

**SUPPORT final conference “Partnership and participation for a sustainable tomorrow: continuing the UN Decade of ESD”  
Scandic hotel, Bergen, Norway, August 29th – September 1st, 2010**

**Program for the Thematic sessions**

## **Tuesday August 31<sup>st</sup>**

**11.00-15.30 (lunch 13:00-14.00) (the whole program: [www.support-edu.org/BergenConf](http://www.support-edu.org/BergenConf))**

### **Background:**

For pupils and students to achieve the needed skills and competencies in Education for Sustainable Development, changes have to be made in the way teaching and learning is carried out. The Bonn Declaration states:

*ESD emphasizes creative and critical approaches, long-term thinking, innovation and empowerment for dealing with uncertainty, and for solving complex problems. ESD highlights the interdependence of environment, economy, society, and cultural diversity from local to global levels, and takes account of past, present and future.*

The main question for all groups is:

*How can we effectively facilitate and support the change and innovation needed for ESD  
– and make the change processes sustainable?*

### **THEMATIC SESSIONS**

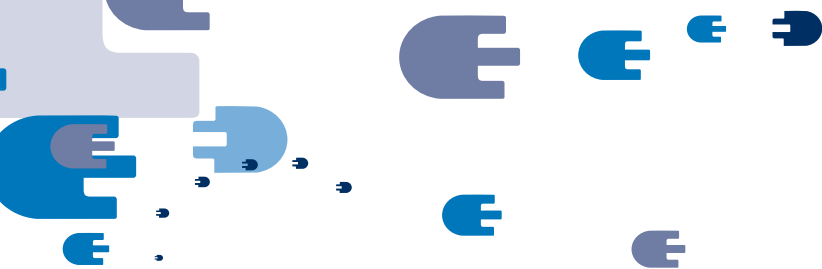
<b>Group theme 1</b>	<b>School-community collaboration in ESD</b>
<b>Aim</b>	To explore how school - community collaboration can support needed change for ESD
<b>Rationale</b>	School-community collaboration has been shown to be an effective approach in ESD. However, schools and school systems often have difficulty understanding, establishing and practicing collaboration as a core element of ESD. We need a better understanding of how collaborative ESD can be practiced as part of normal school teaching, its impact on learning, and how innovation and change in the area of collaboration can be supported in school systems.
<b>Expected outcome</b>	The groups' conclusions and recommendations about the need for school – community cooperation in ESD, its impact on learning outcomes, and how a paradigm of ESD collaboration can be introduced and sustained in schools and school systems.
<b>Introduction</b>	Anna Laizane
<b>Facilitator</b>	Efi Christopoulo
<b>Reporter</b>	Max Hansson

<b>Group theme 2</b>	<b>Innovative learning arenas in ESD</b>
<b>Aim</b>	To explore the need for innovative learning arenas in ESD and their impact on learning.
<b>Rationale</b>	Traditional teaching and learning methods may not be able to produce all of the learning goals and competencies aimed for in ESD. Innovative learning arenas in collaboration with actors outside the school may be a key to new kinds of learning processes.
<b>Expected outcome</b>	Description of several types and examples of innovative learning arenas in ESD. Group conclusions and recommendations about development and use of innovative learning arenas in ESD.
<b>Introduction</b>	Katalin Czippán
<b>Facilitator</b>	Christine Affolter
<b>Reporter</b>	Erzsebeth Hajdu

Group theme 3	Global education and ESD
<b>Aim</b>	To explore the connections between global education and ESD and how to create synergies between them.
<b>Rationale</b>	Evaluations show that schools have a crowded curriculum. This problem could be alleviated if schools understood the interconnections between different issues better. Can we create a win-win situation by combining global education and ESD in school projects?
<b>Expected outcome</b>	Description and reflection on examples of how ESD and global education can be taught in the context of the same school project. The group will also produce conclusions and recommendations about how synergies between ESD and global education can be taken advantage of to address the problem of the crowded curriculum.
<b>Introduction</b>	Liisa Jääskeläinen
<b>Facilitator</b>	Ernest van Hezik
<b>Reporter</b>	Gábor Kelen

Group theme 4	Teacher competencies for ESD
<b>Aim</b>	To explore what competencies teachers need to create ESD, and how such competencies can be developed in pre-service and in-service training.
<b>Rationale</b>	Raising the competency of teachers to deliver ESD and to bring about the school development needed for ESD, has proven to be a major barrier to sustainable change to “mainstream” ESD in education systems.
<b>Expected outcome</b>	The reflections and recommendations of the group regarding the kinds of competencies teachers need to produce the changes in schools and teaching called for by ESD. The group will also present its ideas and visions about changes in pre-service and in-service teacher training that could sustainably build the capacity of schools and teachers for ESD.
<b>Introduction</b>	Svetlana Krugljija
<b>Facilitator</b>	Margaret Flemming
<b>Reporter</b>	Torben Roug

Group theme 5	Integration of ESD in the curriculum and daily school life
<b>Aim</b>	To explore how ESD can be integrated into the curriculum at different levels of education and training, to become part of schools’ daily life and mission.
<b>Rationale</b>	Evaluations indicate that schools are challenged in linking ESD adequately to the official curriculum. In the first place, the curriculum may not address ESD adequately. In the second place, a precondition for making these links is to understand both the competencies ESD aims to produce, and how teaching and learning methods of ESD produce these competencies in practice.
<b>Expected outcome</b>	The conclusions and recommendations of the group regarding how to better link ESD to the curriculum and the mission of schools, thus justifying the legitimacy of ESD and making space for it in a crowded curriculum.
<b>Introduction</b>	Georgia Liarakou
<b>Facilitator</b>	Camilla Jansson
<b>Reporter</b>	Olaug Kvam

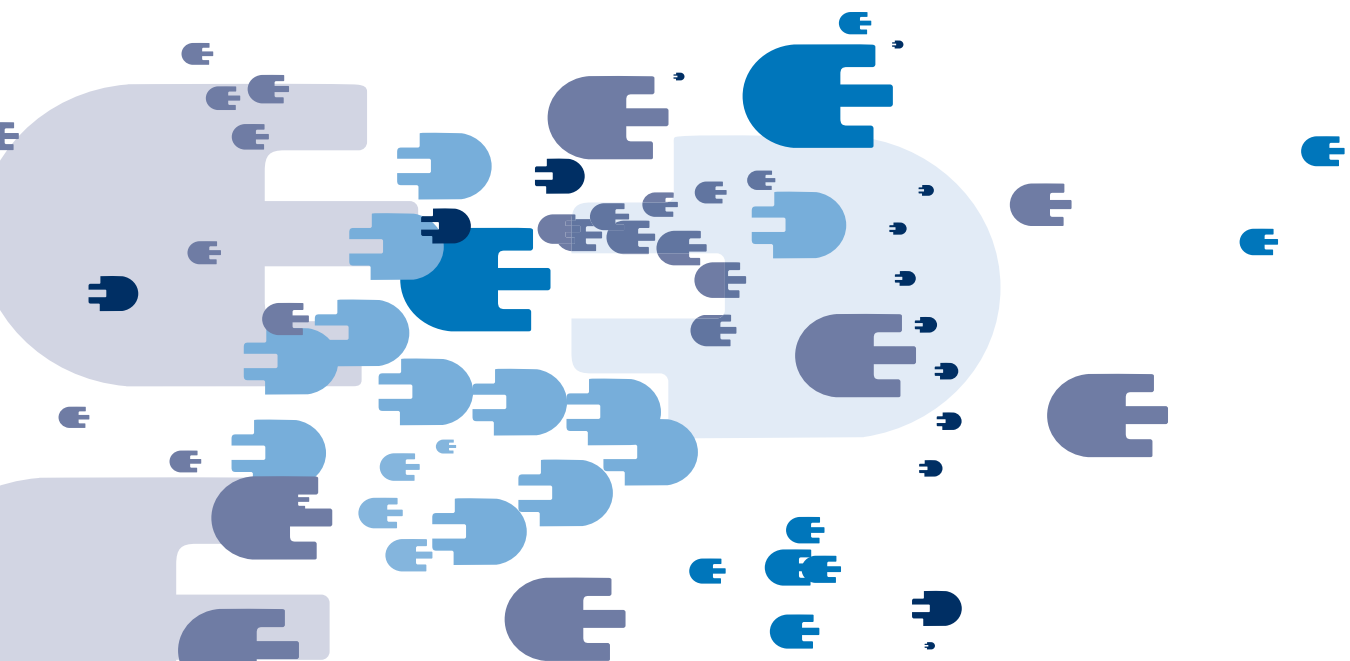


<b>Group theme 6</b>	<b>ICT tools for school ESD support</b>
<b>Aim</b>	To explore what kind of support systems schools need in ESD and how ICT-based tools can provide such support; and to examine examples of ICT tools revolving around a theme such as biodiversity or climate change.
<b>Rationale</b>	Evaluations show that schools are challenged and need support to understand both the concept of ESD and how to practise this type of teaching and learning as a part their of normal school activities. What can we learn from existing programmes and ICT tools; are they useful to bring about sustainable school change and build capacity for ESD? What is the difference between using such tools in an instrumental or emancipatory way, what are the pitfalls, and what can be done to avoid them?
<b>Expected outcome</b>	The groups' conclusions and recommendations about the kinds of support various kinds of ICT-based ESD tools are suitable for providing to schools. Recommendations about the sustainability of the impact of such tools on teaching practice and school development for ESD.
<b>Introduction</b>	Karin Ulbrich
<b>Facilitator</b>	James Hindson
<b>Reporter</b>	Jostein Kvisterøy

<b>Group theme 7</b>	<b>Educational research on ESD</b>
<b>Aim</b>	To explore the need for educational research on ESD.
<b>Rationale</b>	We are in the middle of the United Nations Decade of ESD, and many different different initiatives and innovations are being implemented to promote ESD. Do we know what works in the short- and long run? What educational research is needed to understand the impact of various learning methods, the impact of various kinds of initiatives, and their cost effectiveness and sustainability?
<b>Expected outcome</b>	The reflections and recommendations of the group regarding the need for formative and/or summative evaluation of ESD initiatives as well as educational research on achievement of learning outcomes and competencies in ESD. Ideas and recommendations about how such research could be organised.
<b>Introduction</b>	Lars Monsen
<b>Facilitator</b>	Maria Daskolia
<b>Reporter</b>	Alan Browne

<b>Group theme 8</b>	<b>The school as learning organisation for ESD</b>
<b>Aim</b>	To explore the concept "the school as a learning organisation for ESD". Can ESD development combined with school development produce a win-win effect?
<b>Rationale</b>	There is a large field of work revolving around schools as learning organisations for educational change and quality improvement. How does ESD fit into this picture? Is organisational learning a prerequisite for ESD development? Can ESD development help schools become better learning organisations?
<b>Expected outcome</b>	The thoughts and recommendations of the group regarding the relationships between ESD development and schools as learning organisations.
<b>Introduction</b>	Varga Attila
<b>Facilitator</b>	Candice Stevens
<b>Reporter</b>	Alenka Malensek

Group theme 9	Support for schools to develop ESD: experiences with CO <sub>2</sub> nnect
<b>Aim</b>	To examine how the international web-based ESD-tool, CO <sub>2</sub> nnect - CO <sub>2</sub> on the way to school, supports schools in their work to develop ESD. To examine and reflect on the impact of the tool, the types of ESD activities schools have developed around this starting point, and the sustainability of such change processes.
<b>Rationale</b>	Evaluations indicate that schools need support if they are to develop ESD. The SUPPORT project designed the ICT-tool CO <sub>2</sub> nnect to provide such support. What was the impact of this innovation, and what additional support may be needed?
<b>Expected outcome</b>	The groups' conclusions and recommendations, drawing on experiences with CO <sub>2</sub> nnect, about the kinds of support schools need when developing ESD and the potential and limitations of such ICT-based tools to trigger school development for EDS
<b>Introduction</b>	Norizan Esa
<b>Facilitator</b>	Reiner Mathar
<b>Reporter</b>	Scott Randall



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Program for the TASK FORCE Sessions on  
**Wednesday, September 1<sup>st</sup>**

10.00 to 12.30

**Background:**

Changes are needed in the whole school system in order to reach the UN goal of Education for Sustainable Development. The school system consists of several levels of responsibility, where different groups and actors have special roles. The purpose of the task force session is to clarify what needs to be done at each level, by each type of actor.

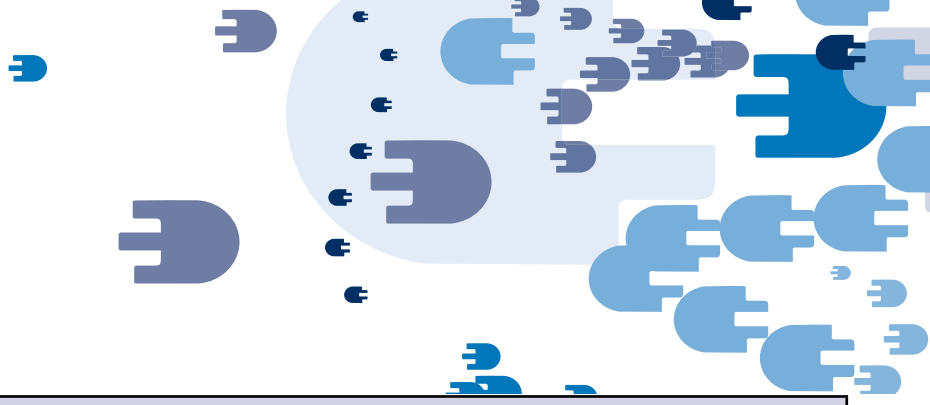
The question for all groups is:

*From the perspective and mandate of each actor, what are the most important strategic approaches and concrete steps that need to be taken, to support and facilitate changes needed to mainstream ESD? When possible, the recommendations should be illustrated using examples of good practice.*

**TASK FORCE SESSIONS**

Task force 1	Government; policy makers
<b>Aim</b>	To identify the most important kinds of actions needed on the governmental level.
<b>Rationale</b>	The Bonn declaration states that education and training systems should be re-oriented to address sustainability concerns through coherent policies at national and local level. Viewed from a school perspective, the national curriculum is crowded and schools receive inadequate support as they attempt to carry out this kind of innovative and cross-curricular teaching and learning.
<b>Expected outcome</b>	Recommendations of what ought to be done by national-level policymakers to fulfil the goals of the UN Decade for ESD - including systems of support to build the capacity of schools to carry out ESD.
<b>Introduction</b>	Steen Forsmann
<b>Facilitator</b>	Carl Lindberg
<b>Reporter</b>	Karen Ulbrich

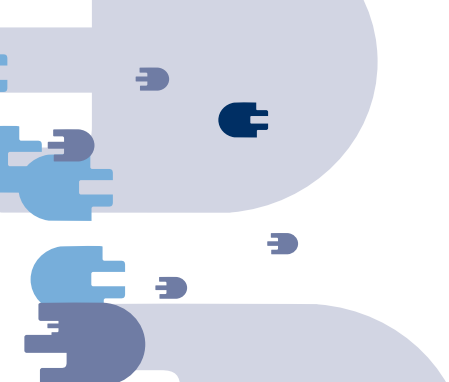
Task force 2	Heads of schools
<b>Aim</b>	To explore what kinds of action head of schools should take to integrate and promote ESD, and what opportunities they have available.
<b>Rationale</b>	Good management and leadership as well as a culture of school development or organisational learning, appear to be prerequisites for mainstreaming ESD at the school level.
<b>Expected outcome</b>	Recommendations of what ought to be done by school heads, and what opportunities they have available, to fully integrate ESD as part of regular teaching and learning at their own school.
<b>Introduction</b>	Daniel Ødegård
<b>Facilitator</b>	Margaret Flemming
<b>Reporter</b>	Paul Wyckmans



<b>Task force 3</b>	<b>Teachers</b>
<b>Aim</b>	To explore the teacher's role and responsibility in ESD and how the teacher can be supported in his/her efforts to competence-building, opportunities for collaboration and other support systems.
<b>Rationale</b>	It is argued that teachers have the most important influence of students learning outcome, and he/she plays therefore a key role in ESD. ESD requires new kinds of teacher competence and new teaching approaches including collaboration in society. Yet many teachers do not appear to have the capacity to deliver ESD, in light of the crowded curriculum and inadequate support systems for this kind of teaching and learning.
<b>Expected outcome</b>	Recommendations of what teachers should do to fulfil their role in creating and implementing ESD, and what kinds of support they need to enable them to do this.
<b>Introduction</b>	Mervi Aineslathi
<b>Facilitator</b>	Erzsebet Hajdu
<b>Reporter</b>	Maria Daskolia

<b>Task force 4</b>	<b>School owners</b>
<b>Aim</b>	To explore the role and responsibilities of the school owner (in Norway, the municipality and county) and define actions needed at this level, to promote ESD.
<b>Rationale</b>	The school owner has a range of responsibilities for the development of ESD including financing of activities, the physical plant and competence building. School owners also have unique opportunities to facilitate intersectoral cooperation with other sectors in ESD. Pupils are less likely to feel pessimistic if they realize that they have a positive role to play in creating a sustainable future. Working with real issues also places pupils in learning arenas in which they can develop insight into the complex interaction of economy, ecology and society in local sustainability issues.
<b>Expected outcome</b>	Recommendations for actions by school owners to promote ESD. Of special interest is the role of the school owner in creating collaborative arrangements such that schools and pupils work with real issues, the school owner and others benefit from the results, and pupils recognize that they can contribute to a sustainable future.
<b>Introduction</b>	Brita Instebø
<b>Facilitator</b>	Reiner Mathar
<b>Reporter</b>	Barbro Havre

<b>Task force 5</b>	<b>Economic systems</b>
<b>Aim</b>	To explore the role of economic systems in creating sustainable development.
<b>Rationale</b>	Economic questions are often overlooked in ESD, yet economic welfare, social justice, food security and ecological integrity are closely interlinked. Economic incentives and integration of ecological and social externalities in the costs of goods and services, are also a very significant part of the "solutions". The economic dimension therefore needs to be integrated more strongly into ESD, than has often been the case.
<b>Expected outcome</b>	Recommendations on why the economic dimension of sustainability issues need to more effectively treated in ESD, including suggestions and examples of what economic actors can do to become more involved in ESD.
<b>Introduction</b>	Candice Stevens
<b>Facilitator</b>	Varga Attila
<b>Reporter</b>	Alan Browne



<b>Task force 6</b>	<b>Teacher training institutions</b>
<b>Aim</b>	To describe the role and responsibilities of teacher training institutions in long term capacity building and integration of ESD in education systems.
<b>Rationale</b>	An adequate base of competence and human resources for ESD is a critical factor for long-term success and sustainability in integrating ESD in education systems. In-service and pre-service training programmes and teacher training institutions clearly have a key role to play. Capacity building for ESD should develop didactic and pedagogical competence as well as competence in school development.
<b>Expected outcome</b>	Recommended actions in the sphere of teacher training, to build school capacity for ESD in a long term perspective.
<b>Introduction</b>	Efi Christopoulou
<b>Facilitator</b>	Lars Monsen
<b>Reporter</b>	Christine Affolter

<b>Task force 7</b>	<b>Researchers and educational developers in any role</b>
<b>Aim</b>	To clarify how continual assessment and improvement through participatory and external evaluation can inform and guide work at all levels to mainstream ESD.
<b>Rationale</b>	The processes of sustainable change that are needed integrate ESD in education systems are complex. Policy and practice interact and inform one another. Government policy, school organisational development, pedagogical and didactic development and practice, and research and evaluation work all interact and impact how and what people learn at school. Thus a “systemic” view is necessary, to identify critical factors and develop strategies to address these. Continual evaluation, reflection and adjustment of activities and programmes are thus essential, to learn “what works” in integration of ESD in school systems.
<b>Expected outcome</b>	Recommendations regarding the kinds of information on effectiveness of ESD strategies and actions that are needed at various levels (from policy to practice) to inform ESD development work. Recommendations about specific forms of research, assessment and evaluation that can provide such information.
<b>Introduction</b>	Mariona Espinet
<b>Facilitator</b>	Max Hansson
<b>Reporter</b>	Gregor Mohorčič

<b>Task force 8</b>	<b>ICT network developers</b>
<b>Aim</b>	To clarify how ICT can be used effectively to build networks of cooperation between schools, researchers and other actors in society toward the goal of strengthening and improving the quality of ESD.
<b>Rationale</b>	One way in which schools can be supported in their ESD development work, is to offer them opportunities to participate in networks of school-research-society cooperation. The networks can be organised on a relatively long term and using ICT to “oil the wheels of the cooperation” in many ways (communication, data-sharing, etc). ICT-based programmes and activities are expected to be very cost effective and have in recent years also becoming realistic pedagogical tools used in schools around the world. However, such tools must always be adapted to the local situation and pupils’ interests, and fully embedded in the educational work of the school.
<b>Expected outcome</b>	Recommendations on the desired characteristics of ICT-based pedagogical tools in ESD. Recommendations about the kinds of support such tools should provide to schools, how they should be used at various levels of the education system to promote ESD, and additional forms of school support that may be needed to complement the ICT-based tools.
<b>Introduction</b>	Olaug Vetti Kvam
<b>Facilitator</b>	Norizan Esa
<b>Reporter</b>	James Hindson

<b>Task force 9</b>	<b>Pupils</b>
<b>Aim</b>	To make suggestions as to how pupils can be given a more active role and voice in ESD.
<b>Rationale</b>	Pupils are responsible for their learning and should play an central role in creating ESD. The learning outcomes of ESD include a wide range of skills and attitudes, which are developed or acquired primarily through active participation.
<b>Expected outcome</b>	Recommendations about the roles and responsibilities of pupils and pupil organizations in ESD. Examples of good practice of pupil participation in ESD.
<b>Introduction</b>	Representative from pupils' organisation
<b>Facilitator</b>	Kata Darvas
<b>Reporter</b>	Jane Adler

<b>Task force 10</b>	<b>Collaborators</b>
<b>Aim</b>	To explore the role and responsibilities of those who collaborate with schools in ESD and define actions needed by various actors, including NGOs and research institutions, to promote ESD.
<b>Rationale</b>	One way in which schools can be supported in their ESD development work is to create opportunities for schools to cooperate with partners outside school. In an ideal collaboration, schools and their partners would share goals and activities, innovative learning arenas would be created and pupils would participate and contribute to sustainable development by engaging with real life issues. However, the partners often offer «ready to use teaching activities» for schools, a so-called instrumental approach. Impacts of such offerings on pupils' learning and school development for ESD are seldom evaluated, so it is unclear whether the results justify the use of time and resources. What should collaborators keep in mind when partnering with schools for ESD?
<b>Expected outcome</b>	The group's conclusions and recommendations about how schools and actors outside the school can best cooperate in ESD, to produce strong learning outcomes, promote sustainable development and support school development for ESD. Reflections about how such collaboration should be organised and sustained collaboration in schools and school systems.
<b>Introduction</b>	Katrine Dahl Madsen
<b>Facilitator</b>	Torben Roug
<b>Reporter</b>	Ernest van Hezik