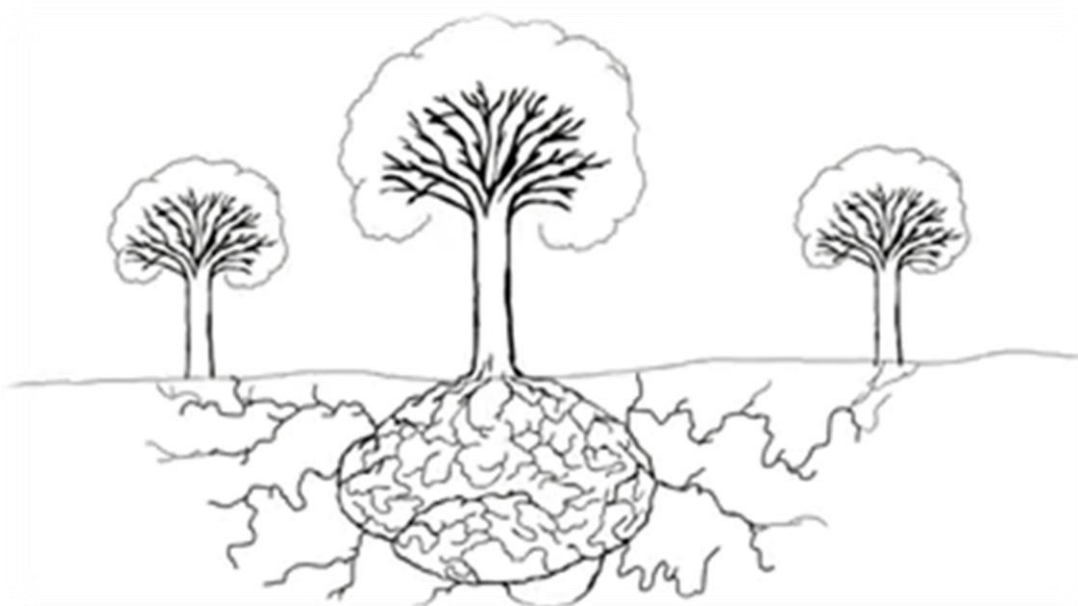


Tesis doctoral

Textos reflexivos en redes internacionales de Educación para el Desarrollo Sostenible

Análisis del lenguaje evaluativo desde la Teoría de la Valoración



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CONCEPT

Conference Report “Youngsters in the driver's seat”

Noord-Brabant

7, 8, 9, and 10 February, 2010

What took place before the Conference “Youngsters in the driver's seat”.

Codename Future in The Hague has worked for 15 years with the mission: “Youngsters chose their future professions based on the position they have in society”. The starting point for this mission for and by youngsters is the schooling they undergo as teenagers for, on average, 1060 hours per year.

Codename Future connects youngsters via the education system with society.

Codename Future offers schools inspiring and innovative learning concepts among which “Young Reporters”; according to this concept youngsters “investigate” the world in which they live in the role of journalist. They record their experiences and findings on videos.

During the course of composing the Integral Environmental Strategy 2006-2010 in the Province of Noord-Brabant in the Netherlands, the responsible regional minister for sustainable development, Mrs Annemarie Moons, declared that she explicitly wanted to make room for youngsters too.

One of the projects subsidized by her in the framework ‘Learning for Sustainable Brabant’ was the “Trippelpee project” which was executed under the direction of Codename Future.

During the school year 2006-2007 Brabant youngsters built the website www.Trippelpee.nl on which they, among other things, published videos they had made themselves in their own spare time. The videos shown by the youngsters drew a lot of attention; something worthy to be repeated.

As a first action a small booklet entitled “Lang zullen zij leven!” was published (later translated into English: “ Many happy returns! Young people and sustainable development” and distributed in Athens and Frankfurt and to all SUPPORT representatives from 15 nations; the activities described presented a good inspiration for the practical involvement of Brabant youngsters in sustainable development.

Subsequently, working together with Codename Future, a digital stepwise action plan “Triple P” was designed to be used by schools for secondary education in Brabant. In this stepwise action plan the Mutual Gain Approach (MGA method), successfully used in several difficult situations in Brabant to involve stakeholders in the decision making process, was integrated in this didactic stepwise action plan for the secondary education system.

Based on the initial results of these stepwise action plans at 10 Brabant schools, the 'Brabant Awards' were conferred at the end of 2007.

In 2008 the first preparations began for organizing a conference in Noord-Brabant where international youngsters work together with local Brabant cases. This conference was to be a component of the international European SUPPORT project (from 2007 through 2010). According to the project plan various countries would participate in a conference in the framework of sustainable development in combination with students and local businesses and authorities. At the invitation of the Foundation for Study Planning Development (Stichting Leerplan Ontwikkeling - in turn originating with the Department of Education) Codename Future became the representative for the Netherlands in the SUPPORT team.

The first outlines for the set up of the conference were drawn up by Codename Future beginning January 2008 in consultation with the province Noord-Brabant.

The basic principles we formulated, that had to come together in the Conference concept, were:

- Youngsters at work in local projects focused on sustainable development.
- 'Youngsters at the driver's seat' (youngsters at the helm) with substantial personal responsibility.
- Involve Noord-Brabant officials in working with the youngsters in local cases. Involve businessmen and local officials to bring them in direct contact with Brabant youngsters and their schools to think and work together on practical cases with an eye on the present and a vision for the future.
- Have participation by national and international local officials and business people in the role of case Partners and as sponsors of participating youngsters/students.
- “Young Reporters” as investigating agents, thinking, observing, recording images and working towards sustainable development.
- Bring together youngsters of different education levels, different ages, different countries and cultures and different styles of learning, to let them work together.
- Put into practice the Method Triple P (based on the MGA Method) to demonstrate to the schools that the concept will fit into the curriculum structure.

- Photograph all work processes and work actions taking place during and after the conference.
- Guidance during the conference given also by the youngsters themselves (also in this respect “Youngsters at the Driver’s seat”); Brabant MBO and Brabant HBO youngsters will provide support during the conference in the role of case assistants and case coaches.
- A new form of conference as communication - and learning model: active participation by all participants instead of many people who only listen passively to a small number of keynote speakers.
- The conference should not to be a concluding event but rather an incubator for the encouragement of participation by youngsters, with government officials and by and with the local business community.

Foundation for the Conference concept

The experience with the earlier Youngster Participation projects drew attention of policy making officials in the province Noord-Brabant. That interest in the end turned out to be much broader: the Provincial Council Representatives had their own program for stimulating participation by youngsters and there is the project Kleurrijk Brabant Werkt (Colorful Brabant Works) in which young people from different ethnic descend are helping others to chose a career. Therefore, cooperation was sought with these project leaders.

During an extra arranged bilateral consultation in Oslo in January 2009 the idea was discussed and it was now formally established that the international SUPPORT project with its goals and programming would fit closely with the management and concept of the conference in Noord-Brabant: it would be warmly welcomed if the province of Noord-Brabant was willing to host the SUPPORT conference.

The visit to the SUPPORT management team in Oslo also revealed clearly that certain difference in opinion existed with regard to the integration of sustainable development in educational programs and with regard to involvement of business people.

Further, Oslo indicated that the Project SUPPORT secretariat did not feel that it had a direct responsibility for active operational support to enlist European schools. Codename Future as participant from the Netherlands in the SUPPORT project had access to the European school network, which could be used to recruit as many schools as possible.

The SUPPORT contact seminar for European schools in Athens at the end of 2008 had already offered a first opportunity to promote participation in the conference in Brabant and the concept of *Youngsters in the driver's seat*. In Brabant, meanwhile, the 10 schools of the Brabant Awards were the first schools to be approached because they already had experience with the Triple P stepwise action plan.

May 2009, Formal green light for the Conference

Gedeputeerde Staten of Noord-Brabant (the Provincial Executive) decided formally in May 2009 to bring the SUPPORT conference to Noord-Brabant. To organize this conference conform to the concept *Youngsters in the driver' seat* an amount of Euro 125,000 is made available. The starting point for this in fact was to build further on the base component that has been worked out since 2008.

The conference date was originally set for November 2009.

Because of several reasons (the preparations for the decision by the province required more time than was anticipated, the sluggish recruitment of schools and because of dates conflicting with other Noord-Brabant projects for Youngsters) the date of the conference was moved to **February 2010**, in consultation with the SUPPORT secretariat in Oslo.

May 2009; start up of the Management team

Begin May 2009 a Management team was created that divided tasks among themselves and came together regularly in Den Bosch (11 times).

The management group membership was:

- Anton Minneboo
- Rob Maessen
- Martijn Koobs
- Jet Hoogeveen
- Katja Verberne (JUstBE)
- Ernest van Hezik (Codename Future; SUPPORT)
- Lizette van Dijk (from December 2009)

The management group defined the goals of the conference in detail and expressed in clear language what the expectations were and what could be expected from the province itself. The organization team of JustBE/Codename Future determined:

- Minimum number participants (300)
- Minimum number foreign youngsters (100)
- Proportion between adults and youngsters (1:2)
- Recruit schools with complementary financing by local officials and/or business for travel costs and lodging.

Enlisting Schools

The results of the Comenius applications from the SUPPORT meeting in Athens turned out to be scant. In the end only 6 project initiatives were submitted in Brussels in January 2009. Three of these were intensively prepared with Dutch input and included participation in the conference in Noord-Brabant. The anticipated contribution from the SUPPORT network for the conference did not materialize and the support received from Oslo – operational and/or otherwise – was

disappointing to say the least. In August 2009 it became clear that only 1 of the submitted Comenius projects was approved by Brussels, decimating the potential attendance of foreign schools to the conference in Noord-Brabant.

In the meantime a concentrated enlisting of schools in The Netherlands already began. However, the enthusiasm of schools and the cooperation of municipal authorities and the business community were also disappointing. The municipalities were not eager to jump into this initiative and at the same time sponsor schools as well.

As agreed with the province having an international conference required a minimum of 100 Dutch youngsters and 100 foreign youngsters to participate. In addition there would be 100 teachers, escorts, case holders and case managers. A total of 300 participants. The Conference organization team provided the balance of promised international schools towards the end of November 2009: the number of schools was too small to meet the target.

The Netherlands schools informed the organization team they were able to participate only if the conference fees and lodging expenses for, on were waived. The enlisted foreign schools, except for Cyprus, indicated they could pay for travel expenses but not for lodging expenses and conference fees.

After the end of November 2009 the Conference Organization formally invited the Netherlands and foreign schools with the promise that the fee and lodging costs would be waived in order to be able to guarantee the numbers of participants.

From December 2009 on, the participating schools were confirmed and schools in the Netherlands were visited (in one case 4 times) to instruct teachers and students about the purposes of the conference, the stepwise plan and the practical preparations for the conference.

The Netherlands schools timely received the documentation of the stepwise plan Triple P so that the students could practice with it. It turned out, unfortunately, that not all the Dutch schools did this. Starting December, the foreign schools also received the stepwise plan by mail, however as it happened mostly too late for them to exercise with the stepwise plan with their students in their own environment. If the pupils/students had been able to practice the stepwise plan with the English language the *quality* of cases output at the conference would certainly have benefited.

Beginning December 2009 started a direct and intensive recruiting campaign for sponsors targeted at the municipal authorities of the towns in which the Dutch schools were located in order to obtain some additional funding to cover the costs of their participation. This rush action did not generate many extra revenues.

Some extra subsidies were promised by the national and provincial program 'Learning for Sustainable Development' and the Department of Agriculture, Nature and Food Quality.

In particular, extra financial support for the enlistment and preparation of case studies was received from the Brabant program 'Learning for Sustainability'.

In the end of the conference, however, the organization team itself had to absorb the loss for waiving the lodging costs and conference fee of the Netherlands and foreign schools.

Training of the Case coaches

The first contacts with the teachers, training colleges in Noord-Brabant were made in April 2009. Specifically the Fontys Hogeschool, college of education, reacted enthusiastically and could deliver students from their department of Sociology and Economics.

The preparations for the conference and participation in the conference, with appropriate supporting tasks such as the role of case coach, were given formal grade points by the faculty.

Together with 2 other students of the PABO and de Avans Hogeschool (Avans College) various preparatory meetings were organized to train the 12 enthusiastic students to fulfill the role of case coaches. In the end, we fell 3 coaches short, which affected 3 out of the 15 cases studies that were carried out. They did not have a properly trained case coach.

Location of the Conference

Immediately after the financial commitment by the Province of Noord-Brabant, May 2009, the search started for a suitable venue to provide housing for the participants of the conference.

The search criteria were: a location in a natural environment that would appeal to both adults and youngsters. The price would have to be reasonable.

Another important prerequisite was that a location would be found that radiated sustainability and professionalism. Mid May an option was taken on bungalow park Landal which met these criteria as much as possible and was large enough to cater for the high number of participants we were then still expecting to receive.

Promotion movie and the website; May - June 2009

At the end of May, 6 students and 1 teacher from the school for practical training “de Rijn” made a movie to be used for recruiting schools. It was also used to inform SUPPORT partners in Frankfurt (June 2009) and showed the location, one of the cases studies and the accommodation where everybody involved during the conference would be staying.

The present regional minister for sustainable development, Mr Onno Hoes was interviewed by the crew of youngsters and questioned about his expectations of the conference. This promotion movie was subsequently made available on the website www.youngstersinthedrivenseat.eu

Website

Originally the format of the website was created with the target group of youngsters in mind.

We noticed however, that not the students themselves but rather the intermediaries, such as teachers at the schools, and potential case holders and case managers, were a better target group for our recruiting efforts. The website was therefore adjusted accordingly.

During the months of August (the first 5 cases) through December 2009 (a total of 15 cases) the website was filled with basic information about the participating case studies.

Together with Young Works from Amsterdam, the organization team submitted a subsidy request with the Europe Fund in order to be able to employ the Street Vision concept of Young Works as a tool, during and after the conference. It would help to preserve output results and the course of the process of the various cases in a directly related Google type application based on a map of Noord-Brabant.

In November 2009 we received a rejection letter from the Euro Fund. An attempt to find another source of funding with the help of Jos Dankers of the province Noord-Brabant, was not successful either. Without this additional funding the Street Vision concept could not be employed for our conference.

Preparatory activities after the summer of 2009 conversations

The recruitment of participants receives highest priority after the summer and demands much attention.

As mentioned above Brussels and the expected backing by the SUPPORT network for recruitment purposes failed indeed to materialize approved only one of the six submitted Comenius projects. It was felt that the SUPPORT management team in Oslo gave priority to the promotion of the SUPPORT conference in Bergen, then still scheduled for April 2010. Obviously, they were more closely involved with preparations for the Bergen conference. This may have affected their sense of commitment for “Youngsters in the driver's seat” in Noord-Brabant where some additional lobbying within the SUPPORT network would have been greatly appreciated at the time. The Oslo agreements of January 2009 clearly left room for diverging interpretations as to what needed to be done.

SUPPORT networkers and participants in the Athens conference who were all contacted directly did not react (only 3 emails were received).

The SUPPORT team colleagues in 12 participating countries were not successful in creating enthusiasm among their own network of schools. Maybe we did not succeed in putting the idea across – people need to see first and only then will they believe – even though at the three successive SUPPORT meetings in Helsinki, Athens and in Frankfurt lots of interest was raised, during our presentations as well as in the coffee breaks, for the idea of the conference in Noord-Brabant.

Besides the contacts with the intermediates of the SUPPORT network direct personal contacts were made with schools in Norway, Finland, England, Spain, Greece, Germany and Denmark but in the end little or nothing came from that.

The necessity for heavy emphasis on recruiting of participants, unfortunately, came at the expense of the enlisting and preparation of the case studies.

Recruiting suitable case studies and case participants

As mentioned, by August 2009 five cases had been assured. These three cases were intensively visited on location (3 times or more).

Because increasingly attention was focused on fundamental school recruiting, less time remained available for intensive and personal recruitment of new case studies.

The management group offered more and more personal support to suggest cases through internal relations. This did cost the Province more extra time and effort than originally intended.

Without this additional support and without the extra funding from the Brabant Program “Learning for Sustainable Development,” the quality of the 15 cases could never have been so high.

In October 2009 the management group created a clear schematic flow chart describing the role of the conference before and during the time it took place.

We carefully reviewed the roles we had agreed on at an earlier stage as to what would be contributed by the Province during the preparation phase for the conference and what the management team was supposed to do.

These roles deviated over time from the original role assignment of May 2009.

In hindsight we should have paid more attention to the mutual expectations within the group by better monitoring and giving more frequent commentaries.

The conference roles that were established in September 2009.

Case Holder The local case holder who is the host during the proceedings on Monday and Tuesday during the conference.

Case Manager The supervising official of the province as the link between case specific activities and the regular provincial tasks, preceding the conference, during the case activities on Monday and Tuesday and after the conference.

Case Coach Specially trained students from the teachers training college who together with teachers provide content and didactic guidance from Sunday evening through Wednesday afternoon during the conference.

Case Assistant The specially trained ROC students (executive secretary training) who assist the coaches and make the link between a specific case group and the conference organization at large.

Case Stakeholder People who are involved with the local case cases (residents, local officials, NGO's, local businessmen etc.)

During a two-day MGA training, which was offered by the Province Noord-Brabant, seven potential cases were identified via other participants in the training and the supervising officials of the Province Noord-Brabant. This training workshop turned out to be a very effective recruiting platform.

These personally recruited cases in August did not receive good personal follow-up in the period from September through December. Additionally, it was impossible to allocate more time to the necessary individual contacts with potential case holders, needed for the recruitment of new case studies. The time pressure stopped us, furthermore, from developing ideas into a more operational format right away, which was later on the cause of uncertainties and a lack of clarity.

In December, based on the extra budget allocation by the Brabant Program 'Learning for Sustainability', we hired an extra case worker, a young person, for a period of 3 months. Lizette van Dijk was particular active in providing the necessary case descriptions on the website.

Getting clear and comprehensive descriptions also meant the recruitment of additional case managers was made easier and much more effective making the idea of Youngster in the Driver's Seat more tangible and easier to communicate.

If cases had been defined more clearly at an early stage, it would have been helpful in the recruitment of new cases and much more motivating for case holders. It would have also been easier to get provincial representatives involved through the specific content being addressed.

It was noticed during the case preparation for the conference that several case holders found it complicated to organize relative simple operational elements (venue, catering, transport). For every case location with 15 participants a 3 meal catering had to be organized for Monday evening, Tuesday noon and Tuesday evening. The evaluation by 140 of the 300 participating youngsters (see appendix) later showed that most of them were critical of the food that was provided.

It became evident during the preparations that case holders were often contemplating a much too long and complicated story which they intended to present as an at the case locations introduction on Monday afternoon.

It appears, even for well-educated adults, that it requires a special skill to make short, clear and attention capturing presentations suitable for youngsters.

Network Meetings, May 2009 and January 2010

For the first network meeting in May 2009 we invited the first case holders, the internal provincial officials and key people in the network of sustainable development in Brabant.

Their involvement at an early point in the preparations was there but we subsequently failed to sufficiently stimulate and take advantage of that involvement to develop a good foundation and operational support in the months following the summer of 2009.

At the crucial second network meeting on **January 13th, 2010**, most of the case holders and case coaches were present, but still too few case managers attended.

The Province worked hard between January 14th and February 7th to recruit more case managers.

The Conference

Saturday, February 6th, 2010, the Management group and the first case coaches arrived at Landal and the Organization team set up 2 large bungalows as case office and as production office.

Sunday, February 7th, 2010 in the course of the day the 300 conference participants arrived at the bungalow park (see appendix).

The script (see appendix) and the program (see appendix) were well prepared, hour by hour in great detail.

The dinner went very well; dining was arranged in 3 shifts.

The reception/intake of the participants was pleasant and completed orderly.

The youngsters especially reacted with enthusiasm to the bungalows and the location.

Sunday evening, the accompanying teachers, the case coaches and the case assistants were given a final briefing about the program and the Triple P concept.

Monday, February 8th, AM; the buses departed from Landal with 300 participants for the "Provinciehuis" (Province House) in den Bosch for the opening ceremony. The opening was partly recorded and is available for viewing. It was shown with much cheering on Wednesday morning during the final meeting. Following that it was put on the website. Later, pictures of the final meeting were added to the video and also put on the website. (Appendix Statistics: how often were the videos viewed?)

Gedeputeerde (provincial representative) Mrs. Jacobs welcomes everybody and gives the start signal for the Triple P conference.

The Department of Agriculture had a surprise in store on the stage for 3 of the youngsters; a personal SMS to wish them great success during the coming days and to please pass it on to all the youngsters in the hall.

„Turboglad“ performed with a rap song written by them for this conference. In the evaluation by the youngsters (see appendix) you can find how many of the youngsters remembered this 'cool performance' as a highlight.

At 12:30 PM lunch; at the 15 large lunch tables in the Province House, the average 20 case participants and case associates per table, had their first opportunity of becoming acquainted with their case group.

Every case group had been mixed; a mix of countries, a mix of ages of the youngsters and a mix in their educational backgrounds.

Every group had cameras and video clips with them to illustrate the steps of the Triple P stepwise plan with photographs and video clips. These were used with abundance.

Monday, February 8th, 13:30 PM; the buses departed for the 15 locations where the evening meal was served on location.

Monday, February 8th, in the **afternoon**, a small Professional Education Work Group together with a case manager of the province made a 'sustainable-entrepreneur- work visit to the HEMA in Voorschoten.

On the basis of that work visit the outline for a new international professional education application was composed, done together with HEMA and a few MBO and HBO representatives on Tuesday morning in the Province House (see appendix).

An application like this comes under the management of Everard van Kemenade (Fontys College) who is also chairman of the Work Group for Sustainable MBO's and HBO's in North Brabant. This Work Group will receive supporting subsidy from the Province North Brabant.

Monday, February 8th's evening, from 20:00 PM; the groups trickled back into the bungalow park and at the de-briefings at the case office pictures and videos were collected from each case group, sorted and stored during the night.

The participants had free time in the program and the evening and night passed without noteworthy incident.

The formula to have all bungalows and conference participants together in one open location turned out to be a golden formula.

Youngsters from the different countries knew how to find each other and the individual responsibility given to all youngsters to freely go about the bungalow park was widely accepted and made use of.

Thus began a very good outcome of the conference dream; *What would it be like if 200 youngsters from different countries, cultures and different education levels and different ages were together in 1 big location sitting in the driver's seat?*

Rob: Hier moeten we misschien nog de 3 leerlingen die zich een paar dagen voor de conferentie spontaan aanmeldden, nog even noemen

It is worth mentioning here that at 1 school 3 parents were included in the escort group of 2 teachers and notably these parents had much respect for the way **all of the 200 youngsters** made use of their own personal responsibility.

The same must be said of the students from Tilburg who were not escorted by teachers but were handed their own responsibilities by the school. A super group of youngsters!

From this group we also received a fantastic email 1 day after the conference from Thom, the coordinating student of the group:

From: Thom Joosten

Sent: Thursday 11 February 2010 22:08

To: organization@youngstersintheriversseat.eu

Subject: An important question

Dear organization, First, I want to thank you for 4 terrific days. Everybody enjoyed themselves enormously and it took great effort to get everybody finally on the bus. Saying good bye was very difficult.

I am a staunch carnival reveler but if we had to come back to the conference I would have let go of carnival for it!

Now I have only one question. For school I have to do a practical assignment in my geography course. This assignment I can link up perfectly with my case namely case 8 (the green room). Is it possible that I can get hold of all the videos, pictures and the presentation? I was in group 2 (Dennis, our Case coach, knows about it). Further, I would like it if we also can get things back about the other cases so we can show them at school. We participated in the following cases. Case: 5,6,8 and 15. Could you maybe see to it that I can contact Gerard, the man behind case 8. Thanks in advance.

Greetings Thom

After the debriefing late in the evening on February 8th a few weak/vulnerable case coaches were corrected on content and supplemented with extra guidance by the case managers and also participating teachers.

The production office also worked late in order to prepare organizationally for the second day.

Tuesday, February 9th, 2010, in the morning all buses departed again for the 15 locations where the youngsters on their second day on location as 'Young Reporters' with their cameras and mobile phones went on a case investigation give opinions on the basis of the Tripe P stepwise action plan.

Just as on Monday afternoon case stakeholders were present at the locations; players involved with the local cases (residents, officials, business people etc.

On location the conference participants were offered a (not always very good) lunch.

In the afternoon the youngsters went to work on preparing a PowerPoint presentation to the case holder and the case stakeholders.

Presentations were given at all locations on Tuesday, February 8th, between 17:30 and 18:30 hours.

All of the 15 cases can be viewed on the website www.youngstersinthedriverseat.eu

The reaction of many case holders was that the quality of the PowerPoint presentations and the advice given in it by the youngsters to the case holders and case stakeholders was very high en that the level of involvement by the youngsters was also very high.

It is now up to the Province and the case holders to see how to proceed on the basis of the advice given by the youngsters.

Within that framework a conversation is planned with Onno Hoes in May 2010. In that conversation it will be looked at how the 200 participating youngsters in the near future can be deployed as Tripe P ambassadors in other Brabant projects.

Video recordings were made by the youngsters of all case visits but also of the activities at the case locations as well as reactions of those involved. Some of them are on the website but a large supply of unique video material as of yet has not been published.

Stock was taken of the Case holders to determine if they had need for this unedited material. Inquiry was also made at the teachers colleges and the Province itself.

Tuesday evening, February 9th, 2010. After all the case managers and case coaches + teachers had another de-briefing (also for a large part recorded on video) and after the videos were handed in at a central place, there was time for a flashy, energetic disco

Many images of the disco can be seen on the video of the conference (see website). What can not be seen on the video, but was in reality very special, was that at midnight several youngsters reached their birthdays and were sung to.

A girl from Rotterdam was even specially sung to in Greek!

At the request of the youngsters and also the conference organization, the manager of Landal during the disco extended the closing time 3 times; the mood was so terrific and the youngsters had such a great time!

At the end everybody returned quietly to the bungalows and here and there the festivities continued (naturally under supervision of the teachers and 3 parents).

Again, without any noticeable incident.

The manager of the bungalow park said on Wednesday afternoon: "I would welcome this group again as guests anytime; what a nice group of youngsters!"

Wednesday morning, February 10th, 2010

In various bungalows the participants held an evaluation meeting, from 9:30 until 10:30, now once again in the context of their own classes and with their own teachers. (The session of several countries were recorded on video)

The central questions in this oral evaluation were:

Which learning moment of this conference can we take back next week to our class back home in our own country?

What did you think of the personal responsibilities you were given,

What did you think of the Triple P stepwise action plan and what did you think of the case visits and your role of /Young Reporter'?

Many youngsters made video interviews of each other during the three days about their moments of learning. There are therefore many individual evaluation data available on video in addition of course to the written evaluations by the youngsters and the paper evaluations by teachers/involved persons.

After the countries completed their evaluations in the bungalows the buses departed for the Province House in Den Bosch.

All participants received during the closing ceremony an SMS 'thank you' from the Secretary of Agriculture (Minister van Landbouw) and the provincial representative Onno Hoes went through

the hall himself to hear in person from the youngsters what they had concluded during their case investigation.

He also thanked all the conference participants for their fantastic efforts and expressed the hope that he would be able to meet the participants as Tripe P ambassadors in the future..

We finished with the magnificent conference movie which had taken all of Tuesday night to be put together! A very beautiful movie which gave a precise impression of the fantastic atmosphere, the solid work visits on location and the impressive Triple P advice of the youngsters.

At the close a delicious lunch again offered by the Province North Brabant and for many youngsters a sad good bye; “Why did the conference last only three days, we just started to really know each other.”

Four classes of the Comenius project “Sustainable Puzzle” (Luxemburg, Slovenia, Hungary and Rumania) continued for an additional 2.5 days by bus to Katwijk (school ‘de Rijn’) for further projects in Katwijk and its surroundings.

Wednesday afternoon until Friday noon; there was still another contact seminar at Landal for the 15 participating countries in the SUPOORT project.

Here also a short evaluation took place and an enthusiastic reaction was displayed about the conference setup and the efforts of the youngsters themselves.

What struck the SUPPORT countries as noteworthy was the case diversity, the fortitude to put the youngsters to work with their own responsibility; the Triple P stepwise action plan and the willingness of many local managers to take the youngsters seriously.

Thursday evening, February 11th, there was a SUPPRT farewell dinner with many of the Management Group present.

Friday morning, February 12th, a concluding SUPPORT meeting was held at Landal.

Fun-X-radio

Easily three weeks after the conference two conference participants were interviewed on FUN X radio (at this moment by youngsters the most listened to radio station!). Anyone who hears the broadcast (the program is available on ed) will hear the youngsters say that they considered it a socially very instructive program and instructive for its content.

Looking back

Rob Maessen (member of the Management Group for the Province North Brabant) formulated it as follows: “actually from the beginning we have been working towards a large opera performance. Beforehand, work was done on the costumes, the decors, the musical score for the

soloists, the score for the choir, the location, recruiting participants in the hall. And then there is finally the performance where everything comes together.

Only then can be seen what the fine tuning can lead to.”

A beautiful and fitting metaphor for our conference. A large opera performance, where the mix of soloists, choir, musical score, décor and costumes so beautifully came together. Naturally by way of adventure because we did not know before hand how the sum of all the parts would sound precisely!

If we look at the premises for the opera performance, which we together defined beforehand, we can see they indeed came together on the 7th through the 10th of February. What can retrospectively still be said about our premises for the conference?

- The large mix of participants supported each other within the groups and all the youngsters found each other and respected each other's life style. The Province could investigate if this formula can not be applied more often in order to create more solidarity among the youngsters in Brabant locations and in cities of Brabant.
- The concept Tripe P appears to be attractive to youngsters in light of the evaluation investigation among the youngsters and also in light of the feedback they have given about Triple P in their short video interviews. The strength of the concept can possibly be utilized in the schools but certainly also in the cooperative relationship between the schools and business and local officials. It is obvious that the concept must continually be critically adjusted on the basis of feedback from youngsters and adults. In addition the concept is obviously also enormously of use for other provinces and for other countries. Several SUPPORT countries have already indicated that they too are willing to work with the Triple P concept of the conference.
- Giving great responsibility to youngsters (on the premise 'freedom in restraint' - therefore within a clearly defined support structure) seems to lead to an active participation by youngsters and is perceived by youngsters themselves as very stimulating. The Landal location was for this purpose a super location to further build on.
- Working on location on real concrete cases has been a great adventure for many youngsters and teachers. The case recruiting can in the future possibly be done better and faster. The presentations at the cases should be supported by case managers in order to have a better communicative approach to the target group youngsters.
- Involving North Brabant officials in local cases to work with the youngsters turned out to be a slow and tiresome journey. Many officials do not have it in them to see the added value for this objective and crawl away safely for the regular form of working with the cases.
- Retrospectively we know now that greater commitment could have been obtained/asked of the provincial representatives. The fact that 2 representatives opened and closed our

conference could have been made to go much farther than these two important contact moments.

- We are now challenged to have another good look at the case advisories and how the Province can continue to work together with the 300 Triple P ambassadors.
- Get businessmen and local managers involved to come into direct contact with Brabant youngsters and their schools to think and work together on practical cases with an eye on the present and future had reasonable success in Brabant. The challenge remains for the Province to determine in the near future how this cooperation can be further developed and solidified.
- Participation by international local managers and businessmen in the role of case partners and sponsors of participating youngsters/students was unfortunately only succeeded in by the delegation from Cypress. It would still be worth the effort to employ this triangle of participation and sponsoring also internationally once more.
- “Young Reporters” as a scheme for asking questions, thinking, observing, recording images, and working on sustainable development resulted in very many impressions. The challenge is to see who and what can be done (and why) with these images and how you subsequently organize and finance that.
- Guidance during the conference was also done by youngsters themselves (also here ‘Youngsters at the Driver’s seat’); Brabant MBO and Brabant HBO youngsters support during the conference in the role of case assistants and case coaches. The first experience with this concept asked for more. According to the reaction of the students themselves they experienced this conference role as challenging and fascinating. The conference organization is very satisfied with the well filled ranks of coaches and assistants. There were even 5 coaches who will absolutely be invited as professional at a next gathering. End of April and mid May there will be two evaluation appointments with the Fontys and with the ROC and we will then hear from the college (school) if this type of practice added value has added value for the study course itself.
- A new form of conference as communication - and teaching model: active participation of all participants instead of many people who just listen has in any case resulted in 2 invitational work days on location. Of course, preparations for the case visits can always be improved. From now on we must have better and timely preparatory Triple P exercises for both the youngsters and the teachers. Further, in some cases a few youngsters still remained passive; how can we get this group nevertheless more actively engaged in the case activities.
- Conference not to be a terminal event, but instead an incubator for the furtherance of youngster participation in and with local management and the local business community; as mentioned this will be important in the frame work of the evaluation consultation with Onno Hoes in May 2010. How do you make sure that the investment and the results of this

conference can be employed to reinforce the Triple P activities of the Province. It is interesting to use the conference network of 300 Triple P ambassadors in connection with current and future sister activities such as Brabant environment objectives, Brabant youngsters' participation objectives, .

Commitment versus results

The Province stuck its neck out by participating in this conference, as well in time as in money. The total regional funding by the Province came to Euro 155,000.- . A large investment!

It took moreover guts to place the youngsters as participants at the driver's seat in North Brabant.

It resulted in many case activities and many case advisories.

The youngsters judged the conference participation as very positive and also the teachers and others involved in their evaluations also give the conference high marks.

The commitment in terms of money and time generated great results. But the results will lose their effectiveness quickly if there is no follow up in the short term on case results by case holders to the network of 15 case managers in the province, to the network of 300 conference ambassadors and not to be forgotten (pay attention) to the large collection of video material.

Who dares to create the reference book in times of cost cutting and daily worries about nuclear activity.

The key concepts of Oprah Winfrey: "guts", "connection" and "forgiveness" may come in handy in creating that reference book!

Appendix (Ernest, Rob and Katja (facts and figures etc.) + evaluation results published in English

- boekje many happy returns
- facts and figures attenders etc.
- external evaluation

TCII RAR, by NC (A11)

Ås, Norway, 2010-04-28

**“Youngsters in the drivers’ seat for local sustainable development”
Thematic conference
Noord-Brabant, the Netherlands
February 7-10, 2010**

Reflective internal evaluation report, by the SUPPORT secretariat

About the event

This report is a reflective internal evaluation of the thematic conference organized by the SUPPORT partner “Codename Future”, a Dutch NGO, as part of the EU Comenius Lifelong Learning network project “SUPPORT”. The evaluation report is intended for internal feedback and to give the view of the SUPPORT secretariat.

The conference was one of three thematic conferences to be organized within the SUPPORT project. The first one was the “ICT supported education for sustainable development and global responsibility”, organized by the Finnish National Board of Education in September 2008 and the other is the final conference of SUPPORT which will be held in Bergen, Norway.

In the application, this conference is part of workpackage 2, “Exchange of best practice collaboration with schools”. This is one of the more extensive workpackages and is a central theme in the project. Four of the other events in the WP have been successfully carried out and one is planned for September 2010, but, in this work package, one seminar had to be cancelled due to too few applicants a workshop was cancelled due to the organizing partners’ lack of preparations. Therefore, it was important that this conference was carried out in a successful way.

The local partners of Codename Future were the local government in the Province of Noord-Brabant. It should be stated from the start, that the communication has been in a very good tone and friendly spirit between the project coordinator/secretariat and the Dutch partner and the local host, the Province of Noord-Brabant.

The conference was carried out 7-10 February, in and around the cities of Tilburg and s’Hertogenbosch, in the Province of Noord-Brabant in the Netherlands.

This reflective report is written from the perspective of the SUPPORT secretariat (hereafter often just referred to as “the secretariat”). It is based on the feedback from the participants as well as reflections by the secretariat and SUPPORT partners present, as exchanged informally during the event. The local hosts/organisers will also write an internal evaluation report from their perspective. A public event report will also be available on the project website www.support-edu.org including the program, list of participants, summary of inputs, working methods, conference products and learning outcomes.



The SUPPORT project has received funding 2007-2010 from the EU Comenius Lifelong Learning Programme.

*The responsibility for this publication lies solely with the Norwegian Directorate for Education and Training.
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Reflections on the planning process

The SUPPORT partner, Codename Future, hereafter referred to as "CF," had offered to organise this contact seminar during the SUPPORT application development phase in 2006. The conference was originally planned for November 2009, but when the organizer decided to get it listed as a teacher training event in the Comenius-Grundtvig database, it was rescheduled to February 2010 due to the funding application deadlines.

The planning process, which spans over 1.5 years, is described along different topics below, instead of giving a chronological description. The reflections on the planning process are more extensive than for previous events, but this is mainly because this was one of the bigger events in the project and because there was quite a lot of contact between the organizers and the secretariat.

The planning process from the perspective of the secretariat

The first detailed plans for the conference were sent by CF to the secretariat already in August 2008. In this e-mail, CF explained that they had developed their "Young Reporter" concept to a tool called "Triple P". CF further explained that participating schools would work with this tool at home, before coming to the conference, and that at the conference they would exchange experience while using the tool in the local context in the Netherlands. CF also suggested to bring in the Province of Noord-Brabant, hereafter referred to as PNB, as the local host and partner, an idea which the secretariat really liked. This fit very well with one of the main ideas of ESD in SUPPORT, namely the need for collaboration between schools, local authorities and the local community.

The first planning meeting with the SUPPORT secretariat, CF and a representative from the PNB, took place in Oslo already on January 30th, 2009. The notes from this meeting are found in attachment 1. On April 5th, the secretariat received a more condense document from CF and PNB, with "the main outline of the decisions and how we have implemented it in the program and/or in the preparation of the conference". See attachment 2.

After that, most of the communication was done over e-mail. The general rule was that anything concerning all involved was sent to the persons involved at all three organizations (CF, the PNB and the SUPPORT secretariat).

The official communication with the province's office was, by necessity, more formal, and concerned some contractual and financial issues as well as clarifying the roles and responsibilities of the SUPPORT partner CF, the SUPPORT secretariat and the financial responsibilities of the SUPPORT project.

Roles

Roles of the involved parties:

- Codename Future – the SUPPORT partner responsible for organizing the conference, in accordance with the project application from 2006, where CF set the goals in terms of numbers of participants etc. CF is also responsible for writing the activity report as well as a reflective report (internal evaluation) from their perspective.
- SUPPORT Secretariat – Responsible for keeping the dialogue with the organizing partner, informing all project partners of the event and reminding them of their responsibility as partners to recruit participants, promoting the event on the project website and spreading information to other suitable networks/sites as well as giving general feedback regarding the contents and organisation of the event, especially the financial requirements regarding the participation of SUPPORT partners.
- Norwegian Directorate for Education and Training – overall responsibility and financial responsibility for the SUPPORT project.
- The Province of Noord-Brabant – the local host, main responsibility was to provide the cases. Have worked with CF to develop the Triple P concept. Large economic commitment for the conference, including funding of some participants travels to the NL.

The dates for the conference

The conference was planned to take place in November 2009 but in April 2009, the organizers asked to postpone it, to allow time to get it listed in the Comenius-Grundtvig database.

The secretariat and Directorate of Education and Training (the legally responsible organization) replied that the conference could be moved to February 2010 at the latest, to avoid clashes with other SUPPORT events, *"if that means it can get listed on the catalog and you will put together an international instruction team as EU requires, to work on the teacher training content flow. This is sounding like a win-win, with both improved financing and improved content for the teachers as a result."*

After some investigation regarding school holiday dates in February, it was decided to go for week 6.

Partner meeting and synergies with the conference

The original plan was to have the partner meeting parallel to the conference "to create a stimulating synergy between the two events". In the Oslo meeting in January 2009, it was however realized that the chain of steps in the conference was such that the partners would need to follow the whole process in order to understand the method. It was therefore decided to have the partner meeting *after* the conference instead of parallel, although we knew this might lead to that some only would attend one of the events.

Parallel event for vocational schools

In January 2009, CF informed the secretariat about a proposal from ENSI, to run a parallel meeting for vocational training schools. It was agreed that this was very positive as long as budgets, roles and responsibilities were clear.

Programme, methodology and expected learning outcomes

An early change in the plans for the conference, as compared with the brief explanation in the project application, was that there would not be an exhibition where pupils would show the outcomes from CO2nnect. The main reason for this was that CO2nnect had not been used much in Dutch schools and it therefore seemed wiser to focus on the other activity mentioned in the project application, i.e. to "learn together with local authorities, with local companies", which instead is a real Dutch specialty, not least in Noord-Brabant.

At the meeting in Oslo, January 2009, CF presented a day by day programme outline and, together with PNB, gave a thorough explanation of how they saw the Triple P concept incorporated as the red thread in the conference programme. The organizers explained that the entire conference would be built around different cases (city planning projects, environmental or rural development projects, social issues or other cases). The cases, all in the area around s'Hertogenbosch (the capital town of the Province of Noord-Brabant), would be identified by the PNB. The pupils would be divided in groups, mixing nationalities and ages, with some teachers and SUPPORT partners as resource persons in each group. For each case, the organizers would identify:

- A "case owner" - someone from the PNB (in charge for the over all facilitation of the case process.
- A "case coach" - a teacher in training, from a teacher college. All case coaches would have been given a thorough introduction to the Triple P-method.
- A "case coach assistant" - a person from a vocational training for "hosts/hostesses", also trained for their role/tasks during the conference.
- One or more "case stakeholder/s" – the hosts or actual owners of the case, who would take part in and present the case to the pupils.

The pupils would also go out and interview any other persons whom they identified as stakeholders. CF informed the meeting that they had already identified the person to be in charge of the logistics and practical organisation of the conference.

The secretariat was obviously impressed with and reassured by this detailed planning and really big organisation around the conference.

The secretariat wanted to know what the learning goals were and how the organizers would ensure that the learning process was taken care of – for pupils as well as teachers. It was suggested to use a kind of "log-book" for the teachers, and to have daily reflection sessions in a "teachers lounge", where teachers would have time both to share experiences and to write down their own thoughts. To ensure that the pupils got a chance to reflect on what they did it was suggested to have reflections "language wise" to allow pupils and teachers discuss what they would bring home.

The representative from PNB also explained that Triple P stems from the Multiple Gains Approach (MGA), which has been used by the local governments in the Netherlands to mitigate and solve conflicts in local communities for over a decade. Triple P is an adapted version of the MGA, better suited for schools to use.

This information felt very reassuring, and the secretariat and legally responsible person again realized how valuable it was to have PNB on board, as this long experience of authority-local community-school collaboration is really outstanding.

All this was really assuring, as there had been some worries about the learning outcomes and ESD qualities of the Youngsters conference (simply because it had not been communicated by CF). The concrete plans presented, together with the strong commitment and involvement of PNB, made it possible for the secretariat to fully support the promotion work and recruitment procedure.

The representative from the Province of Noord-Brabant was invited to the last day of the third SUPPORT partner meeting, in Frankfurt, June 2009, where he gave a presentation of the MGA concept and the link to Triple P. The handouts on MGA are found in appendix 3.

The project coordinator had looked a bit at MGA and found it to be a tool mostly used for negotiation and reconciliation. In an e-mail, the secretariat asked CF for more information on the methodology and how it would be used by the pupils. The coordinator also suggested that CF would look at problem-based learning (PBL), as the whole idea of working with a case or problem as point of departure, and then look for solutions, seemed very close to PBL, and so there might be useful things to pull from there.

In spring and summer 2009, the secretariat asked CF several times with no replies about, not only the conference dates, venue and fees, but also to see a draft outline of the program, including the extra day for teachers, the goals of the conference and clear statement of the learning goals and the methods of the conference (both in the case studies and the method for the teacher training).

Throughout the planning process and preparations, the SUPPORT leadership put a lot of emphasis on that the learning outcome had to be in focus and asked CF to explain the goals of the conference, including a statement of the expected learning outcomes, and a description of the methods to be used.

Teacher training

As mentioned above, CF wished to announce the conference as a teachers training event. The secretariat first replied (by e-mail in December 2008, see appendix 4) that it would recommend CF to think it over, pointing at the EU requirements for teacher training events. The other big worry expressed was that it should be published at least 10 months before the event, which seemed tight as the event was planned for November 2009 and this was still at the planning stage in December 2008.

The e-mail from the secretariat also made clear that, from SUPPORT's point of view, there were no requirements or pressures to turn the conference into a teacher training, and that the main point for doing so would be to allow more teachers to get EU funding to attend, with or without pupils. It was also stressed that the planning would have to focus on the teachers' learning process.

CF informed the secretariat that they would have a meeting with the Dutch NA in May 2009, to discuss possible listing in the database. The secretariat asked CF, if possible, to send a draft proposal with goals, methods, and who will be on the instruction team, so that it could be discussed before the meeting, but there probably wasn't time.

On May 12th, 2009, CF informed the secretariat and PNB that the conference would be listed in the Comenius-Grundtvig database. CF wrote "*Together with [the NA] I will work on a extra program to get is formally updated; in practice this means 1 or 2 extra teachertraining moments and one extra day*".

The conference was listed in the Comenius-Grundtvig database in the end of June, 2009. The course information that was uploaded in the data base is found in appendix 5.

Recruitment of participants

From the start, much of the information and communication from CF focused on how to promote the Triple P concept and Youngsters conference. To begin with, CF had expected that the SUPPORT secretariat would be in charge of the recruitment, or would be able to organize it within the SUPPORT network. The secretariat explained that we would certainly be as helpful as possible in distributing information and

reminding partners to recruit – but that all information had to come from CF and that, as with all other SUPPORT events, it had to be up to the partners to do the recruitment job based on the information they received.

As the secretariat is aware that CF (and PNB) are quite disappointed about the involvement of the secretariat/ SUPPORT– it seems fair to state that the SUPPORT secretariat consistently tried to bring the attention to the learning outcomes, stressing that *that* would be the selling argument to get schools to send their pupils and staff to the conference. This was also the feedback from several SUPPORT partners to the information that CF presented at partner meetings or via e-mails. Many partners clearly said that they could only recruit participants if they knew that what the learning goals were and how the learning process would be taken care of. If there is some frustration from CF's (and PNB's side) about what they saw as a "lack of interest" in the conference from the SUPPORT partners point of view – this is probably the crux. From the secretariat's side we can only refer to repeated attempts to explain to CF that it was not just "us being difficult" each time we asked about the learning goals, methodology and learning process – but that it was because partners wanted to know this in order to promote the conference.

Another detail, small perhaps but probably with some influence nonetheless, was that quite a few partners expressed concern about the use of the word "Profit" and said it caused difficulties when trying to explain the "Triple P"-concept in their countries, as in some countries/languages the word is loaded with negative associations. Many partners therefore argued that if the three Ps should represent the environmental ("Planet"), social ("People") and economic aspects of development – then the last P should be "prosperity" rather than "Profit". This was discussed in one of the partner meetings but, like the requests for information about learning goals, methodology and learning process, it was not responded to by CF.

As funding was a main bottle neck, partners also asked CF about what sources that they knew of – if any. With one of the main themes of the conference being school – local authority cooperation, the secretariat suggested that CF or PNB would look at "twin towns" or "sister cities" of towns in Noord Brabant.

Announcement and promotion of the event

To promote the event, the CF set up a conference website and produced a "teaser video" about the Young Reporters concept. The contents and design of the video especially, but also of the website, were very much pupil oriented and did not explain the goals, methodology or expected learning outcomes of the conference. From June til mid September, the website basically only contained teaser video. When you went to the website the video started automatically, with loud rock-music and a very "teenage like" video. The feedback from most SUPPORT partners was clear; they could not use this video when they were to contact schools and teachers to promote the event. The secretariat asked CF for some material that could be used when contacting schools, something which would explain the goals of the conference, give an idea of the programme and methods and the overall expected learning outcomes.

CF later produced a brochure, which did present the programme and had a few lines about Triple P. But, this was in the beginning of July, and since the deadline for applying for Comenius funding was September 15th, most partners had difficulties recruiting participants as, either the schools were busy right at the end of the spring term, or they were already closed for the summer, in which case partners had to wait until after the vacation and try catch teachers' attention right at the beginning of the autumn term.

About expected number of participants

According to the project application, the short-term target number was 200 primary school pupils and 200 secondary school pupils, and 20 teachers from each level.

In the first concrete conference planning communications from CF to the secretariat (in August 2008) the goals mentioned were 300-500 international pupils. CF's plan was to collaborate with other SUPPORT partners and to promote the conference and recruit teachers at the thematic workshop which should have been organized by the University of the Balearic Islands (P13) as well as at the Comenius contact seminar in Athens which was organized by the National and Kapodistrian University of Athens (P12). In one of the early e-mails CF wrote that "*most of the 4 Dutch schools will do their project before spring 2009 so the Dutch teachers and Dutch local authorities and companies that attend the meeting in Mallorca will then have cases they already worked to inspire the other attending teachers in Mallorca that will do the project*".

CF hoped the workshop in Spain would secure a minimum of 50 Spanish pupils and their teachers to come to the Netherlands and wrote "*I suggest to use the Mallorca meeting next spring 2009 to be the momentum*

for teachers of the Young reporter schools to meet each other together with local authorities and companies since that is also the purpose of the meeting in Spain next year". It was therefore a great disappointment when the thematic workshop that should have been organized by University of the Balearic Islands as part of WP2 did not happen.

CF had contacted SUPPORT partners in four countries, and the plan was that these partners would contact schools and identify teachers who would go to the Comenius contact seminar in Athens, together with teachers from four Dutch schools. These teachers would then help lead workshops during the Youngsters conference. The idea was that this would guarantee 200 pupils, 50 from each of the four countries, plus 100 Dutch pupils and hoping to have at least 25 pupils from another three countries.

In September 2008, CF presented the Young Reporter/Triple P concept and conference plans so far at the second SUPPORT partner meeting, in Finland. CF explained that the teachers from SUPPORT partner countries who would be part of the programme of the Youngsters programme would get some financial support from the organizers and "clear outlines".

In November 2008, CF took part in the Comenius contact seminar in Athens, and hoped to secure a minimum of 50 Greek pupils and teachers for the Youngsters conference.

In June, 2009, a representative from the PNB came to the last day of the SUPPORT partner meeting in Germany to give a presentation of MGA, see appendix 3. The introduction to MGA was part of the final session of the partner meeting, where CF presented the conference to the partners. The presentation began with CF's "teaser movie" (available here: <http://www.youtube.com/watch?v=xIbAMINIBuc>), after which there was a PPT about the conference, see appendix 6.

The secretariat did not receive much information about numbers or participants during the period of registration, but on Oct 1st 2009, we received a letter from PNB who were concerned about the low number of registered participants. From the secretariat point of view, we too of course were worried about the low numbers. As this had to do with the relations between SUPPORT and PNB, Astrid Sandås answered the letter (appendix 8).

Although low numbers of participants surely was alarming, the secretariat felt it had both given CF ample time to present the conference at all SUPPORT meetings as well as having distributed all information/promotion material from CF to the other partners. The fact that we had repeatedly tried to get CF to state the learning outcomes and to describe the learning process of the methodology, but with no response, meant that we did not feel it was our "fault" that the recruitment had been so meager.

On top of the worries came a last minute cancellation of a quite large group of Malaysian pupils whose funding was withdrawn from the Malaysian school authorities.

Reflections on the implementation of the conference

Venue

The venue was the Landal Duc de Brabant, a holiday villa park about 30 min outside Tilburg. The conference had booked the whole park, with all its 147 self contained houses, or "Bungalows", each with 1-5 double rooms.

Originally, SUPPORT partners should have stayed at the hotel "Hampshire Inn", right at the entrance of the bungalow park. But, as the organizer had booked the entire bungalow park for the full week, and ended up having fewer participants than expected, they decided to cancel the hotel reservation and give the empty bungalows to SUPPORT partners.

Thus, all participants, pupils, teachers and SUPPORT partners stayed in the bungalows. SUPPORT partners got a 1 or 2 room bungalow to themselves. Several bungalows also had a sauna, solarium or jacuzzi. The school groups had breakfast in their respective bungalows while SUPPORT partners walked over to the adjacent restaurant at the hotel.

The bungalow park was very popular among the pupils, who enjoyed having the houses to themselves and going to visit each other at night. Apparently the "spa-facilities" were also used by many. It was very nice not

to be in a city or have other “distractions” around. The sustainability aspect, especially energy usage, of the bungalow park was commented on by many and if a conference like this was to be repeated it would be nice with a venue that was more in line with the sustainability theme and goals for the conference.

The fact that the little store in the reception of the bungalow park still sold alcoholic beverages to anyone above 16 of course was a topic of discussion. As there were some private guests as well in the park, it would probably have been difficult to close the park – but the rule “only sell to participants above 16” was not popular among all participants, especially not among the teachers and other resource persons. Many thought it inappropriate to have this “liberal approach” at an international school conference for ESD.

Logistics

It doesn't need mentioning that it is a organisational and logistical challenge to organize a conference involving over 200 pupils and accompanying teachers from several countries, who are to be divided in groups also involving local stakeholders, authority persons and others, and going out to the 15 case-studies, distributed over an area of roughly 100 x 50 km. And, it really needs to be underlined that the organizing team had done a tremendous job when it came to the practical arrangements. Although there was quite a lot of waiting (sometimes the time margins in the programme seemed excessive) and not all groups got the right information, the logistics worked really well considering the size of the task. This is reflected in that about ¾ of all participants (pupils and teachers) ticked one of the two top rates (out of four) when asked if they thought the event was well organized.

Each case group also had to have quite a lot of equipment at the “case location”. This was also well organized, with three lap tops (one for each smaller working group), three cameras, and a printer for each group.

The cases for the Triple P process

PNB had done a tremendous job of identifying 15 cases in the area around s'Hertogenbosch and Tilburg, each focusing on some environmental or societal dilemma/conflict or connected to a specific project. The cases included topics like plans for new sport arenas, planning how to use a remediated old landfill and urban development projects. The list of is found in appendix 9 and the descriptions presented in the poster exhibition are found at the conference website.

Most of these selected cases seem to have been very well chosen and triggered the pupils' interest and creativity. In one or two cases though, there was no real issue or problem for the pupils to solve, which according to the teachers in those groups, made the pupils lose interest as it didn't fit with the instructions they got. In a couple of cases, like the polder and the landfill, some pupils thought it was too technical and also too “site specific”, and not something they could identify with or feel engaged in.

The PNB had prepared a nice exhibition, presenting each case in a big poster. This exhibition was available in the large open entry hall area of the Province House, where the opening and closing sessions of the conference were held. It is possible that it would have been better studied by the pupils, had it been at the accommodation site. And although some pupils and teachers looked at it, most did not have the interest to read much about other cases than “their own”.

Selecting cases

The schools had been asked to choose which case they wanted to go to beforehand, and everyone got a number on their nametag telling them which group number they belonged to. Unfortunately, some Dutch students were told to switch groups on day one, right before they were to departure to the cases. Some might have been fine with this, but in our group we ended up having a couple who had been exited about theme of an other group, and who had difficulties to motivate themselves for this new theme they had been told to work on. The reason behind this switch was that these pupils lived nearby the case location, making them “actual stakeholders”, but they didn't seem to realize what this meant. One of them mentioned that being told to switch groups against her will didn't really make her feel like she was in the driver's seat.

The Programme

The conference programme, which was also available on the conference webpage before the conference, is attached in appendix 10.

Case facilitators

In the planning process, the big apparatus of having so many resource persons per case (one "case owner" from the PNB, one "case coach" - a teacher in training, from a teacher college and one "case coach assistant" - a "hosts/hostesses" in training from a vocational training, besides the "stakeholder/s" themselves) sounded very impressive and seemed like an important part of the quality assurance of the process. It however seems to have been difficult to get enough people to fill the roles in all 15 cases and there was not a case coach and case coach assistant per case. Also, not all had been given the training/introduction they would have needed to feel at ease with the task. This was clear both during the "round of feedback" on one of the evenings and also from discussions with several teachers and SUPPORT partners.

The secretariat had not heard about any of these problems before the conference and it was a little surprising to find out that some of the young case coaches and case coach assistants had had more or less no information before hand and had been "called in" with very short notice. There were also some incidents at night which lead to at least one of the assistants being sent home.

Working process

Below follows a description of the conference and working process, day by day. The activities which took place in groups are first of all based on the experiences of case 8, "Where country side and city meet" – "The Green Room".

Arrival day

Participants had dinner at the restaurant next to the bungalow park. Teachers and SUPPORT partners got some practical information about the next day. Also, those who had not selected a case beforehand got a chance to do so. It later turned out that neither the teachers nor the SUPPORT partners had received any information about the Triple P method, but that the only guidance they had gotten was "to take a step back and not interfere with the process".

Day 1

Departure for the Province house was set at 9.15. After we all arrived, there was coffee/hot cocoa and biscuits served in the big entry hall. After an hour, we could go into the assembly hall, where the official opening was given by CF, stressing the importance of the youngsters being the future, that they shouldn't worry so much about communicating in English the coming days and that working together is really important. Three pupils were asked about their expectations for the conference and future dreams, the representative from the SUPPORT secretariat was asked to explain a bit about SUPPORT and a representative from the Province explained how important they think it is to work together for sustainable development. The session ended with a popular Dutch rapper who performed a couple of songs about how important it is to care for each other and the planet. It was a very "positively charged" opening session.

A sandwich lunch was served in the entry hall of the Province house. During lunch, the "case groups" met around large round tables, usually two per group. It was a little difficult to hear each other around the tables – but in most groups, people tried to have a presentation round. Most pupils stuck to their ones they knew and were a little shy at first – but that is of course quite normal. The fact that teachers had been told "not to interfere" also meant that they didn't step in as the regular facilitators. (This might not at all be bad – although the ice breaking was a little slow and hesitating in some groups.)

After a while, the case owners and some stakeholders showed up, as well as case coaches. But there was unfortunately very little information, and we waited for over an hour until we were told to go to the buses. As the groups were all seated in the same big hall, it was difficult to make any presentations or so there – but it would have been very nice if each group had had the possibility to go study their poster about their case in the exhibition for instance. According to the programme, there was supposed to be some briefing on the bus. Most buses transported more than one group and according to information from other participants, most groups had none or very little information during the sometimes lengthy bus rides. In the group in which the undersigned took part, the stakeholder however did a good job informing both groups about what we saw on the way, and after the "other" group had left the bus he started introducing the case.

As it is impossible to declare what happened in all cases, or even in all working groups in the case where the undersigned took part, this is a brief description of what I experienced:

On arrival, the pupils were all very uncertain of what was going on. They seemed to stick very much to the ones from their own school, as there had been no proper introduction round in the whole group.

As in several other groups, our case started with some exploring of the case-area outdoors. In our case, there were even bikes for all the pupils, and this is of course a good way of getting a picture of the location. Unfortunately the weather was freezing cold and windy, and not even good clothes seemed to help much. Most pupils were really poorly dressed and they were so freezing cold that it was difficult not to get really worried. In a 2.5 day conference it is of course difficult to adjust the plans to the weather – but it was quite clear that biking around outdoors in the biting cold wind was not a choice of the pupils.

After the introduction, the pupils were asked to divide in three groups. In our case, this turned out to be two English speaking groups and one with only Dutch pupils. Only one person in the group I joined had gotten a print out of the Triple P method to be used, and pupils from several schools had never heard of it, or even less used it. The case coach said he'd print some more copies of the description but either the printer didn't work or he didn't have the file or something – we didn't get any more copies at least.

The stakeholder's presentation triggered the pupils' creativity and made them think of all sorts of solutions right away. Despite the advice not to interfere in the process I did interrupt after some time, just to ask whether they wanted to do it more "the brain storming way", or whether they wanted to try the Triple P method – just to make sure they were aware about what "method" they chose. So they looked at the instruction sheet that one of them had, but it was quite obvious the instructions didn't help them. They had already bits of the answers and lots of arguments which would have fit all three Ps. After some continued creative discussions, I felt that I had to ask again whether perhaps they wanted to try the Triple P method. One of the participants then did two interviews with two stakeholders, and took some photos. But otherwise, the Triple P method simply did not fit their creative process and wasn't used.

We came back to the accommodation place quite late on day one.

Day 2

There was apparently some confusion regarding departure times, and some had to wait out in the cold for a long time. My group was lucky though, and took off right away. Our first visit was the town hall where we had a presentation from the municipality – one of the stakeholders in the case. The presentation was only interrupted by the film team who had to do an interview with the speaker. After wards we went back to the case location.

On arrival, we were supposed to have lunch, but some of us where asked to go outside to walk around on the farm we were at, in order for the film team to get some shots for their "documentary".

After a delicious lunch served by the very hospitable farmers, the work continued. Each group had gotten a laptop, and on it was a PPT-template, with slides ready to be fill out for each step. I thought it was quite alarming to see how stressed the pupils were to get the PPT-presentation ready according to the format. The PPT became the goal – not their development plan of the place. As the whole process got so concentrated around the PPT, it didn't involve everyone in the group. Some found their own "sub-projects" like drawing a map or taking photos or something, while others were not involved at all. The 2-3 around the lap top discussed what to write and what they had to find out in order to fill out the template.

In the end, all three groups gave presentations with various solutions to the "case problem". My personal reflections around the process was that they probably did learn something from working with pupils from other schools/other countries. It was also very nice to see how encouraging they were to each other, especially those who had difficulties speaking English.

Back at the accommodation centre that night, many teachers and some of us from SUPPORT had gotten a hint about coming to a reflections session. The session was lead by the director of CF, and each case coach, case owner and all present teachers and SUPPORT partners were asked to give their reflections on the day. This "round", with everyone standing, sitting, hanging around in the crowded living room of one of the Bungalows, lasted several hours. It was evident that several of the case coaches had not been given enough training or been prepared for the situation and coordinating responsibility they ended up having. Some cases didn't really have a problem for the pupils to solve or were so complicated that the pupils didn't know what to work with. In some groups, the teachers and SUPPORT staff, who had been instructed to stand back and give the pupils space, had talked together after the first day and went in on the second day to guide their pupils who had been completely lost.

Many cases had gotten the students motivated and the teachers could report about a constructive working process. The striking thing was that many seemed to take nice PPTs as a sign for good results or

“success”. It was also quite obvious that in this setting, the CF director was only picking up the success stories, something which actually annoyed those who had not had such good experiences.

Learning process

As already mentioned, the learning goals were never defined. In fact, CF’s only suggestion for a “learning goal” question for the evaluation was to ask the pupils whether they had felt like journalists. This suggestion for an evaluation question came just a couple of weeks before the conference, and was quite surprising as it had never been mentioned in any correspondence or meetings – although the Triple P had its origins in “Young Reporters”. But as it was the one desire for questions that came from CF, it was included in the evaluation for the pupils. The figure below shows the responses in the evaluation form about what the pupils made of the Triple P-process. As the learning goals were not defined we can’t evaluate whether they were met or not.

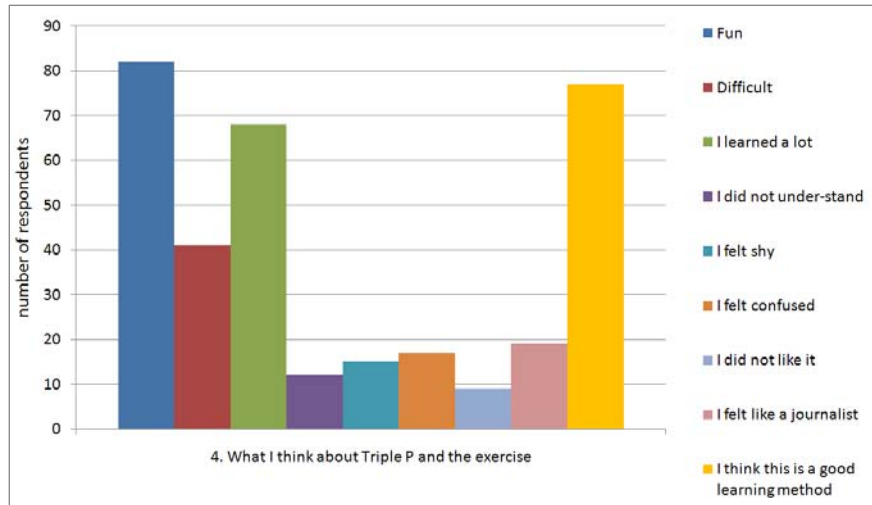


Figure 1: Pupils’ rating of Triple P and the exercise

Teacher training

This training was listed in the Comenius-Grundtvig catalogue as a teacher training. It was in the category of “Participation in a European conference or seminar organised by a Comenius or Grundtvig Network”, which is one of the options in EU’s instructions for providers of teacher trainings.

The SUPPORT partners did not take part in the meetings for teachers and so the undersigned has no information about this aspect of the conference. The planned teachers’ lounge and log-book for reflections did not seem to have been used in the process but I don’t know what other methods were.

As far as the secretariat knows, the only evaluation of the event was the SUPPORT projects internal evaluation, which did not focus on the teacher training aspect of the conference.

School preparations

Not all schools seemed to have gotten the same preparatory materials. Some had been able to study Triple P before hand, while others had not. This is quite obvious in the evaluation, where half the teachers and "other adult participants" actually gave one of the two lowest scores to the question about whether they had received sufficient information prior to the event (see figure 2).

Highlights

One of the evident highlights was the strong involvement from the Province of Noord-Brabant, who did a fabulous job in finding interesting cases and who gave strong support, "morally and financially" to the conference.

A major highlight, and probably the main outcome of the conference (as can be seen in the evaluations from both teachers and pupils) is the cultural exchange and communication/ collaboration between pupils (and teachers) from different cultures.

Challenges

A challenge throughout the planning phase was communication or perhaps the different focus points of the CF as compared with the secretariat. From the secretariat and project leadership, it was frustrating to know that although Codename Future had very ambitious plans and high expectations for the conference, it was not easy to arrive at the same goals – or to communicate these goals in a way which the partners felt they could bring to their schools. Whereas the SUPPORT secretariat (and many partners) would have wanted more focus on the goals of the conference, we could not help feel that CF was more focused on promoting the concept of "Triple P". The secretariat was nagging CF up until the conference to state the conference goals.

A real low-light, especially for CF, was the fact that the SUPPORT partner Balearic Islands University which had agreed to cooperate with CF in the conference, simply didn't communicate and seems to have dropped out from the SUPPORT.

As in all SUPPORT events with participants depending on financing from the NAs, the deadlines and rules for listing etc have been a struggle here as well. The fact that teacher had had to apply already in September 2009 for the event in February 2010 made recruitment difficult.

Points picked up in the pupils evaluation

146 pupils answered the evaluation, (the evaluation forms and results are found as appendix 11 and on SUPPORT website). Most of them thought the conference was well organized (average 2.99, where 4 is the highest and 1 the lowest score). See figure 3.

The time frame of the conference is also agreeable to most pupils, and the average result for the question "The programme gave enough time for us to think about and reflect on what we learned" was 2.85.

From the rating of the sessions, it seems that the most appreciated parts were to present the work to the stake holders of the case as well as the closing session of the conference.

A majority of pupils, 81%, reply with 3s and 4s to the question "I understand that I can get involved in the development of my home town/village/area". Only 57% of the pupils however give 3 or 4 when asked if they enjoy working on real "problems" and will ask their teachers to work with local cases. A majority still – but a point for reflection in an evaluation of a conference where that was the main theme.

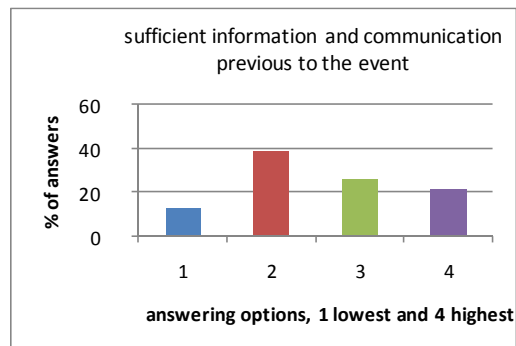


Figure 2: teachers and SUPPORT participants responses to whether they had received sufficient information before the event.

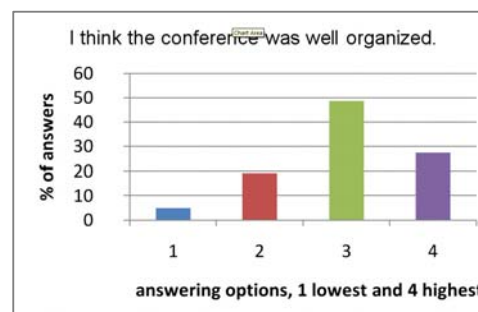


Figure 3: pupils rating of the organisation of the conference

Another positive result though is that 82% reply with one of the higher categories when asked if they have developed a better understanding of what sustainable development means.

When pupils were asked what they thought of Triple P exercise, the replies were as in the figure 1. It was possible to give several answers. Of the 145 respondents, 82 pupils (or 57% of 145 pupils) thought it was fun, 68 pupils (or 47% of 145 pupils) think they learnt a lot and 77 pupils (or 53% of 145 pupils) think it is a good learning method.

Although a majority of the pupils mention the international interaction and meeting people from different backgrounds as positive, many write that they didn't like that pupils from upper secondary schools ("gymnasiums" / "lyceum") and vocational schools were mixed.

From the qualitative answers it is clear that the experience of working with pupils from other countries was the highlight for most of the students. The question "what does being in the drivers' seat mean to you" gives quite a range of answers, but the most common word is "responsibility". When asked what they had learnt, the most common factors mentioned are to cooperate, or even to cooperate with people from other countries, to speak better English and to have learned something about the environment/sustainability.

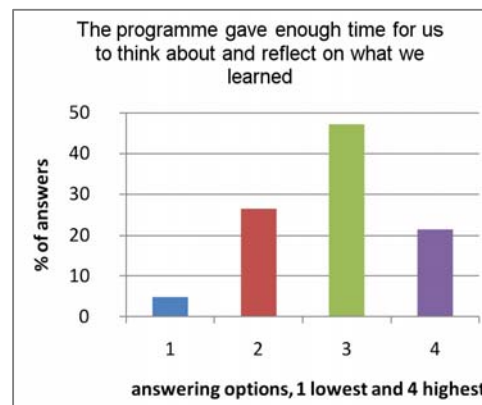


Figure 4: pupils' rating of the time for reflection in the programme

Suggestions for future similar events

If a similar event was to be organized in the future, there are some learning points which could be taken into consideration. First of all – having the local authority involved, both as the official host of the event and also so deeply engaged in defining the cases was invaluable. It would certainly be the advice for future events to seek such a partnership, as it was very valuable for the school – local community theme of the conference, both in terms of the knowledge and resources within the province's office, and also gave the conference legitimacy.

Teachers in-service and local policy makers/authority persons were part of the target group for the conference, but neither promotion material nor the programme seemed to address these groups. That could be improved.

The planned set up with various facilitators in the cases was very good, and in any future events the change would be to ensure that the roles are filled and that everyone involved gets the appropriate training/introduction.

To ensure a better link with the schools, the communication and preparations beforehand are key, for teachers **and** pupils. And to strengthen the aspect of "how to link this to what you can do at home", there should have been at least one more day in the programme where the students could have looked at ways to apply the method at home – to think of cases to work with and how to get started.

This is linked to the learning process as well. The way the short and intense programme was now – there was simply very little room for reflection. In a future event – it would be advisable to define who is in charge of securing the learning process. This links with discussions about school – community cooperation in several partner meetings where it has been stressed that although the school and the partners in the community should be equal partners in the project planning – the school always has the responsibility of the pupils' learning. That can never be "outsourced". So – when schools bring pupils to an event the teachers obviously need to know about the learning goals and how they will be reached – which goes back to the "problem" of the promotion material, but in the conference organizer team there also needs to be someone (in this case the partner of the ESD project SUPPORT) who secures that the learning process is in focus throughout the programme design.

TCIII RAR, by AC (A13)

Reflective report

Partnership and participation for a sustainable tomorrow – Continuing the UN Decade of ESD, at Scandic hotel, Bergen, Norway, Aug 29-Sept 1, 2010

Author: Astrid Sandas

November 2010

1. About the event

Background

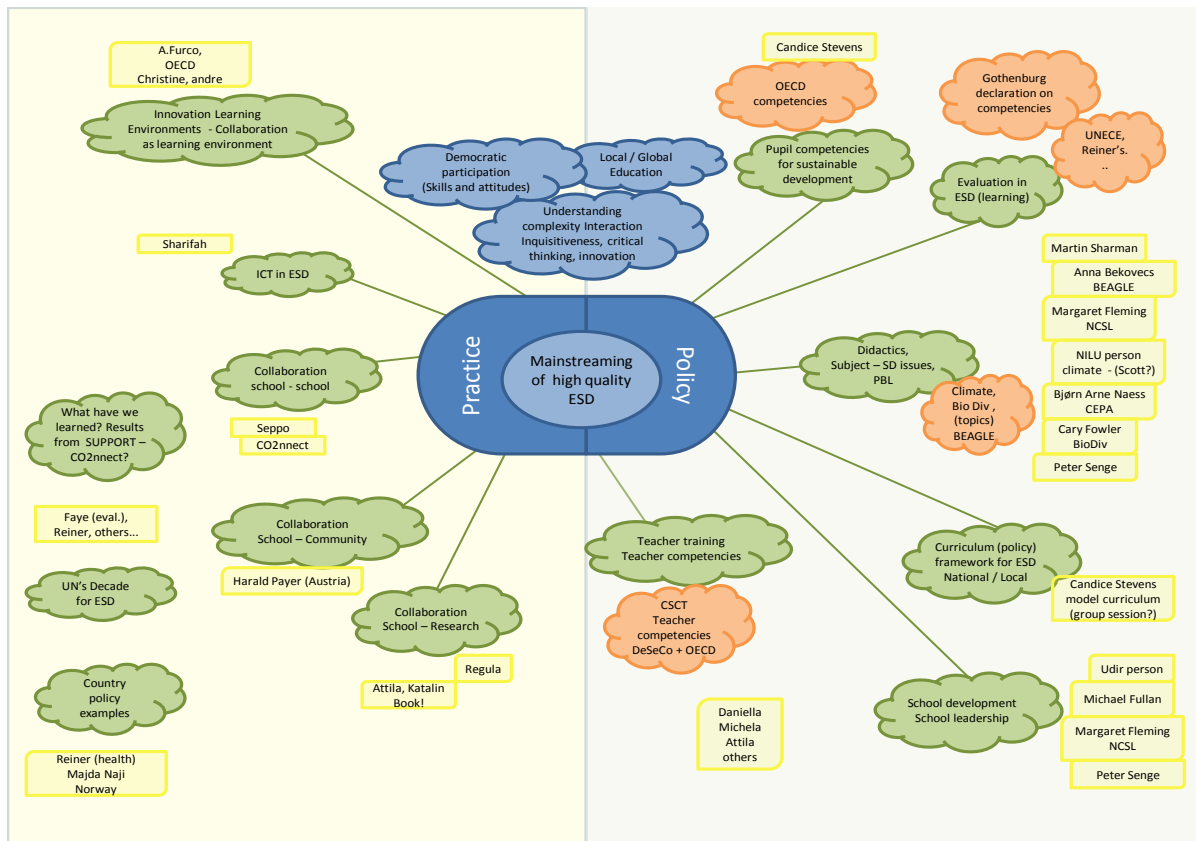
This is a reflective internal evaluation of the thematic conference organized by the Norwegian Directorate for Education and Training, Bergen Municipality and the SUPPORT project, held in Bergen, Norway, Aug 28- Sept 1, 2010. The evaluation report is intended to give the organizers point of view and for the purpose of internal feedback.

The conference was one of three thematic conferences to be organized within the SUPPORT project, and was the final conference. The aim of the conference was to emphasize the interaction of educational policy and practice in the search for effective approaches to mainstreaming ESD. The event was a contribution to the United Nations Decade for Education for Sustainable Development.

School practice of ESD on a sustainable basis requires an appropriate policy framework including teacher training, curriculum, support for school development and the widening of learning arenas to include local and global partners. ESD policy needs to be informed by school experience and educational research in ESD on "what works" in mainstreaming ESD.

2. Program

2.1 Planning-process



The organizers discussed the outline of the program and drew up a mind-map as a reminder. The program was further discussed in 4 meetings between the secretariat,

representatives from Bergen Municipality and the Bergen University. In the beginning of the planning phase, the possibility of using "world café" method was considered. The secretariat was in contact with Agota Rusza from the SOL organization. She was hired to run a session at Partner meeting 3 in Frankfurt to demonstrate the method. It worked well in the Support-group. After some discussion and also consultation with other partners in SUPPORT, it was decided that "world café" method would not work as well as we hoped at the final Support conference where the audience would be both decision makers at central and local level, researchers, headmasters and teachers.

Experts and others have enough insight in what ESD is and there is lots of examples that successful ESD can be carried out at school level for a short period of time if the school is given enough attention and resources. The challenge is to mainstream ESD; that is to implement ESD into normal school life. The organizers of the conference meant it was time to shift the focus from what ESD *is* to what *can be done* to mainstream ESD. There is agreement among Support-partners that one has to approach the whole *school system* and not only single teachers at single schools if we are to reach out.

It was agreed that the program should focus on the interaction between policy and practice in ESD. It had been argued that the definition of ESD and what is perceived as SD and ESD is not elaborated and understood properly by public at large. Evaluation reports¹ also showed that teachers did not have a clear vision of ESD. We regard this as one of the biggest challenges when mainstreaming ESD, together with the organizational changes that often are needed for carrying out ESD. Therefore the organizers wanted to have keynotes that touched the content of ESD and why changes in schools are needed and how to support schools in this change-process.

At day one of the conference, the Bergen Municipality wanted it to be a training day for teachers from Bergen, and therefore they argued that this day should not focus on discussions. It is enough time at school level to discuss, but they wanted to give the teaches as much content input as possible. As it turned out, due to the volcanic ash cloud, the conference had to be postponed and be re-organized. The organizers managed to do that but due to time constraint, it had to be one day shorter, and the training day for teachers in Bergen was cancelled.

2.2 The Venue

The venue for the conference was discussed at length, and several possibilities were explored. We consider having it at a beautiful countryside some miles outside the city of Bergen. There were several options but all was rather expensive. The Municipality of Bergen had an agreement with a conference hotel in the city of Bergen which was cheap but had all the facilities that was needed. It was therefore easy to agree that the conference should be in the middle for Bergen.

One challenge was to find a good place for the students that were awarded in the competition connected to the Co2 on the way to school campaign (description page 5). To be in a city like Bergen was not a good option. We needed to find a place for them where they could experience ESD in Norway and enjoy the Norwegian culture and nature.

¹ Dieter Gross, Berlin

Bergen Municipality has a camp-school some miles outside of Bergen, Hålandsdalen leirskole. The manager of this school took on the task to be a host and give the students and teachers a place to stay and also to provide them with an excellent program for six days.

2.3 The content of the program

2.3.1 Overall description

The title of the conference "Partnership and participation for a sustainable tomorrow: Continuing the UN Decade" was chosen to underline the main focus of the Support project and to make a link to the UN decade for Education for Sustainable Development as we wanted the event to be a contribution to the UN decade.

The overall team for day one was "Learning for a sustainable tomorrow: ESD and the challenge of educational change". It is obvious to detect the potential within ESD for school development; in fact it is hard to see how one can implement ESD in a traditional way of teaching and learning. As the overall aim for SUPPORT is mainstreaming ESD into the educational sector, the focus of day one was to see the connection between ESD and school development.

Several well known persons were asked to give keynotes into main SD themes as climate change and biodiversity as well as what kind of competencies the students should be provided with in order to contribute to a sustainable tomorrow, and also the challenge school system faces when implementing ESD.

2.3.2 Addresses and award session

The deputy major of the Municipality of Bergen Trude Drevland opened the conference. She presented Bergen and welcomed all the participants to the town. Bergen is an old town from a Norwegian point of view, and has a lot of charming small spots where tourists like to visit. We had asked a representative from the political level to show that the question of ESD has to be anchored politically. Bergen Municipality claims to be an environmental friendly community, and they will take the sustainability challenge serious.

A representative from the leadership at the Directorate for Education and Training, **Lone Lønne Christiansen**, introduced the goals and work of the Support consortium. Norwegian Directorate for Education and Training is responsible for the development of primary and secondary education. The Directorate is the executive agency for the Ministry of Education and Research. The Directorate has the overall responsibility for supervising education and the governance of the education sector, as well as the implementation of Acts of Parliament and regulations. She stressed the connection between school development and ESD, and mentioned that the focus in SUPPORT is on learning outcomes, on partnership and participation and on school development. The presentation is enclosed in annex 2.

Jean-Michel Boullier, formal leader of the EU Comenius Lifelong Learning programme, introduced the EU-Comenius Lifelong Learning programme, and explained the SUPPORT network in the EU context. Boulliere pointed out the importance of linking the central funding network projects like Support to the local Comenius offices.

Jan Peter Strømsheim from the Norwegian Ministry of Education talked about the role of education in sustainable development. He stressed the importance of finding space for ESD in the national curriculum, and to have a national strategy for ESD. Such strategies should be build upon international agreements like the Bonn Declaration, and have a connection to the national strategy for SD. Strømsheim said that Norway worked with a new strategy for ESD which should be aimed at all level from Kindergarten to Teacher training.

Award for successful ESD school project in SUPPORT's international ESD school campaign "CO₂nnect"

as we have learnt in several projects and programmes, it is easy to develop good projects at a limited number of schools. A greater challenge is to motivate the school to continue with the work after the project period and also for schools to learn from other schools.

In order to engage a large number of schools, pupils, parents and communities to work with sustainable development in the field of climate and transport, SUPPORT launched the international school campaign CO₂nnect at www.co2nnect.org in March 2009. The aim was to increase pupils' competencies in a broad way (as described in the learning goals for the campaign). The aim was further to increase schools' competency to deliver high quality ESD and to provide ICT based tools including guidelines, links, a CO₂ transport emissions calculator and opportunities for partnership. One aspect of the campaign was to generate information useful to research and management about transport- and climate issues and to generate innovative ideas for sustainable transport. A competition was launched as part of the campaign. The aim was to collect good examples of local school projects that were based on a common frame so they could be compared. The award for the best projects was to be presented at an international conference.

Schools in 44 countries participated, more than 30 000 reporters (pupils) responded, 44 project reports was uploaded, 265 ideas of what can be done locally to reduce climate gases were send in together with over 1300 photos. 40 schools submitted reports on their CO₂nnect projects before the deadline in mid October 2009. A jury of SUPPORT partners, James Hindson, Reimer Mathar, Gaute Grønstøl, Åsa Renman and Astrid Sandås, had a meeting where they considered the reports and identify the outstanding ones in the two categories: Upper Secondary Schools and Primary and Lower Secondary Schools. The award was a journey to the conference in Bergen and a week stay at Hålandsdalen Environmental Education Centre. The schools had also got a diploma as a token of their work. Besides this the secretariat had developed a booklet with a description of the awarded projects. This booklet was given to the awarded schools and was also distributed at to the participants at the conference.

The reports were evaluated according to the following criteria:

1. The school or class has participated fully in CO₂nnect activities (registered data in the database, submitted a climate idea and filled out the survey questionnaire)
2. The school or class has carried out a successful local project on climate emissions and transport in collaboration with local actors with a high degree of pupil initiative and activity.
3. The project demonstrates a high degree of pupil innovation to develop ideas or actions for sustainable transport and reduced climate emissions.

4. The project demonstrates a high degree of reflection by pupils about what they learned by doing the project.

The schools awarded first place were invited to send three pupils and one teacher representing their school, and the schools awarded second place could send two pupil representatives and one teacher.

The school awarded 1st prize in the category Upper Secondary School was Lykeio Agiou Ioanni, from Lemesos, Cyprus. From primary and Lower Secondary School was Pärnu-Jaagupi Gümnaasium, From Pärnu, Estonia awarded. The school awarded 2nd place in the category Colegiul National de Arte Constanta – Regina Maria from Constanta, Romania. Two schools shared the award for 2nd place in the category Primary and Lower Secondary School. It was Sekolah Menengah Kebangsaan (SMK) Serdang from Kedah Darulaman and Sekolah Menengah Kebangsaan (SMK) Perempuan St. George from Penang, both Malaysia. The following three schools were highly commended by the jury: Ady Endre Elmeletei Liceum, Bucharest, Romania, Základná škola, Dr. Janského č.2, Ziar nad Hronom, Slovakia, SMK Bukit Jambul, Gelugor, Malaysia.

The school-projects presented their project in the poster-session. After participating in the conference at the first day of the conference, they went to Hålandsdalen Environmental Education Centre, about 80 km south of Bergen, where they stayed until Friday. An intensive and exciting program was offered the pupils (see annex 3.) As an afterthought we think the project schools could have played a more prominent role at the conference. It is not every day that students from South-east Europe and Asian countries have the possibility to participate at an international conference.

2.4 Keynotes

2.4.1 Why is ESD a matter of School development

The award session was followed by a keynote by **Mats Ekholm**, Karlstad University. He addressed the audience about why ESD is a matter of school development. Ekholm explored the concept of ESD and spoke about qualities of education that support sustainable development. He emphasised that the understanding of ESD is linked to self-understanding, and is also about how we regard the learning process. He argued that the purpose of knowledge is to be able to explain and to act. Further he dwelt upon strategies for school improvement as ESD is argued to be a cornerstone for school development. Ekholm showed several barriers and challenges one has to consider in ESD. This keynote dwelled upon some of the key elements in mainstreaming ESD and he brought forward from the Support-projects point of view, an important message. Ekholms ppt is in annex 4.

2.4.2 Designing learning processes that contribute to a more sustainable world

Arjen Wals, Wageningen University gave a keynote on the issue "Designing learning processes that contribute to a more sustainable world" He reminded the audience about our over consumption and how far we have gone in an absurd direction with our way of living. Wals pointed to the systemic global issues how they are interlinked. He also argued that the effects of today's development discriminate; that poor people suffer more than the rich. Further he dwelled at the overload of issues in schools could, he said that to schools can be helped by seeing different themes like climate change, consumers'

education and peace education in connection and that there should be developed a framework for facilitating sustainability. His main message was summarised into:

- Integrating sustainability is just as much about *how* we teach and learn as it about *what* we teach and learn
- Sustainability requires more space in curricula for systems thinking, integrative designs and multiple ways of knowing
- New forms of teaching requires new competencies on the part of teaching staff
- Blurring the boundaries between institutional and community based learning is essential
- Critical thinking, diversity and deep democracy are essential components of ESD.

Like Ekholm, the messages from Wals is central to the Support work, and explain clearly what ESD is about and why it is so challenging. Arjen Wals presentation is in Annex 5.

2.4.3 Wicked issues

Hilde Kyrkjebø, Norwegian Directorate for Nature Management gave a keynote on "Wicked issues" and why they require new kinds of awareness and understanding. She focused on connection between issues with biodiversity and climate change and the different laws that exists for conservation of biodiversity. In spite of all the agreements that exists, there are big challenges to overcome. The message is that there exist no easy solution, that the interconnections are not easy to spot, and it requires a lot of knowledge and reflection to understand and be able to act in favour of sustainable development long term. Her pdf-files; annex 6

2.4.4 Educating citizens for a sustainable world

The next keynote was "**Educating citizens for a sustainable world: a conversation with Peter Senge**". A live video dialog between Peter Senge from Vermont, Arjen Wals, Candice Stevens and pupils from the CO2nnect School Lykeio Agiou Loanni in Cyprus, was lively and very interesting. The dialogue showed that there are differences in opinion in how to approach ESD. Senge argued for the importance of local initiative, while Stevens focused on the need for a more steered development from governmental and international agencies. As a preparation for this, Peter Senge had a telephone conversation with Faye Benedict from the Support secretariat, and this had resulted in a written statement which was read by Wals and Stevens as a preparation for this event. The written statement is enclosed in annex 7.

2.4.5 Theatre performance by pupils from Flaktveit School,



No time to loose

Before dinner, pupils from Flaktveit School offered a theatre performance. The title was: No time to loose. The main stories were about climate change and the serious damages. They stated that in 2050 presumably more than half a million people have died from extensive flooding in India and Bangladesh, the North Pole is melting quicker than ever before and this is creating serious problems for the polar bears.

The audience was impressed by the students' performance, but the content of the play raised a lot of discussions. It was argued that it had a too doomsday perspective. From the organizers point of view, and many of the audience, the most important thing is to give the pupil space and engage them. Nearly everybody was impressed by the work the students and teachers at Flaktveit had laid down and saw the school as a good example of an ESD School. The manus for the play, Annex 8

2.4.6 Dinner at Fløyen

The last part item of the agenda of day one was Dinner hosted by the City of Bergen at "Fløyen Folkerestaurant" on the mountain "Fløyen". From Fløyen one can have a view of the whole town of Bergen. It is magnificent. The food was excellent and there was a good and relaxed atmosphere. In a network it is important to create a good feeling among participants. It is no doubt the dinner at Fløyen was a contribution to the socio-culture among the Support partner and members.

3. Day two

3.1 Aim of the day

The aim on day two was to present international frames and go further into issues raised and to seek the opinions, ideas and experiences of the participants. And Learning from experience: presentation of some of the SUPPORT findings

3.2 Keynotes

3.2.1 International framework for ESD

Charles Hopkins, UNESCO and UNU Chairs, York University, Toronto, Canada, gave a keynote on the team Sustainable Development and ESD: where are we and where should we be going? Hopkins reminded the audience that the UN Commission on Sustainable Development UNCSO was launched 23 years ago and that it is the most widely endorsed concept to guide global development. He pointed that many initiatives

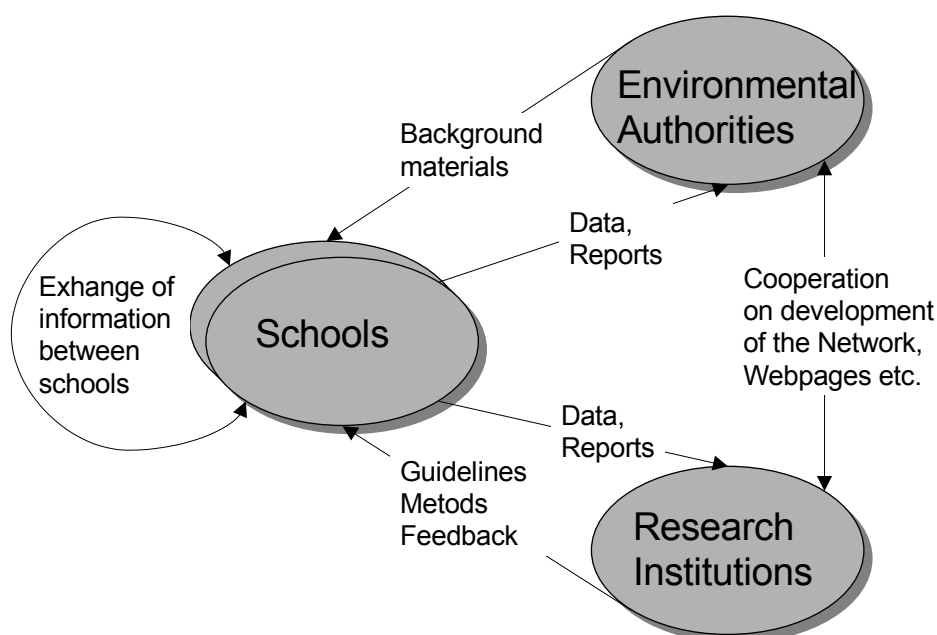
are necessary for reaching Sustainable Development. Among these is good legislation, governance, economic incentives, overcoming corruption, environmental protection, human rights, security, infrastructure (roads to banking), and there are 40 issues identified in Agenda 21. Among the incentives Education, Public Awareness and Training (ESD) is key. The vision for SD is that it should be enough for all, forever. About the future challenge he said: provide for 50% more people, using less water, using less land, using fewer ocean food resources while doubling the global energy supply (14TW–28 TW) (carbon free) while replacing existing carbon infrastructure. Further he claimed the necessity to address new issues as they emerge, develop employable skill sets and developing the will and skills to act with synergy.

Hopkins underlined that it is a question about education *for* SD not education *about* SD. ESD is the contribution of the world’s education, public awareness, and training systems to learning our way towards a more sustainable future. Like Wals he stressed the overload of issues the schools are facing. He argued that this challenge can be met by improving education and provide it for all. He reminded the audience that we need international agreements and that everybody should contribute to the follow up of the Bonn Declaration within their own country. International agreement is necessary but it has to be followed at local level. The input from Hopkins at the conference was a major contribution for the Support-project. His ppt-file is in annex 9.

3.2.2 Evaluation of an activity in Support

The next keynote was “Evaluation of the International ESD School Campaign” by **Faye Benedict**, from University of Life Science, Norway and Support Secretariat

One of the background documents for the application for the Support project was the Norwegian Environmental Education Network. This tool is based on several years of research and development work. The concept is described in fig 1. Despite several evaluations which showed that the concept was good, too few schools had used it.



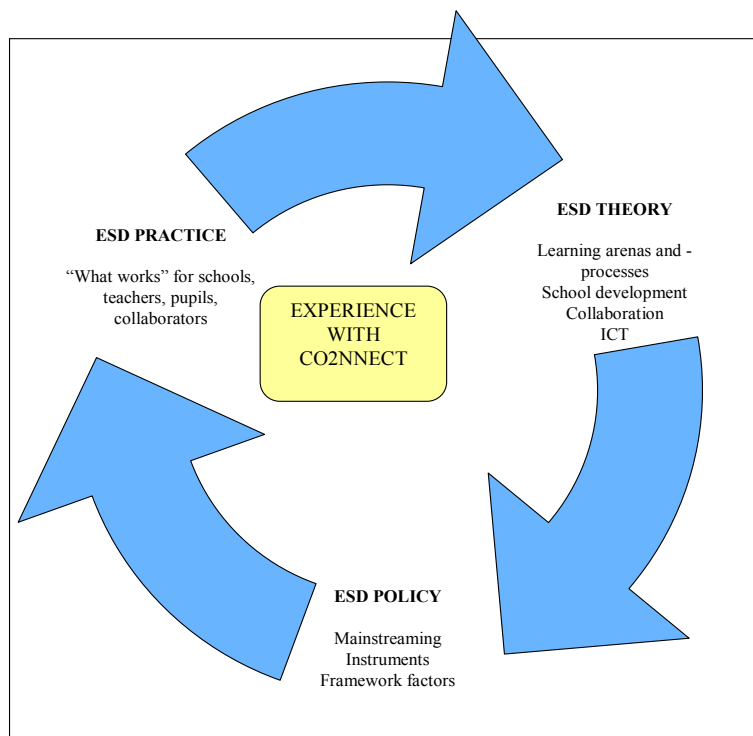
The goal of the network is to establish a network that can provide academic *and* methodological support for students by offering an action-oriented and interdisciplinary education. The tool can be used at all levels of the education system.

This concept was the starting point for the Co2nnect.org. Based on the experience and technical solution in Norway, the CO2nnect was developed by the Support-partner.

Faye Benedict gave in her lesson an overview what Support is, what Co2nnect is, the story of Co2nnect and the lessons learnt from Co2nnect. She reminded the audience that Support is a learning network of ESD experts and has evolved from the ENSI network. She explained that CO2nnect was conceptualized and intended to be an innovative instrument to promote and mainstream ESD in education systems in 3 senses:

- 1) as an example and prototype of new kinds of learning and learning arenas capable of producing the diverse learning outcomes of ESD (*theory*),
- 2) as a way to quickly introduce concrete ESD activities and pedagogical approaches in large numbers of schools internationally (*practice*), and
- 3) as a tool supporting long term school development and informing development of favourable framework conditions for ESD in education systems (*policy*).

The development process is illustrated in the figure below:



It was an innovative process to develop Co2nnect and the evaluation challenge was to extract lessons about ESD pedagogical theory and practice and policy for all the arenas of the learning processes.

About Co2nnect

The basic concept is to use ICT to provide schools with a set of core activities, guidance materials, and an international arena for collaboration. The core activity in CO2nnect is pupil investigation of travel to and from school. Pupils contribute data to an international database on climate emissions and transport. Schools and pupils are encouraged to

construct their own local educational projects, inquiries and collaborations on the topic of climate emissions and transport. The website includes many functions supporting dynamic participation, including:

- data presentation and -analysis tools
- questions for discussion
- “teacher help sheets” (with guidance on topics such as school development, project work and collaboration in ESD as well as information and guidance about the core activity and analyses)
- “ask an expert”
- opportunities to upload project reports, climate ideas, photos and school information
- selected national and international links on sustainable development, education for sustainable development and climate- and transport issues
- online pupil and teacher questionnaires
- an international school competition.

The evaluation

The evaluation covered the educational aspects of CO₂nnect, with an emphasis on how CO₂nnect has functioned as an educational innovation or prototype for mainstreaming ESD in education systems. The evaluation assesses attainment of both CO₂nnect’s operational goals and the long-term goal of “improving the understanding and practice of ESD.” Information sources include the CO₂nnect website, information and feedback from the SUPPORT partners and an online evaluation filled out by 207 participating teachers.

Each stage in the innovation process is evaluated. The development phase was successful in terms of both creation of the CO₂nnect tool and the quality of debate and learning taking place in the consortium while developing the tool. The consortium brought a range of diverse perspectives and ideas to the development of CO₂nnect, improving the quality of the innovation and its suitability for international use. Wide participation of schools, teachers and pupils in 30 countries was achieved and the ambitious goal of 30.000 pupils participating was reached. Schools implemented CO₂nnect at levels ranging from simple data collection to collaborative projects in the local community.

Participating teachers commented that pupils were particularly motivated by opportunities to partner with research and other schools globally to make a useful joint contribution. They were also motivated by opportunities to participate in local democratic debate on sustainability issues in their communities. ICT was viewed as an effective approach to developing such collaborative relationships and joint efforts. The issues inquiry approach and high degree of pupil initiative and autonomy were also well received. Teachers reported that CO₂nnect contributed to a high degree to pupils’ achievement of diverse ESD learning outcomes including understanding, skills and abilities, awareness, attitudes and values.

Learning outcomes for pupils and schools as reported by teachers consistently correlated with the intensity of collaboration between the school and actors outside the school. Outcomes in several areas of skills, abilities and personal attitudes and values tended to be more challenging to achieve, and more responsive to the degree of collaboration, than outcomes in the areas of understanding of complex issues and awareness-raising. The CO₂nnect tool facilitates such collaboration by

1) creating a learning arena for school-school and school-research collaboration on the internet, and 2) providing a framework of scientific activity and school guidance to help schools construct local learning arenas based on school-community collaboration.

CO₂nnect shows the potential for ICT-based tools to provide shared global opportunities and motivation for ESD. CO₂nnect produced several kinds of positive outcomes for schools, but CO₂nnect and similar ICT-based tools may need to be coupled with other kinds of school development initiatives to reach their full potential: good tools alone may

not be sufficient. Integration into existing programmes of school support, guidance and development could multiply the impact on long term school development and capacity building.

Experiences with CO₂nnect showed that the concept Norwegian Environmental Education Network has a lot of potential and should be used as a strategy together with teacher training and other school development projects. The evaluation report is most valuable for the further development of ESD tools and will be taken into account when developing a new strategy Education for Sustainable Development in Norway. The PP-file from Faye Benedict is enclosed in Annex 10. The Co2nnect activity within Support seems to be most effective as a tool to integrate ESD into school-systems.

3.3 Thematic session

3.3.1 Instruction to the groups

It is agreed that ESD needs changes in the way teaching and learning traditionally 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 question for each group was how to effectively facilitate and support needed change and innovation – and make it sustainable. The organizers planning of a combination of input from key note speakers followed by in depth processing and discussions in smaller groups, around themes and tasks for implementing ESD would be fruitful as the goal of the conference was to create common learning arenas, where all could learn from the expertise gathered from the keynotes and between the participants. In each group there were given roles and what was expected from each role.

The introducer was asked to give a short introduction to the group's theme or task to be discussed.

The facilitator in each group where asked to help the group to:

- Keep to the subject. Or – if the group agrees that the theme/aim/rationale/expected outcome should be rephrased or changed – then to do so, and to keep the discussions along the new version.
- Strive to create a working atmosphere which involves the whole group, and to avoid that someone dominates the discussions without the groups liking
- Try to reach the expected outcomes

The reporters had the task of trying to capture the outcomes of the discussion and the conclusions of the group.

All conference participants were encouraged to contribute to the discussions. In some groups, one or more participant/s had asked and had been promised to present an article or some other material.

At an early planning stage these themes were put on the table:

Thread 1: Teaching and learning: models for school-school, school-community and school-research, collaboration in ESD

Thread 2: Teaching and learning: The learning outcomes of ESD

Thread 3: Teaching and learning: Innovative learning environments and their implications for school organisation and learning outcomes

Thread 4: Teaching and learning: Global education: ICT to create a global community and knowledge arena

Thread 5: Education policy: Teacher competencies and teacher training for ESD

Thread 6: Education policy: ESD in the curriculum, pre- and in-service teacher training, and quality assurance

Thread 7: School resources for ESD: School support, educational research findings, ICT-based support and outreach and research

Thread 8: Educational research in ESD Status and recommendations for educational research in ESD and school development.

Thread 9: School management and school development: The school as learning organisation. ESD – a platform for school development, management and leadership

Thread 10: Lifelong learning: cross-age competencies for a sustainable society. The role of NGOs and other partner organisations

Thread 11: Assessment of learning in ESD

After discussion with partners at PM 3 and other contributors and due to the fact that the conference had to be postponed, the result was 10 different groups in the thematic sessions. Each group got an aim of the discussion, a rationale for the theme and was informed what was expected as results from the discussion. One can argue that the thematic sessions was too "steered" by the Support management. The organizers wanted to make it clear what we aimed to achieve at this conference, and the participants could more easily find a topic to their linking and interest. The thematic session had a variety that should cover all the aspect within ESD and we needed to have as much of the issue discussed when we had so many experts together at one place. The program for the thematic session, se Annex 11, (http://support-edu.org/conference_materials)

The result from the thematic session showed extensive activity and the outcomes are important for the Support consortium. It will be taken into account when we make the final SUPPORT report. The organizers were happy to hear the lively discussions in the groups. The presentations at the end which was lead by James Hindson and commented by Arjen Wals and Charles Hopkins, showed promising input to the task of implementing ESD. For more information about the outcomes, see the activity report from the conference.

4. Day 3

4.1 Aim

The aim of this day was to go into an operative mode for ESD development. What could or should different stakeholders do, if we are to reach the aims of the UN Decade for ESD? The aim was also to summarize and reflect on what we have learned during the Support project and at the conference.

4.2 What have we learnt in Support

4.2.1 Working in a network: Challenges and outcomes

Astrid Sandås dwelt on that despite great efforts by many people and numerous studies, several people argues that the concept sustainable development has not been explained sufficiently. This is one of the challenges in ESD. Other challenges in ESD are

- to create a vision that the school system can play an important role of in sustainable development
- to regard schools as partners for developing a sustainable tomorrow
- to win acceptance for this vision both in the school system itself and in society at large
- to clarify what needs to be done at each level of the system so that ESD contribute to sustainable development in both the short and long term

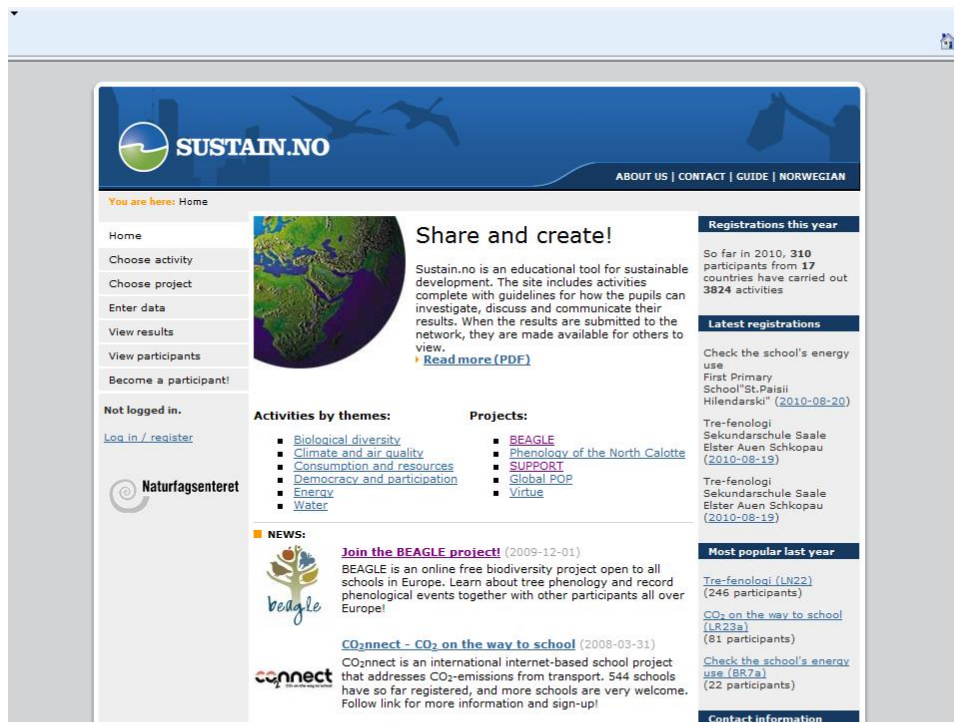
It is argued (as several of the keynote speakers had touched upon) that there are an overload of themes in schools. A challenge is therefore to show that the content of ESD is part of ordinary school work and that the methods used are effective to develop core competence both with regards to knowledge, attitudes and action. The challenge is to demonstrate that the pupils gain better insight into the central basic topic, for example *energy*, by monitoring the school's energy use and discussing how it can be reduced, than by reading a definition in a textbook. Similarly, a scientific concept such as *biological diversity* will be easier to understand if one has participated in registering species in a given locality. Pupils will also develop a fuller understanding of how a democratic society functions when they are given the possibility to participate.

In order to secure students with ESD, national curricula must provide space for ESD. Further challenge is to give schools a clear mandate and appropriate tools do support development at the school level, tools that give enough support and are flexible enough for local adaptation to pupils' premises and local needs.

To establish collaboration seems to be a big challenge and a key factor in creating ESD. The collaboration should be among schools, authorities at different levels and with research institutions. The cooperation should be framed by a shared understanding of the purpose of the partnership, and the cooperation requires good routines for communication and reporting.

One question in Support has been if ICT can be used to support collaboration. The evaluation of Co2nnect shows that ICT can support such collaboration.

We have learnt in Support that the characteristics of ESD differ in many ways from conventional education. Mainstreaming ESD into educational systems is therefore a demanding task. Introducing and integrating the methods, thematic and inquiry-based approaches, collaborative learning arenas and pupil-active approaches of ESD is indeed a challenge to educational innovators and policymakers as well as to schools, teachers, pupils and collaborators. It is a big challenge to give schools attention in a way that is perceived as encouragement. An ICT tool like Co2nnect have the potential to give school both support and motivation. If it can be part of an in-service training for teachers, both the tool in itself and the in-service training will be more efficient. Therefore a tool like www.sustain.no should be developed further and be part of national strategies.



A vision for ESD is to have a system where schools are partners. The evaluation of the campaign Co2 on the way to school together with other experience in Support shows that mainstreaming ESD is demanding, but can be helped by good ICT-tools. Annex 12

4.2.2 Reflection of preliminary findings from Support

The evaluators Michaela Mayer and Mariona Espinet explained that the evaluation was used as a learning organization tool. The evaluation was used to reflect on what we are doing, to learn from what we have achieved, to have a basis for making decisions and to reach a deeper understanding on different existing visions and aims of ESD. They argued that a participative, "illuminative" evaluation is consistent with ESD. There is no such thing as neutrality in ESD as we all are part of the system we contribute to create.

The different parts of the evaluation system were displayed as well as the quality criteria for Support evaluation. Further the purpose of the internal evaluation, the different activities and instrument that have been used was shown. The question what we have learnt about the quality for Support activities so far was raised. The whole presentation is

shown in annex 13.

The organizers of the conference feel that both the external and internal evaluation of Support is most valuable. It is important to have "critical" friends and we have to listen carefully to our two evaluators in order to learn from our experience as much as possible.

4.2 Examples of outcomes from Support

4.2.3 School collaboration with research and local communities

Katalin Czippàn gave an introduction on the booklet Schools as learning centres for sustainable development. "Developing effective school-community collaboration in ESD." The aim of the book is to share the experience of the Support-network about school – community and school –research collaboration for ESD. In the book one wants to share vision about good schools and contribute to the understanding that ESD helps schools getting better. The target group of the book is teachers, headmasters and policy makers as well as teacher trainers and education researchers.

ESD-collaboration is defined as a shared effort by schools and one or more partners in society to achieve the educational goals of ESD, promote school development and contribute to sustainable development. The book contains examples from Belgium, Denmark, Finland, Germany (2), Hungary (2), Malaysia, Norway, Romania (2), Switzerland, The Netherlands, UK and USA. She explained the content of the book, showing different chapters and explained why collaboration is an essential part of ESD. The book will give the message of ESD and practical steps for ESD for a vast audience.

This book is an important outcome of Support and a central contribution to the overall aim of the project. The authors of the book Katalin Czippàn, Attila Varga and Faye Benedict have done excellent pieces of work with this book. PP-file, annex 14

4.2.4 Guidelines for ICT tools in ESD

Reiner Mathar talked about what we have learnt in Support connected to different ICT to be used in ESD. He said that teachers in most European countries are not familiar with use of ICT everyday. In more than 90 % the computer is used as recourse for information. He listed different ICT tools to use in ESD, that is: communication tools (E-mail, Phone, Chat, and Skype), information tools (website, YouTube, Newsletter), Social networks communities and search machines. He underlined that ICT can not replace own outdoor experience in ESD. The pp-file in annex 15

4.2.5 Biodiversity in ESD-Reflection on School-Research cooperation

Karin Ulbrich from the Helmholtz Centre for Environmental Research told about the Biodiversity workshop which was held in Falderal, September 2010. 32 teachers, teacher trainers and researcher from 13 countries participated. The result is reported in a book available on the www.support-edu.org. They stated that they have learnt about school – research collaboration that projects mostly evolved out of interest of the school and its pupils. Such collaboration and using ICT makes complexity understandable. Collaboration and discussion can be encouraged between scientists, teachers and students using ICT. With help of the collaboration and ICT-tool teachers can be more innovative and uses new way of teaching. Ulbrich's presentation, see annex 16

4.2.6 Youngsters in the drivers seat

Ernest van Hezik talked about the conference in The Netherlands February 2010 and a video from the conference is on YouTube, link http://www.youtube.com/watch?v=Wr_1Hx-Qnao. Some 200 students from several countries attended the conference and it was most successful from the organizers point of view. The method used was Trippel P, People, Planet and Profit. Students went out to several places in the vicinity, examined the spot from a sustainable perspective on how it could be altered to make it more sustainable. The outcome from a learning perspective is not self-evident, but the students enjoyed the activity and that is an important aspect in ESD

4.3 Task force session

4.3.1 Introduction

There is evidence that changes are needed in the whole school system if one is to reach the UN goal of Education for Sustainable Development. The school system consists of different layers of responsibility where people have different roles. These sessions were mainly focused on what has to be done at each layer/level. The question is how to support and facilitate change to mainstream ESD, from the perspective and mandate of each kind of actor. The organizers asked "Can we make a matrix?"

We have these roles, where each has their responsibility.

- Teachers
- Pupils
- School leaders
- Educational administrators
- Teacher trainers
- Curriculum- and program developers
- School partners in ESD
- Researchers
- Policy-makers

After discussions with the organizing committee and with partners and other potential contributors, the result was 9 task force sessions. Like the thematic sessions, the program was lined up with aim of each session, the rationale for the task and what the expected outcome was. We nominated one introducer, one facilitator and one reporter for each group. The program for the task force session is in annex 17.

The discussion in the groups was lively and the presentation session, leads by Margaret Fleming, was most interesting and enlightening. There were recommendations on how the different stakeholders could fulfill their role. A thorough report from the task force session is in the activity report from the conference.

The organizers were very happy with the outcomes of the sessions. We will do our best to send message to the different target groups. But as it was said at the conference, all the participants ought to bring forward the messages depending on their position within their country. As we are a network of experts from different layers, the possibility is larger when everyone tries to do bring forward the message.

4.4 Panel discussion

Carl Lindberg, Candice Stevens and Lisa Jääskeläinen wrapped up the content of the conference under the title: Reaching the goals of UNDESD. What must be accomplished? Lindberg summed up what he had heard and concluded that from his point of view, the

conference had focused on important issues in ESD. Candice Stevens was more reluctant and argued that we had missed to talk about the economic systems as part of ESD. She said that most of the conference had dwelt on EE and to a minor degree on ESD. Lisa Jääskeläinen was very satisfied and told the audience that she had learnt a lot and was happy that she had been invited to participate.

4.5 Closing words

On behalf of the Norwegian Directorate for Education and Training, Astrid Sandås thanked all the participants for their contribution to a successful event. The conference was about partnership and participation, and this had been demonstrated very clearly. The atmosphere at the venue had been very supportive as all the participants had contributed actively. The conference was organized by the directorate in cooperation with Bergen municipality and the Support Secretariat. It had been a constructive and rewarding planning period thanks to the people participating in the work. A conference like this is never a success due to one person's contribution; it has to be carried through in an atmosphere of partnership where all participate. It had been the case in this event.

5. More reflections about the event

5.1 The planning

The conference was planned to happen April 2010, and was the final conference within the Support-network. Due to the volcanic ash cloud the conference had to be cancelled in the first place and then re-organized. The organizers had to move fast and find new dates and get all the involved people to agree on new dates. This was challenging. This was in springtime, the whole project had a finishing date October 1, 2010 and the summer vacation was approaching fast. We got messages from many of the participants that they hoped we could manage to re-organize the event. We felt a strong support for the work that had to be done.

First of all we needed the EU to accept one month prolongation of the Support project. The Directorate for Education and Training had also to accept the prolongation and to find proper dates. The Municipality in Bergen had to agree on new dates and the venue had to be clear. A big challenge was to find dates and agree with the schools, teachers and students from the winning schools of Co2nnect. The camp school is most popular and it was not easy to find a date where the camp school could sequence in 25 extra persons.

The Support-secretariat and the Directorate of Education and Training managed to overcome most of the obstacles in a rather professional way, and were happy to be able to continue the work with the conference.

5.2 The content

ESD demand changes in the tradition in schools; schools have to work more with actors outside of the school and to understand that this is an approach that can benefit both schools and the external actors. This implies what we can call school development. Ekholm argued that ESD is a cornerstone for school development. Ekholm dwelt upon strategies for school improvement. As Ekholm said, there are several barriers and challenges one has to consider in ESD, and he pointed upon some of the key elements in mainstreaming ESD. Arjen Wals brought forward the message from another point of view. He touched upon the challenge in asking the school to be critical to the society they live in. The messages from both Ekholm and Wals touched central issues in the Support project and they brought forward, from point of view the Support-projects, important messages. We were most happy with their performance.

The message was further dwelt on by the discussion between Senge, Wals, Stevens and pupils from Lykeio Agiou in Cyprus. This discussion was something we think was very good to have at the conference. The background for this input is in Annex 7.

We felt that Hopkins made a substantial contribution to the theme of the conference by underlining that ESD is a question about education *for* SD not education *about* SD. There are many who hope that ESD is a contribution of the world's education, public awareness, and training systems to learning our way towards a more sustainable future. Like Wals he stressed the overload of issues the schools are facing, and both of them pointed to the fact that this issue could be solved by showing how ESD is simply good education and could embrace other education as peace education, democracy education and so on.

To inspire people to *participate* in society and get them to accept the necessary changes that have to occur, is a big challenge. In schools we need to motivate teachers and students to participate in society also because interaction between school and business, industry and working life, art and cultural life and others in the local community may make subject education more concrete and closer to reality, and thus increase the pupils' ability and desire to learn. In the Co2nnect activity, the frames for supporting schools in this achievement are developed. Teachers got some idea how to start; they get opportunity to work both locally and globally thanks to the guideline developed and posted at the www.co2nnect.org. Evaluation showed that it worked as planned. This was properly described and documented in Faye Benedict's presentation.

She concluded among other things that CO₂nnect was successful as a prototype for new kinds of learning and learning arenas for ESD (*theory*). It was also quite successful in introducing new activities and approaches in many schools internationally using ICT tools (*practice*). In the area of educational *policy*, CO₂nnect clearly contributed to school development in participating schools, but its potential for promoting school development could be even greater.

Several policy implications emerge from the evaluation of CO₂nnect:

- The ideas and principles of CO₂nnect should be considered for integration into future ESD initiatives.
- ICT-based tools such as CO₂nnect can stimulate new kinds of collaborative learning arenas and participatory learning processes in large numbers of schools globally, producing strong and diverse learning outcomes.
- Schools need such concrete and well structured opportunities, networks and activities to stimulate and enhance project work in collaboration with the local community and to support school development. Experience with CO₂nnect shows that "instrumental" and "emancipatory" approaches to educational development can be combined, creating a synergy between structured external initiatives and creation of education arenas and processes at the local level.

Evaluation shows that school development requires continual support, motivation, attention and encouragement. Schools and teacher need to feel ownership and create the education locally and the different projects should be quite small and simple to avoid teaches enthusiasm from "burning out". A tool like the Co2nnect.org can support the school without taking the ownership from the teachers and students.

Collaboration in ESD has shown to be a big challenge. It is a challenge both within schools and for schools to cooperate with external partners. It is also a challenge for

different sectors at local and national, but when it comes to change and the development into a sustainable future, cooperation is a key factor. To learn to cooperate is therefore a prerequisite for a sustainable future. The book presented by Katalin Czippán deal with this challenge and we were happy to be able to present this book at the conference and have it as one of the outcomes of Support.

There is a need for an effective approach to ESD. This approach has to include: the theory, the policy, and the practice, and it has to be addressed at the school system at international-, national-, and municipal- and school level. The theory is developed, the policy also and we have a lot of practical examples. Strategies and recommendations are developed at international and national level. One can therefore ask where the problem or challenge lies? Is it a problem connected to communication? There is not an easy answer, but it is partly a communication challenge. It is also because ESD has to do with changes; changes in the aim for the school and in the way the teaching and learning takes place.

The aim of the conference was to emphasize the interaction of educational policy and practice in the search for effective ways to teach ESD in the second half of the United Nations Decade for Education for Sustainable Development. The conference touched that ESD policy needs to be informed by school experience and educational research in ESD on "what works" in mainstreaming ESD. School practice of ESD on a sustainable basis requires an appropriate policy framework including teacher training, curriculum, support for school development and the widening of learning arenas to include local and global partners. All the keynotes and the presentation of the results from Support contributed to a very complex issue of SD. The conference had a clear focus and showed ways to go forward. But, bearing in mind, there is not any easy solution to the important and complex issues that was the theme of the conference.

We think that we at the conference should have had some parallel sessions in French, German or Spanish. We failed to make plans for that. The other thing we could have done better is to give the winning schools from Malaysia, Romania, Estonia and Cyprus a more prominent place in the conference. Our focus was at their stay at Håkonsdalen camp school and as an afterthought we see that we could have used the opportunity to give the students and teachers more space the first day of the conference.

Bearing in mind the difficult tasks we try to solve and the challenges we faced do to the volcanic ash cloud in April, we felt that the conference was successful. The internal evaluation also reflected this:

Annexes

All this Annexes are published at www.support-edu.org/conferences

Annex 1: The program

Annex 2: Partnership and Participation for a sustainable Tomorrow by Lone Lønne Christiansen

Annex 3: Program for the awarded schools at Håkonsdalen

Annex 4: Why is ESD a matter of school development by Mats Ekholm

Annex 5: Designing learning processes that contribute to a sustainable world by Arjen Wals

Annex 6: Wicked issues by Hilde Kyrkjebø

Annex 7: Background document for the video conversation by Peter Senge

Annex 8: No time to loos; script to the theatre performance by students from Flaktveit

Annex 9: The international framework for ESD by Charles Hopkins

Annex 10: Learning arenas and learning outcomes in ESD: What have we learnt from the Co2-nnect? Bu Faye Benedict

Annex 11: Program for the thematic session

Annex 12: What have we learnt in support? By Astrid Sandås

Annex 13: Reflection of preliminary findings from Support by Michaela Mayer and Mariona Espinet

Annex 14: School collaboration with research and local Communities in ESD by Katalin Czippán

Annex 15. Guidelines for ESD by Reiner Mathar

Annex 16: Biodiversity in ESD by Karin Ulbrich

Annex 17: Program for the Task force session

Annex 18: Evaluation forms

Annex 18: Poster session