primary focus areas and worked with the teacher group to develop a common attitude to the subject and its objectives.

The objective is to provide pupils with the opportunity to develop attitudes to the environment around them, and through their actions to contribute to creating a good world that develops democratically and includes sustainable development for the natural environment. The project group and assessment group were later developed along the way. The focus on content for the mixed-age group’s practical competence has also been strengthened by including education for sustainable development into the group’s school plan as we discovered that this was a suitable arena for learning for this program. The cooperation with IKEA was also developed along the way.

**Funding of the ILE**  
*How is it funded?*

This innovative learning environment is mainly financed using the school’s own budget, but we were also given two-year project support funding from the Municipality of Bergen for developing work with education for sustainable development. In connection with this, we were given the status of Exemplary School in Bergen (Fyrtårnscole) for our education for sustainable development program.

**Learning Outcomes**  
*What are the learning outcomes achieved by the ILE, including academic, social, interpersonal and meta-cognitive outcomes? How is learning assessed?*

We have not yet established any assessment criteria or methods for this learning. This type of work is not always measurable, but is seen as part of the formation of open-minded individuals who can help influence the future in a positive way through attitudes and actions. We also plan to carry out a survey that will compare and look for differences between our pupils and pupils at some other comparable schools in attitudes and knowledge about sustainable development and the environment, as described in Item 3.

**Documentation describing or evaluating the ILE**  
*Is there documentation on this learning environment? Is there a website? Films? Research reports or evaluations? Other forms of documentation? (please supply references or links)*



*5th graders participate in the Bergen Climate Forum.*

*Pupils and head teacher receive County Environment Award.*



*Pupils work with green energy in mixed-age pupil group.*



*The head teacher accepts the Green Flag on behalf of the school in 2008.*

**Utdanning for Bærekraftig utvikling**



- Jeg skal lære å forstå og ta vare på meg selv
- Jeg skal lære å forstå og ta vare på andre
- Jeg skal lære å forstå og ta vare på nærmiljøet mitt
- Jeg skal lære å forstå og ta vare på naturen
- Jeg skal lære å forstå og ta vare på hele kloden
- Jeg skal lære å ta gode, bærekraftige beslutninger for fremtiden, sammen med andre.



BERGEN KOMMUNE



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BERGEN KOMMUNE



**Other information you consider to be relevant to describe the ILE**

Since 2006/2007 we have been able to achieve these goals:

- Establishing a system for sorting waste, practiced systematically and daily at school. In 2008, the City Council of Bergen resolved to introduce this program into all kindergartens and schools in Bergen based on Flaktveit School's model.
- Posters that formulate the basic goals were made and hung on the walls of all our classrooms.
- Work at all grade levels and in the after-school day care facilities for schoolchildren (SFO) with a teaching plan related to education for sustainable development.
- A presentation of the goals and thoughts behind our work has been given at many parent meetings.
- Developed the possible choices for themes and focus areas in working toward practical competence at grade levels 4-7 to emphasise education for sustainable development, i.e. green energy, environmental techniques and technology and outdoor-school mathematics.
- Preparation of new local curricula that focus on education for sustainable development. This work has been concluded in Mathematics, Physical education, Music, Arts and crafts for all grade levels and in Norwegian for 1<sup>st</sup> to 4<sup>th</sup> graders.
- Developed a cooperative project with IKEA for 6<sup>th</sup> graders.
- We have been running outbound activities directed at other schools and agencies in Bergen.
- We have lectured about our work at many conferences in Bergen and at 2 European conferences on education for sustainable development in Hungary and Montenegro.
- We have cooperated closely with the Norwegian Directorate for Education and Training through the European SUPPORT project, which will end its round of conferences in Bergen in April 2010.
- Implemented various enhancements to skills and competence of our school staff using external and internal forces and resources.