Seminar for teachers and teacher trainers

Teacher Competencies for Education for Sustainable Development

Sept. 19th – 24th, 2010
Innsbruck, Austria

Report
Regina Steiner
FORUM Umweltbildung
forum.salzburg@umweltbildung.at
Contents

1 Summary 3

2 The Venue 4

3 Description of Activities 4
  3.1 Visit to Practice Primary and Practice Secondary School (with Caroline Abfalter, Waltraud Egger) 5
  3.2 Quality Criteria in ESD Schools (Christine Lechner) 6
  3.3 Teacher Competences for ESD – CSCT and KOM-BiNE (Regina Steiner) 9
  3.4 Quality Criteria in Practice
    3.4.1 Visit to Upper Secondary Grammar Schools “PORG Volders” (with Franz Leeb) 11
    3.4.2 Visit to Primary School “VS Schwaz” (with Kristina Psenner) 12
  3.5 Excursion “Sustainability? Two Valleys provide an Answer” (Franz Riegler, Hans Hofer) 13
  3.6 Teacher Competences for ESD to foster SD Competences of Pupils
    – The models “Gestaltungs-Kompetenz” and the Competency Model of Global Education” in Germany (Reiner Mathar) 14
  3.7 Systematic Development of ESD Competences. The Portfolio as a Tool for Working on Individual and Team Competences in Schools (Barbara Sieber) 15
  3.8 Methods for Sharing and Jointly Further-Developing of ESD Schools and Teacher Training (Regina Steiner) 16
    3.8.1 The World Café 16
    3.8.2 The Future Workshop 17

4 Evaluation 21
  4.1 Evaluation Methods 21
  4.2 Overview of Evaluation Results 21

5 Conclusions 23

Appendices 24
1 Summary
The Teacher Training workshop took place in Innsbruck and Aldrans from 19th to 24th of September 2010. 26 persons from 12 different countries took part.
Teacher Education is a prerequisite for Education for Sustainable Development (ESD) providing pupils and adult learners with the skills and competencies they need to take part in creating a Sustainable Development (SD) and Lifelong Learning (LLL). The seminar provided possibilities to discuss and experience quality criteria for ESD and highlighted the competencies that teachers and teacher trainers need in ESD.
Outcomes of the EU Comenius Network SEED (the booklet “Quality Criteria for ESD-Schools”) and the EU Comenius Project “CSCT” (Curriculum, Sustainable Development, Competences, Teacher Training) and further projects aiming the development of a competency-based curriculum for education for sustainable development in initial teacher education and in-service training institutions served as starting points for the discussions. In a second step the participants discussed how to systematically develop ESD competences and how to implement ESD in Teacher Education.
Keynotes by international experts highlighted the topics “Competences for ESD”, “Quality Criteria for ESD schools”, “Portfolio as a tool for working on individual and team competences in schools” and others. The participants tried out methods and exchanged experiences, and discussed ways of implementing the findings into their own work. School visits and excursion programmes in the beautiful Tyrolean mountains served as references and also supported the intercultural exchange.
The evaluation showed that the participants were highly satisfied with the design of the programme, the input of the experts, the practical experiences, the range of new methods they could try out and also the possibility to exchange and to network.
One of the aims of the seminar also was to contribute to the design of a new Comenius project on the topic of competence portfolio as a tool for fostering and demonstrating ESD and LLL competences.

The workshop was listed in the Comenius-Grundtvig Training Database with the reference number "AT-2010-245-001" and organised by the FORUM Umweltbildung (Environmental education FORUM) and the Pedagogical University of the Tyrol as part of the EU Comenius project “SUPPORT – partnership and participation for a sustainable tomorrow”.
Further information at http://www.umweltbildung.at/support/

Special thanks to Mag. Gudrun Danter, who helped compiling the report and to Dr. Christine Lechner, who did the English proofreading!
The teacher training course was a cooperation project of the FORUM Umweltbildung together with the Pedagogical University of the Tyrol. The seminar took place partly at the university, but there was also available a room at the hotel for working in groups on the Thursday and Friday. On Monday and Tuesday there were various activities at schools at different places in the Tyrol and on Wednesday morning we had an excursion to discuss different ways of sustainability concerning regional development (“Two Valleys provide an Answer”).

Aldrans Hotel Aldranser Hof

Description of the activities

On Sunday evening the seminar started with an informal introductory activity in the hotel’s seminar room: “Sich vorstellen” (description of ice-breaking activities: see attachment). On Monday the Seminar started officially with welcoming addresses given by Dr. Christine Lechner (Pedagogical University of the Tyrol), Dr. Regina Steiner (FORUM Umweltbildung), the Vice Rector of the Pedagogical University of the Tyrol, Dr. Werner Mayr, the head of the ECOLOG network of the Tyrol and state superintendent for Primary and Lower Secondary schools and Tyrolean ECOLOG co-ordinator, Dr. Reinhold Wöll, and the co-ordinator of the Pedagogical University ECOLOG team, Andrea Gandler MSC. The introductions were followed by ice-breaking activities, which aimed to establish contacts and to bring the participants together as a group from the beginning.
3.1. Visit to Practice Primary School and Practice Secondary School

The Pedagogical University has two practice schools attached, where students have the possibility to observe lessons during the first semester and to try out small sequences or whole lessons themselves in later semesters (for an overview of the Austrian school system see attachment). To give participants an impression of these schools participants were offered lunch and informal discussions with the head and teachers of the practice primary school.

One teacher from this school (Mag. Waltraud Egger) let us take part in a workshop she had prepared for the pupils of the school at the school “ECOLOG Day” in Summer 2010: “The Monster in the River”.

On the same day we had the tea break at the Practice Secondary school. We were shown the school garden, planned and built by the students for handcraft of the Pedagogical University together with the handcraft teacher of the school, while the Biology Students together with the Biology teacher of the school were responsible for planting appropriate plants. We had the opportunity to talk to both teachers and to the head of the school.
3.2. Quality Criteria for ESD Schools

Dealing with this topic was one of the central activities of the course. Dr. Christine Lechner gave a lecture to introduce the topic “Quality Criteria in ESD Schools” (see attachment and seed.schule.at/uploads/QC_eng_2web.pdf).

The Quality Criteria for ESD schools were developed by a group of European ESD experts with cooperation being facilitated through the COMENIUS-Network SEED. The aim of the Q.C. is to provide teachers with a tool to assess and evaluate their own school work in the area of ESD and also to give impulses for development. The document is divided into three sections (Teaching & Learning Processes, School Policy & Organisation and External Relations) and provides examples from each of the 15 areas of action within the sections. For each example a story, the rationale and a list of criteria for good practice are given. During the talk participants were asked to consider actively to which areas the examples given corresponded. The introductory talk provided the necessary information on the structure and concept of the Q.C. so that the next activity could begin! (PDF of the lecture see attachment)

To get to know the 15 quality criteria more in depth we offered a workshop on this topic. Through the workshop the participants gained a working understanding of the Q.C., which enabled them to look at the examples provided at the schools visited on the following day in an objective and professional way. During the workshop participants in the groups moved from the examples provided in the publication to their own classroom and school practice thus sharing knowledge and competences.
Workshop guidelines –
Example for Worksheet for one of 4 Groups:

Getting to Know the Q.C.

Each should study 4 of the Quality Criteria in detail.
Your colour is Pink & your criteria are: 1, 2, 7, 9

Step 1
1. Concentrate on the Rationale & the bullet points.
2. Think of experiences from your own work situation to help illustrate the criteria. Within the group you should find at least one example per criterion.
3. Make a mind-map as an aid.
4. Every member of the group should be able to explain the criteria & the examples to the other groups.
   You have one hour

Step 2
1. Find the colleagues from the other groups with the same number. You are now the expert. (Your group is now colour mixed)
2. Together you should move from mind-map to mind-map. The “expert’s” job is to explain the mind-map of his or her former group.
   This phase be completed within approximately one hour

The other groups had different sets of Quality Criteria as a basis of working:
Group 2: Your colour is Yellow & your criteria are: 3, 4, 5, 6
Group 3: Your colour is Blue & your criteria are: 10, 11, 12, 13
Group 4: Your colour is Orange & your criteria are: 8, 14, 15

http://www.mymindmap.net/images/Mind_Map_Template_Mulit_Rnd_small.jpg
As a next step the participants prepared for the visit to two schools at the following morning. (see p.11)
3.3.   

Teacher Competences for ESD: CSCT and KOM-BiNE

Teacher Competences for ESD – CSCT and KOM-BiNE were the inputs of the lecture of Dr. Regina Steiner. How can the teachers make themselves fit to work in schools for ESD, what are the competences required by teachers to teach ESD? This was the question underlying the project “CSCT” (a COM 2 Project in the framework of ENSIs big project SEED) and a second project “KOM-BiNE” (a research project in Austria developed by professionals participating in the CSCT project and also drawing from the experiences of the CSCT project) (PDF of the lecture see attachment).

The aim of the EU-project CSCT (Curriculum, Sustainable Development, Competences, Teacher Training) was to help to integrate ESD into mainstream curricula of teacher education. The basis for both models was research on the notion of “competence”, on models of competences for SD and on competences for teachers generally. The experiences of the participants from all over Europe also came from case studies on ESD in Teacher Education delivered by every participating institution. The resulting competency models are attempts to give some structure to the complexity of ESD. Both models can serve as

- Frameworks to identify and reflect on ESD competences of teachers or teams of teachers/trainers
- Instruments for orientation, reflection and planning of ESD initiatives by teacher teams
- A template for the design of teacher education courses.

The CSCT Model: One of the main findings of the ENSI project Quality Criteria for ESD schools was the perception that for teachers it is not only necessary to have competences in class room management and teaching, but also regarding the whole school as an institution and even the schools external relations. For all these levels teachers need specific competences, which are explained within five domains:

- Knowledge
- Systems thinking
- Emotions
- Ethics and Values
- Action

In addition to these, overall competences are needed: Teaching and communicating (Learning is understood as a self-steered and active process, which can be fostered but not created, according to the concept of constructivismus). Visioning and creating new perspectives are important tasks because the transformative role of education is a key issue in ESD. Action will change as a product of reflecting and visioning. Networking with partners in and out of school is necessary in order to create a learning environment of real life problems and issues in society. For this overall competency also communication, conflict solving and team competences are necessary as well as planning and organizing skills.
The KOM-BiNE model has a slightly different structure: At the core of the model there is a team of teachers or educators in formal and non-formal education for ESD. It is assumed that especially in a complex field like ESD it is not possible for one single person to command all the competences required. Only by the interaction of different persons and their joint utilisation of individual strengths and abilities can the requirements for ESD be met in the best possible way.

The inner cylinder contains highly personal elements, subdivided into three parts: knowing as knowledge of facts or content on SD and ESD and knowledge of methods (domain-specific knowledge with respect to ESD), valuing (clarification of and dealing with values), and feeling (being aware of and dealing with emotions connected with ESD). All three are closely interconnected.

One activity that is important for “good teaching” in general, but especially so for imparting ESD is constant reflection. This activity is indispensable to one’s critical review of oneself, of one’s knowledge, values, and sentiments. But reflection is also an essential prerequisite of action, i.e. of manifesting one’s personal abilities and skills to the outside world. Also communicating (of knowledge, values and emotions, visions and plans) is a prerequisite for co-operation in ESD.

In the outermost circle of the diagram and thus in the area closest to the social fields of action the activities planning, organising, and networking are located. Planning and organising denote the development of visions and plans as well as the appropriate steps towards their realisation.

The teacher competences are formulated as generically as possible to serve as a framework for all kinds of educators for all subjects and target groups. There are lists of more concrete differentiation, but those have to be evaluated and discussed - in the course of putting any ESD program into action they will be constantly further developed and new experiences will feed into this process. In other words, the concepts themselves will turn into objects of reflection and development.
3.4 Quality Criteria in Practice

- Visit to Primary School (VS Johannes Messner Schwaz)
- Visit to Upper Secondary Grammar School (PORG Volders)

The heads of the two schools had been contacted several weeks before and asked to suggest “Quality Criteria”, which could be observed at their schools and on which areas the school would like to receive feedback.

The Primary School, “VS Schwaz” offered the following...
- Area of teaching and learning approach
- Area of a “culture of complexity”
- Area of value clarification and development
- Area of networking and partnership

The Upper Secondary Grammar School “PORG Volders” offered the following...
- Area of participation
- Area of visible outcomes at school

3.4.1. Visit to Upper secondary Grammar School “PORG Volders”

The headmaster welcomed the group at PORG Volders and gave an overview of activities at PORG Volders. Then there was the opportunity to talk to six pupils and discuss concrete questions.

After an opulent snack each of three pupils took small groups of 4 to 5 visitors and guided them through their school. The participants could have short glimpses at regular lessons, they could ask personal questions to their guides and observe interesting details out and in classrooms and take notes concerning the questions on the selected quality criteria.
3.4.2 Visit to Primary School „VS Johannes Messner Schwaz“

Teachers of the school and the participants of the TT course gathered in the main hall for an introductory talk, then they divided into 4 small groups and participated in 4 consecutive workshops which had been prepared for the children together with the visitors. The participants could observe while taking part in the lessons and were thus able to experience four different themes and four different classes.

In the afternoon the two groups discussed their experiences separately and prepared a reflective feedback for each school, mainly concerning the selected quality criteria, but also some general remarks. (see written feedback sheets in the attachment). At the end of the day the main findings were presented to the other group and discussed in a plenary session.

In the evening after meal in the city a Historian from the Pedagogical University, Mag. Irmgard Senhofer, gave a talk on the history of Innsbruck and guided a tour through the Old Town.
3.5 Excursion “Sustainability? Two Valleys provide an Answer”

Dr. Hans Hofer and Dr. Franz Riegler (Pedagogical University of the Tyrol) prepared and led this excursion through the Stubaital and the Gschnitztal which showed two different approaches on regional development in the Alpine region. This programme is a regular part of a compulsory seminar for student teachers of Biology and Geography.

In the Stubaital the traditional Iron industry did not stop after the raw material (Iron and Charcoal) had been exhausted, but they still work using imported scrap-iron and black coal and produce highly specialised metal tools. One of the reasons for the sustainability of the industry is that a school for metal workers was established after World War I and became pivotal to the local industry. Nowadays, many immigrants have found employment here. In former times most of the inhabitants of the valley were farmers. Due to an extensive form of tourism many of them abandoned the farming and now work in the big hotels or the glacier ski region.

Despite this development, farming still exists and we were able to visit a Biogas plant where a farmer collects organic-waste from the hotels and farmers in the valley and has thus created an additional area of sustainable productivity.

The other valley – the Gschnitztal – is still a very quiet valley with traditional farming and only limited touristic infrastructure mainly for mountaineering, cycling and cross-country-skiing. The disadvantage of this intensively sustainable approach to nature is that the majority of the inhabitants is forced to commute back and forth to work in the towns.

This practical example as an impulse for discussions on Sustainability was very appealing to the participants.
3.6. Teacher Competences for ESD to foster SD Competences of Pupils – The Models “Gestaltungs-Kompetenz” and the “Competency Model of Global Education” in Germany

Dr. Reiner Mathar presented the two Models “Gestaltungs-Kompetenz” and “Competency Model of Global Education” in Germany.

**Competences and ESD**

Building on the DeSeCo key-competences (Definition and Selection of Competences) defined by the OECD (2002) the German programme on ESD (Transfer21) defined competence categories in the field of Sustainable development:

People should have the competencies in
- Interactive use of media and methods
- Interacting in socially heterogeneous groups
- Acting autonomously

More detailed:

**interactive use of media and methods:**
- Ability to use language, symbols and text interactively
- Ability to use knowledge and information interactively
- Ability to use technologies interactively
  With a clearer focus and on the students level:
  - Gather knowledge with openness to the world and integrating new perspectives
  - Think and act in forward looking manner
  - Acquire knowledge and act in an interdisciplinary manner

**Interacting in socially heterogeneous groups:**
- Ability to plan and act together with others
- Ability to participate in decision-making processes
- Ability to motivate others to get active

**Acting autonomously**
- Ability to reflect upon one's own principles and those of others
- Ability to plan and act autonomously
- Ability to show empathy and solidarity with disadvantaged
- Ability to motivate oneself to get active

In 1999 Germany started a joint venture between the federal government and the ministries of education developing sets of competences, teaching materials, guidelines for high quality ESD involving more than 3500 schools as pilot and test schools and in 2004 a process of developing a frame work curriculum for the learning field of global development was started. In 2007 both developments where combined (models see in power point in appendix).

**This new perspective on Students competences has considerable consequences for teacher competences – It implies:**
- from teaching to arranging learning situations
- from complete steering everything to steering a process
- from knowing everything to helping the students ask the right questions
- assisting the students to find proper ways to answer questions
- assisting them to develop the competences for their life in the 21th century
One of the most important issues is the principle of multiple perspectives. Education at school should help students to penetrate topics and issues of sustainable development and climate change, they need to look at the issues from different perspectives

- from their own perspective
- from the perspective of different generations
- from the perspective of people in other regions, local, regional, national, global
  (see Film: http://www.youtube.com/watch?v=RAlhZ8dSG1s)
- from the perspective of different subjects and domains
- from the perspective of different cultural backgrounds
- from the perspective of different periods.

Moreover ESD implies new Learning Arrangements. They should be based on

- a concrete understanding of nature and environment
- the possibility of different perspectives especially a global perspective
- the concrete living situation of students
- the experiences of students
- real participation
- the possibility for students action
- integration of partners from outside school

And teachers must choose the fitting thematic areas for their ESD teaching. A table has been developed to simplify curricular planning by linking the thematic areas with the three competency domains

- “Recognition”,
- “Evaluation”
- “Action”
(see graphic in the power point at the appendix)

3.7. Systematic development of ESD- Competencies. The Portfolio as a Tool for Working on individual and Team Competencies in Schools

Prof. Dr. Barbara Sieber presented a competence-portfolio, designed and approved for teachers and schools by the Department of Pedagogic of the University of Applied Science of Northwestern Switzerland (PH FHNW, www.portfolio-kompetenzmanagement.ch).

A competence portfolio is a tool for personal and institutional management of competencies. It allows a person to be aware of his/her personal and professional competencies. The personal portfolio consists of a part that shows the progress of learning and a collection of relevant qualifications and certificates.

The executive manager is in charge of the management of knowledge and competencies in an institution. Managing the competencies in this context means that the head of the organization gains an overview over the actual state of competences and knows about the potential of his personnel. S/he can make use of the competencies available in the team for further development of the organization. In view of current and future tasks and challenges, s/he decides, which competencies have to be further gained or increased. S/he plans, coordinates and controls the measures for improvement or further development.
For real improvement and effectiveness in an organization, personnel and institutional management of competencies must be combined. This integrative form of managing competencies might be an effective way for concretising the work on ESD-competencies described in the CSCT- and in the KOM-BiNE-model. In the workshop the use of the tool "portfolio" for working on ESD-competencies was discussed on the basis of own experiences of the participants. The question put was: How could a portfolio of competences be used by teachers and schools and how could this instrument help to concretise and structure the work on ESD-competencies.

**Ideas for a new EU Project**

The presentations of the three previous days formed the basis to discuss possibilities of applying for a new EU Project on ways of systematic further development of ESD competencies.

### 3.8 Methods for Sharing and Jointly further developing ESD Schools and Teacher Training

#### 3.8.1 The World Café

The method The World Cafe is especially suitable discussing complex issues in large groups and developing new ideas. It is not the concrete product or result that is the most important outcome, but intensive communication in an enjoyable atmosphere – a coffee house atmosphere. The “café” tables are casually arranged in the room, with chairs for about 4 to 6 persons per table. The tables are covered with paper and coloured markers are lying on top to invite people to write (and draw) their ideas on the “table cloth”, the paper. Every table has another theme written well visible in the centre. It is nice to offer also coffee and other drinks at the tables.

At the beginning of the World Café one person is asked to host each table. The task of the host is to welcome the new guests at his/her table and to inform them about the topics and questions of the previous round. They do not leave their table. The others walk around and decide on one topic they would like to discuss and everybody sits down at the respective table. They form the discussion groups for the first round. During the discussions the hosts encourage the guests to write and draw across the paper on the table just as they like with the idea being to create a picture of variety. After about 20 to 30 minutes the participants are asked to round up their talk and to change tables, so that there are built totally new mixtures of discussants at new tables. Just the host remains and welcomes the new persons. Usually there are three swaps. At the end the hosts report the discussions of their tables (more than 2 to 5 minutes each) and the colourful “table cloths” are hung up on the walls. This method allows the ideas of the participants to be linked. By changing discussion partners everybody gets new inputs and the products of the previous discussion are advanced and enlarged.

(A detailed description is to be found on: www.theworldcafe.com/articles/cafetogo.pdf)
In Innsbruck the themes for the World Cafe were not predefined, but the participants decided themselves via brainstorming, clustering the ideas and voting through giving points: each participant got three points to allocate to their favourite ideas. The four topics which were given the most points were than chosen as the themes of the four tables and were written on the papers on the table.

The four selected topics were:

- Promotion and ownership in / and lifelong learning
- ESD in Teacher Education
- ESD in practice
- How to motivate pupils and colleagues

(See the posters in the appendix)

In this case the hosts were not selected for the whole period of the World Cafe but stayed only once and had the chance to change table after the second round. The person who hosted a table for the second and third round was then the reporter of the outcomes of this table.

3.8.2. The Future Workshop

In the 1970’s the method was developed by Robert Jungk and Norbert R. Müllert as a tool in the political fight of civil groups to better enforce their interests to create a future worth living for. It enables a group of people to develop new ideas or solutions of social problems or conflicts. It is a well structured method, fosters self-organisation, awareness, fantasy and action competence, but it requires good preparation and support by trained moderators.
Phases of the Future Workshop

Preparation phase
The methods, rules and the scheduled course of the workshop (in accordance with the participants) are introduced. Preparing the room together with the participants and to look for enough space to move around is a further suggestion.

Critique phase
The problem is investigated critically and thoroughly. First of all, a visualised brainstorming is performed. The participants write the critical points on moderation cards, pin them on a board and together cluster and title them. As a result a general and critical question concerning the problem is framed.

Fantasy phase
After dealing with the problem, the future workshop does not immediately search for the solution. First all participants try to work out a vision, to draw an exaggerated picture of future possibilities. For this exiting and playful activity a relaxed atmosphere should be provided (regarding the room and by playing ice-breaking games). As a first step to build upon, the previous critique cards can be converted into their opposite (i.e. instead of “our politicians never pay attention to our opinions”: “In every community project the mayor is asking for our comments”...). The group divides into smaller groups who develop unusual, utopian solutions. It is important that in this phase all ideas are welcome, regardless of their practicability. They all are collected in an “idea storage”. The ideas are presented to the others in a creative way, like paintings, role play, sketch, collage, etc. This helps to think “out of the box”.

Implementation phase
The ideas found are checked and evaluated with regard to their practicability. If solutions are found, they are finally written down and an action plan is prepared (who does what, when, where and how).

Permanent workshop
This is the realisation phase of the solution concepts. Most frequently the first 4 phases of the Future workshop take place over a weekend (every phase half a day), in some cases each phase may be run through within one hour.


In Innsbruck the topic of the Future Workshop was: “My institution as an ESD institution in the year 2025”

In the first phase - the critique phase – the participants visualised their institutions and wrote down on moderation cards what would hinder them from turning their institution into an ESD institution. We collected and clustered them. Then the participants wrote their names on small cards and pinned them to one of the clusters. After some shifts three topics were selected. Too
many people had pinned their names to one topic, so this group formed two subgroups on two slightly different topics.

- schools to foster ESD
- Developing ESD competences for teachers institutions
- Teacher education for ESD

In the second phase – the vision phase – the participants divided into their smaller groups, took the cards concerning their selected topics and reformulated them as their opposite. The result were cards with positive perspectives.

The cards formed the basis on which the participants created a positive vision on their topic. One group prepared a performed story, two groups showed a short theatre and one group explained a painted poster on their visions.

In the third phase each group selected one part of their visions and tried to find ways to realize it. The resulting posters were presented for the whole group.
At the end of this activity there was a very optimistic and positive atmosphere in the group.

**Final Evening**

On the final evening participants and seminar leaders enjoyed a farewell dinner together. The dinner was important as a type of celebration of the week spent together working on ESD. Practice in Europe and as a leave-taking. However, there was one last particular thematic issue: the dinner took place in a restaurant situated at some 7,000 feet in an incredible mountain landscape, which serves the local population as an area to relax and recuperate from the stress of everyday life in the city and which is also utilised as a so-called “fun park” for extreme sports. Participants left the Tyrol with an impression of horizons.
4. Evaluation

4.1. Evaluation Methods

Interim Evaluation
On Tuesday evening an intermediate evaluation was carried out:

Every participant wrote two cards:
   a. What was the best experience I had in this course so far, what was exciting for me? *(Highlights)*
   b. What has to happen still to make me satisfied with this course? *(Hopes)*

The cards were collected and a summary was given to the participants the following day. The programme was slightly adapted to best fulfil the expectations. (Transcript of midterm evaluation: see Appendix)

Evaluation at the end of the course (for description of the methods see appendix)

**Fingers of the hand** (all results: see appendix)

**Reflection through proximity and distance**

Evaluation sheet *(5 pages)* (detailed results of the evaluation: see appendix)

4.2 Overview of evaluation results

The TT Seminar was attended by 21 participants from all over Europe and 5 experts / organisers. (see list of participants in the appendix). All non-Austrian participants submitted the evaluation sheets. 16 of them women, 1 man. 9 of them were teachers, 6 teacher trainers, 1 was a NGO-employee and 1 had another profession.
The participants appreciated the good preparation of the seminar “thank you for such great organisation. Everything was on time and we had a very nice atmosphere for working”. A lot of participants wrote they liked the friendly atmosphere; they were touched by the “good positive dynamic in the group”. They accounted that to the “lovely people” and “a lot of team-building exercises that united the group from the beginning” which helped in an unconventional way getting to know each other. Some of them had never experienced ice-breaking activities and considered them “surprising” and funny. Finding people with “the same way of thinking” and the feeling “I’m not alone” in the field of promoting ESD were some of the most prominent personal benefits at the end of the seminar as well as “developing intercultural and linguistic competence”.

Regarding content the most frequent statements were: improvement of knowledge, (new) ways of teaching ESD and especially: work with the Quality Criteria for ESD, which highly motivated the participants. Concerning the locations and the ambience: The seminar participants liked the surrounding of the Tyrol, especially Aldrans: A really great atmosphere fostering ESD and getting through the tough 5 day’s programme. For some participants the programme was a bit too intensive, they mentioned “getting up early – I hate”, “little options for doing something private” or were missing “leisure”.

The variety of methods during the seminar and the output as a result of the methods were mentioned very positive, especially new methods like the World café (“very good”, “nice method”, “extremely good discussions”) and the Future Workshop (“Excellent interactive method”, “very much fun”, “will use the method in class”, “way to think forward and to cooperate”).

The seminar fulfilled the expectations in every respect (10) or in nearly all points (7), because of “new ideas/methods”, “the balance between theory and practice”, “the organisation and the climate in the group” and the “sharing of experiences”.

Most of the group members loved the school visits as “best way of understanding the quality criteria” and the excursion “Two valleys”. The majority of the feedback showed great satisfaction with the performance of the lecturers (relevance of content and presentation).

The “Fingers on the Hand” evaluation tool and the open questions in the evaluation sheet indicated what some participants missed regarding the content: “an overview of ESD approaches/theories” or “more case studies”. The participants were highly motivated to share and to contribute. Therefore some participants hoped to get more possibility to present their work in front of the group. During the planning phase we had decided to avoid a series of presentations and instead provide ways in which participants could exchange experiences interactively. Thus, the participants received an e-mail in advance that there would be space for communication, but there would not be an exclusive session for project/country presentations, not all of them read this information. Ideas to avoid such disappointment without going back to tiring sessions could be: (1) communicate such things in a better way, (2) offer perhaps a poster presentation on the first evening or (3) the possibility to upload presentations on the project documentation or website.
4. Conclusions

The long tradition of ENSI (network Environment and School Initiatives) and the related EU projects SEED and SUPPORT as well as other initiatives for further developing ESD (PFL courses and the BINE – course for ESD in teacher education of the University of Klagenfurt and the FORUM Umweltbildung, etc.) and a series of national workshops on Q.C. through ENSI Austria were a perfect background for the seminar and contributed a lot to content and methods.

To be able to work in ESD it is important to have the possibility to meet motivated colleagues (have the feeling “I´m not alone”), to try out and experience methods personally to be confident to use them in the own work and to discuss contents and frame-conditions for ESD to be empowered and keep being motivated. The positive feedback to the workshop on the Quality Criteria for ESD Schools including the school visits, as well as to the World Café and the Future Workshop back up this opinion. One of the most interesting result of the seminar was getting to know the different ways of ESD approaches of the different countries and cultures.

The group was excellent and motivated from the beginning and all of them were eager to contribute and exchange. Two aspects showed the interest of participants in further developing ESD in their work: (1) Some participants sent e-mails after the course and told the seminar leaders that they already implemented methods and contents of the seminar. (2) The majority of participants took part in the planning session for a new EU application, which was an optional part of the seminar. Some are even planning to participate in the upcoming preparatory visit. Thus we assume that the seminar will have a lasting effect on the participants’ teaching and teacher training. We hope that – using the words of one of the participants – the seminar is a sustainable “vitamin injection” for ESD. A Documentation with all presentations, methods and photos will be available by the end of November on www.umweltbildung.at/support.