

Baltic Sea Region ESD Network's
ESD/ SD Material workshop

Tuulingu, Haeska, Ridala Vald, Estonia, 1 – 3 June 2015



This workshop has been made possible thanks to kind contribution from Baltic University Programme, BUP Centre Finland, Åbo Akademi University and Swedish International Center of Education for Sustainable Development, SWEDES, Uppsala Universit



Background

Within the project description of the Baltic Sea Region ESD Network, BSRESN following is defined: **“Organize a 2-days workshop to identify materials** that could be translated into different languages within the BSR in order to facilitate the wider use thereof. As one driver to enhance the understanding of ESD, good ESD materials that could be used both in formal educational settings as well as informal educational settings should be translated into different languages within the BSR. In order to do so, 15 people will be selected, to represent their area and collect different ESD material that will be shared with the other participants at the workshop. During the workshop a selected number of materials will be identified on the basis of criteria including their appeal to a broad base of users, irrespective working sector or setting. To address SD issues within different subject areas would be a driver for attitude change, life style change and adaptation and understanding of the complexity of SD.”

Participants

Indra Odina, University of Latvia, Latvia, indra.odina@lu.lv

Inga Belousa, Latvian Association for Cooperation in Education / LAPAS, Latvia, inga.belousa@gmail.com

Lars Rydén, BUP, Sweden, lars.ryden@csduppsala.uu.se

Paula Lindroos, Baltic University Programme, BUP, Centre Finland, Åbo Akademi University, Finland, Paula.lindroos@abo.fi

Piret Anier, Allika NatureScience Center, Estonia, piret.anier@gmail.com

Rea Raus, Statera, Estonia, rearaus@gmail.com

Ruta Kronberga, Humana People to People Latvia / LAPAS, Latvia, ruta.kronberga@gmail.com

Sinikka Suomalainen, BUP Centre Finland, Åbo Akademi University, Finland, sinikka.suomalainen@abo.fi

Sofia Savelava, NEW Line Club, Belarus, yiecnwline@gmail.com

Susanne Zetterblom, SWEDESD, Sweden, susanne.zetterblom@swedesd.uu.se

Shepherd Urenje, SWEDESD, Sweden, shepherd.urenje@swedesd.uu.se

Tamara Malkova, Green Dossier, Ukraine, tamara@bg.net.ua

Victoria Thoresen, PERL, Norway, vwt999@gmail.com

Programme

Day 1 Monday 1 June

13.00 – 14.00 Lunch

14.00 – 14.10 **Welcome and information**

14.10 – 15.50 ***Content, methods and competences for a rapidly changing world – a navigation tool for ESD practice***

Key-Note speaker/Workshop, Shepherd Urenje, SWEDESD

15.50 – 16.10 Coffee break

16.10 – 16.50 ***The importance of good qualitative material for ESD learning into local languages*** (or SD learning for that matter)

Key-Note speaker, Rea Raus, Statera

16.50 – 17.20 ***An introduction of PERL methodologies for different target groups***

Key-note speaker, Victoria Thoresen, PERL

17.20 – 17.40 **Conclusions of the day and mapping of competences**

17.40 – 18.30 Free time for networking

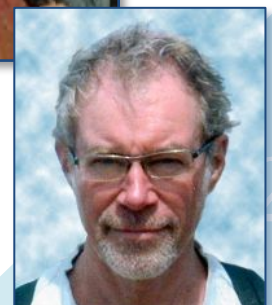
18.30 – 20.00 Dinner

Day 2 Tuesday 2 June

07.30 – 09.00 Breakfast

09.00 – 09.05 **Reflections Day 1 and information for day 2**

09.05 – 10.35 First Workshop/seminar on ESD material
Active Learning Methodologies developed by PERL network



- Presenter:** Victoria Thoresen, Director PERL
- 10.35 – 11.00 Coffee break
- 11.00 – 12.30 Second workshop/seminar on ESD material
The Parts & The Whole, The Mission and other materials developed by SWEDESD
Presenter: Shepherd Urenje SWEDESD
- 12.30 – 13.00 Lunch
- 13.00 – 14.30 First Workshop/seminar on SD material
BUP E-learning materials
Presenter: Lars Rydén, BUP
- 14.30 – 15.00 Coffee break
- 15.00 – 16.30 Second Workshop/seminar on SD material
SD materials from Ukraine
Presenter: Tamara Malkova, Green Dossier, Ukraine
- 16.30 – 19.00 Excursion in the surroundings
- 19.00 – 21.00 Dinner



Day 3 Wednesday 3 June

- 07.30 – 09.00 Breakfast
- 09.00 – 09.05 **Reflections Day 1 and 2 and information for day 3**
- 09.05 – 11.30 *How to use ESD materials within the Baltic Sea region and what commitments do we have to emphasize it within our own context?*
- 11.30 – 12.00 *Conclusions and ways forward*
- 12.00 – 13.00 Lunch
- 13.00 Departure

Framing of the workshop

1. Objectives of the workshop

- a) Access to effective examples of communicating ESD/SD
- b) Think critically of own practice in relation to the effectiveness of own methods & materials.
- c) Adapt material and methods for use in own context.

2. The participant

Each and every participant was asked to view the material presented at the workshop with the lens of their own context:

1. Own personal context
2. Institutional context
3. Region/ national context

3. The workshops

Each workshop lasted 90 minutes. Each session was suggested to be framed as such: 45 minutes presentation, 30 minutes discussion; what, out of the presented materials, should/could be used in different settings and what are the options for translating it into various languages? 15 minutes for conclusions answering the questions; In what settings could this material be used? How could it be used?

In beforehand each workshop leader had gotten a template in how to map their own material presented as such:

4. The template

To structure materials could be done in various ways. Below matrix is one way of doing it and it correlates a bit with UNESCO's modules of ESD, <http://www.unesco.org/education/tlsf/>

What context/ dimension do the material support/ emphasize?

1. Developing SELF, “inner layers”

- a) values, mission, motivation
- b) spiritual dimensions of E/SD
- c) connection to place, time and self
- d) exercises, tasks, activities related to that (Macy, Orr etc)-pedagogy here

2. Developing COMMUNITY ,“outer layers”

- a) facts, hard knowledge about, of and for E/SD
- b) community development (as key area for SD) involving fields of economy, environment, culture etc.
- c) exercises, tasks, activities related to that-pedagogy here

3. Developing the WORLD, “universal layers”

- a) policies
- b) networking and co-operation
- c) support and collective impact
- d) exercises, tasks, activities related to that-pedagogy here

The matrix was put into a template where the different presented materials were structured (See appendix 1). The second layer of the template (see point 5 below) was different competences in relation to the presented material in the template. The intention was to in a third step to reflection on what kind of competences that were needed out of own context (personal/institutional and/or regional and national context). However due to time constrains it was not possible to get to that point. But each and every one looking in Appendix 1 could reflect on that issue themselves.

5. Competences

During the workshop was defined and mapped important competences and reflections where done on what competences needed for emphasizing a more sustainable society within the Baltic Sea region.

As a second layer in the template it was shown; what kinds of competences does this material emphasize?

We decided to map competences according to Shepherds Urenje’s presentation where 5 overall competences were defined:

Competency is shown in action. To be competent you need to be able to interpret the situation in the context and to have a repertoire of possible actions to take.

Systems thinking competence

The ability to see, understand and relate the different parts in a system - and how these parts together connect issues to come up with a whole picture.

Anticipatory competence

The ability to critically analyse and evaluate current situations in view of predicting and envisioning future scenarios and their possible outcomes.

Normative competence

The ability to collectively demonstrate an understanding of values and principles in view of negotiating and integrating these in your vision and practice of sustainability.

Strategic competence

The ability to collectively design and implement interventions, and to enable and manage change processes towards sustainability issues.

Interpersonal competence

The ability to create an environment that enables people to learn from and with each other. The ability to motivate, enable and facilitate collaborative and participatory learning processes regarding sustainability issues.

Action competence is imbedded in each of the above competences

Even other competences where defined such as: intra personal-, intuitive-, caring-, generic-, ecological-, social-, global- and self-management competence, knowledge about resource management, demand management, the competence to handle conflicting interests, communication of uncertainty and risk (whereas the traditional evolution of knowledge aims at minimizing uncertainty). But we decided to use the competences defined in Shepherd Urenje's presentation as overall competences to be used for the second layer of the template.

Reflections

During the workshop

- We need to talk about values; See the connections own consumption and global issues
- The most essential thing - being able to bring forward examples of what others have done - success stories
- Not just asking negative questions but to discuss alternative solutions and bring the issues down to personal level
- People need to meet and talk etc.
- PERL material try to analyze the situation and combine it with *what could I do* to make the change.
- The material The Mission: We do not provide an answer, just start up discussions.
- The channels to reach the right public are social media. In Ukraine the radio more popular than TV. Music/ video/ dancing is good methods to reach the public (like festivals)
- We have to come to a common understanding of SD/ ESD

After the workshop

- We have not finalized the process. We will find gaps/ problems and maybe find ways to address those problems.
- We cannot grasp everything holistic /specific at the same time. The process is a learning path.
- Impressed about the landscape of materials! Opportunity to learn from each other, door opener!
- What are the most important competences for my context? We need to find a common language.
- We do not need to start from fresh. Where in the BSRESN Network could it be found? Next step – Develop together how to find materials. Important to use structures that do already exist, not start new “data-bases” etc. Use the ones that are already there.
- Now I know who to approach when I find material missing for me. I will be able to address the right person for the material I need.
- Maybe create an interactive map online?

- Internet is too huge to be able to grasp and find something.
- When I came I had many questions, no answers. But more important, now I know who to address my questions!
- We need to use already existing social platforms, facebook, Newsletters, internet etc, existing in the Baltic Sea region.
- Very good we also got concrete material to bring home.
- The context of the whole network captures – what is needed to develop skills eg. For system thinking?

Appendix 1 Workshop template

Attached in the email

The template attached is not the absolute perfect version; it could be presented in another, more understandable layout. It is also very objective, due to us as persons in the workshop and our view of the different layers and competences. We also had limited amount of time to fully dig deep into the issue to map the materials according to the matrix and the competences. But, it is something to reflect on and could be a first step to be developed further. That is how it should be seen and reflected upon. The template is not yet finished either since all BUP material has not been finalized with the competences defined during the workshop. It will be done later.

Appendix 2

Below web-links and PPTs presented during the workshop

Shepherd Urenje

- <http://www.swedesd.uu.se/publications> – The Mission and The Parts & The Whole
- PPT - The Navigation Tool (will come later)
- PPT - The Sustainability Matrix(will come later)

Rea Raus

- PPT - Environment & SD in Estonian State curriculum(will come later)

Victoria Thoresen

- <https://eng.hihm.no/project-sites/living-responsibly/publications> - PERLs webpage for materials

Lars Rydén

- <http://www.balticuniv.uu.se/index.php/boll-online-library>
- www.bup.fi -The Finnish BUP webpage
- <http://uzwater.ktu.lt/> - Tempus project UZWATER, project with Uzbekistan
- <https://www.youtube.com/user/Balticuniversity> - Baltic University Youtube Channel, more than 100 videos on different SD topics and themes
- PPT – Baltic University Programme, BUP materials(will come later)

Tamara Malkova

- www.greenpack.in.ua - Green pack material
- www.esd.org.ua - Lessons for SD
- www.dossier.org.ua - System thinking / macro
- learn.inrutou.eu - Innovation in Rural tourism

Others

- www.life-link.org – Make a difference to the world
- The Parts & The Whole in Estonian – Gramata – Manual for teachers(will come later)

- The Parts & The Whole in Estonian – Darba – Examples(will come later)
- ESD for a changing world(will come later)
- Learning for the Future – Competences for ESD(will come later)