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**Presentation at the OECD workshop on Education for Sustainable Development
Paris, September 11-12, 2008**

Thank you for inviting me to give a presentation at this workshop on behalf of the ENSI network.

International Network Environment and School Initiatives ENSI

At first I want to present ENSI-network the in addition to Mr. Bernard Hugonnier's reference:

ENSI is a decentralised international network set up in 1986 under the umbrella of OECD's Centre for Educational Research & Innovation (CERI). For almost 20 years, ENSI has supported educational developments that promote environmental understanding, active approaches to teaching and learning, and citizenship education, through research, policy development and the exchange of experiences and knowledge internationally.

ENSI provides a unique international umbrella for national activities and innovation in the field of environmental education / education for sustainable development and school development, to share learning and experiences and to help advance international and national agendas on education for sustainable development.

ENSI's mission is

- the promotion of environmental awareness and Education for Sustainable Development
- the promotion of dynamic qualities, such as initiative, autonomy and individual responsibility.

The environment offers a very special context for achieving a broader and more integrated development of human creativity, initiative and organisational skills and qualities that are essential prerequisites for achieving a sustainable society.

ENSI is moving into a new phase of activity and dialogue in identified priority areas of teacher education, eco-school movements, networking and quality criteria within environmental education, and mainstreaming.

ENSI aims to:

- create stable learning networks, which link schools, families, community and workplaces
- generate local knowledge and meaningful discourses concerning sustainable development to meet personal, social and economic needs within communities
- foster the democratic participation of students as active citizens in shaping the environmental conditions of their life and work.
- In the areas of teaching and learning, ENSI endorses:

- students increasing their control in determining the nature and content of their learning experiences
- the shift from authority based to negotiated learning experiences
- the use of content (knowledge or ideas) as resources for reflecting about personal experiences of the environment and for undertaking intelligent and responsible action towards it
- the shift from institutionally based monitoring/assessment of learning experiences to personal self-monitoring or assessment on reflection and feedback from the community.

In the area of school – community relations, ENSI supports the:

- shift away from the classroom as a learning site towards the community as a learning site
- use of the school as a learning resource for the community, and the community as a learning resource for the school
- development of a flexible and dynamic curriculum for all students which focuses on sustainable development in the local environment, and is responsive both to the need of students to make sense of their personal experience in the world outside school and to the social and economic needs being voiced within the local community.

Finally, in using research as an integral part of development, ENSI:

- treats development activities as experiments to be tested through gathering the perspectives of a range and variety of participants involved in the development process within the community (comprising students, teachers, parents, community representatives, employers)
- addresses research questions initiated by the parties involved in the development process
- involves participants in being accountable for their work at the local level
- constructs reflective accounts of the development process as it operates, metaphorically, in the swampy lowlands and which refrains from adopting a helicopter perspective
- participates in the production of comparative studies of the development process in different local and national contexts, as a means of stimulating public debate.

ENSI's main partners are:

- Governments committed to improving education for sustainable development
- Pilot schools with teachers and students
- Researchers and experts
- Teacher educators and their students

ENSI Member countries are:

Australia, Austria, Belgium, Croatia, Denmark, Finland, France, Germany, Hungary, Ireland, Italy, Luxembourg, The Netherlands, Norway, Slovenia, Switzerland,

ENSI Partner countries are:

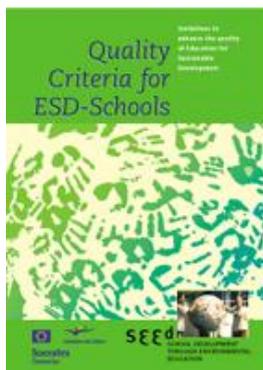
Canada, Greece, Japan, Korea, New Zealand, Spain, Sweden, UK.

Additionally ENSI shares knowledge and collaborates with new partners in Asia: Thailand, Malaysia, India and UNESCO Bangkok and is networking with partners of the South Pacific and individual experts over Asia.

ENSI has international partnerships with UNESCO, UNECE and UNEP / Carpathian Convention and is in collaboration with Council of Europe, European Union and OECD/CERI and was recognised as an international NPO in 2007.

Quality Criteria for ESD-Schools

As second I want to present the “**Quality Criteria for ESD-Schools - Guidelines to enhance the quality of Education for Sustainable Development**”, published by Soren Breiting, Michela Mayer & Finn Mogensen in 2005.



The Quality Criteria

- target schools and educational authorities engaged in Education for Sustainable Development (ESD),
- present a proposal for a non-exhaustive list of 'quality criteria' to be used as a starting point for reflections, debates and further development in regards to future work on ESD,
- were developed in the frame of an EU Comenius 3 network project "School Development through Environmental Education" SEED (2002 – 2005) with was promoted, coordinated and supported by ENSI,



- grew out of the results of a **comparative research study “ECO-schools: trends and”, divergences**, published by Finn Mogensen & Michela Mayer, in September 2005. This study is based on information collected from 13 country reports on implicit and explicit criteria guiding Eco-schools' development processes in whole school plans, inspired by Environmental Education values and principles. By analysing trends and divergences in the reports, the publication focuses on identifying the visions of the future world that are embedded in the Eco-schools' programmes and what conceptualisation of learning-teaching processes and school development can be identified in this work. (download at http://www.ensi.org/Publications/ENSI_related_publications/)

- are translated into 12 languages: Catalan, Danish, Dutch, English, Finnish, French, German, Hungarian, Italian, Portuguese, Romanian and Spanish; the Croatian and the Russian version are on their way.

The ppt versions of the different language versions can be downloaded at

http://www.ensi.org/Publications/ENSI_related_publications/)

- are now in the process of dissemination and communication e.g. in teacher in-service training seminars in all ENSI member countries and beyond.
- comprise the following aspects of ESD-Schools:

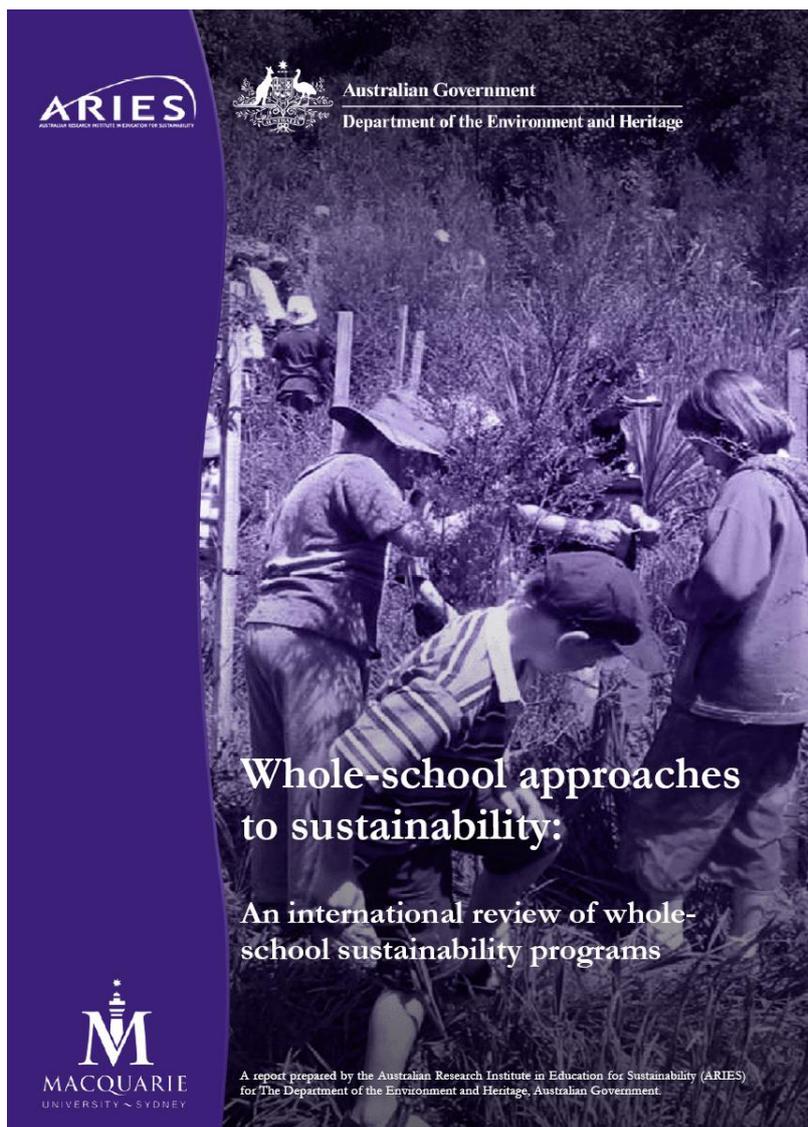
Quality criteria regarding the quality of teaching and learning processes	Quality criteria regarding school policy and organisation	Quality criteria regarding the school's external relations
<ol style="list-style-type: none"> 1. Area of teaching-learning approach 2. Area of visible outcomes a school and in local community 3. Area of perspectives for the future 4. Area of a 'culture of complexity' 5. Area of critical thinking and the language of possibility 6. Area of value clarification and development 7. Area of action-based perspective 8. Area of participation 9. Area of subject matter 	<ol style="list-style-type: none"> 10. Area of school policy and planning 11. Area of school climate 12. Area of school management 13. Area of reflection and evaluation of ESD initiatives at school level 	<ol style="list-style-type: none"> 14. Area of community cooperation 15. Area of networking and partnerships

Review of sustainable school programs

Referring to the ECO-schools-whole-school approach which exists world wide from Scandinavia to Australia I can recommend the publication '*Whole-school Approaches to Sustainability: An international review of sustainable school programs*, by Prof. Dr. Daniella Tilbury, Australian Research Institute in Education for Sustainability (ARIES) at Macquarie University, Australia.

This study commissioned by the Australian Government Department of the Environment, Water, Heritage and the Arts, Australian Government undertaken by the ARIES, over a four month period from March - June 2004. The study documents the experiences, achievements and lessons learnt from nationwide, whole-school sustainability programs developing around the world. The study aims to inform and enable a more focused use of resources in the ongoing development of the Australian Sustainable Schools initiative. It provides information to assist in positioning the initiative within an international context. (pdf download at

http://www.aries.mq.edu.au/publications_2005.htm)



Questions concerning the development of sustainable school programs

When reflecting

- the discussions we had during this meeting at OECD on curricula for ESD and the promotion of Sustainable Schools,
- the 10 year development of the Austrian programme “Ecologisation of Schools” with 280 network schools involved,
- and also the Quality Criteria

there rose some of questions which I want to bring forward for further discussion and possible research:

- ***How to mainstream a concept like Sustainable Schools (and also ESD itself) from pilot phases to the broad group?***

During our discussions we refer again and again to pilot projects and examples of good/best practice. Yet as experience show regularly innovative initiatives reach 5 to maximum 10% of the schools in a country.

But how about the other 90 %? What are appropriate mechanisms to get beyond pilot phases, light house examples and single examples of good practise to the broader group beyond 10%?

- ***What are characteristics and factors for the successful development of a committed school?***

This question was also put forward by the Austrian Minister of Education in spring 2008, stating that we find schools of the same type in the same area, the ones are committed others are up to business as usual. But what is it that makes the difference?

- ***How to keep the momentum of development at the single school?***

We recommend the steps for whole school involvement from an initial decision by the school conference, forming a school team, doing a first analysis of the state of the art, etc.

What are favourable and hindering factors on the way from project initiatives to measures taken up to an (ESD-) “school culture”?

- ***What is the role of school principals and how can it be supported?***

We know that school principals are crucial when you address the whole school and its development. But what are their needs? What would be an appropriate support for school principals and what would be incentives?

- ***How can we strengthen school and community co-operation?***

The community around the school can have different functions as well as school could have functions within the community:

Community

- financing the school maintenance
- as learning ground for schools
- as field for applied “real” initiatives of committed school projects

School as a centre for learning and communication in the community as also proposed in Agenda 21, chapter 36.

What are favourable and hindering factors for a successful and mutually meaningful development?

- ***What are strength and limits of (sustainable) school networks?***

School networks seem to be a successful approach to implement and spread innovations in schools. But when looking on the different networks we see also the limits of outreach in the school systems, as already stated.

How could support be guaranteed when networks grow (budget, advice, etc.)? What are the limits?

Also networks seem not to be quite “in line” with hierarchically structured school systems, rather are a bit “across” and can be seen as intermediate structures. What are here factors for a favourable growth?

OECD could assist countries as a learning community when looking into these questions and possibly providing survey, research and resulting advice.

Thank you for your attention.

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