CoDeS Mailing 18   **October 2014**

1. CoDeS project looks back!

On September 30th 2014 CoDeS project lifespan has ended. We are very proud to present all outcomes as described in the project proposal and we have added even three new ones: The case book, the blog on cases and the campaign on CO_2 reduction. All of us have worked hard and learned a lot!

Thank you CoDeS partners, for all your passion for our work!

2. Overview of CoDeS outcomes, copied from the final reporting:

We have been investing and working in:

EVENTS:
1. Conference Vienna (AU), May 2012   80 participants
2. Conference Kerkrade (NL), May 2013   100 participants
3. Conference Barcelona (CAT), May 2014   130 participants

4. Partner meeting 1, Friedrichsdorf (DE)   November 2011
5. PM 2 Györ (HU)   October 2012
6. PM 3 Larnaka (CY)   October 2013

7. 7 Steering board meetings:
Friedrichsdorf, Vienna, Györ, Kerkrade, Larnaca, Barcelona, Ljubljana

MANAGEMENT:
8. Full management and reporting of CoDeS project outcomes and activities over three years

E-TOOLS:
9. Website: www.comenius-codes.eu   20'000 clicks 2011-2014
10. E-platform: http://www.miljolare.no/en/codes/   401 new school projects
11. Campaign on CO2 Reduction: http://www.co2nnect.org/ 24 new projects
12. Digital handbook for local authorities   free download*
13. Blog on CoDeS cases   4334 clicks 2012-2014

PUBLICATIONS for school-community collaboration:
Travelling guide   free download*
Toolbox   free download*
CoDeS selected cases on s-c collaboration   free download*
Key stones on s-c collaboration   free download*

RESEARCH REPORTS:
Profiles of isolated communities and ways into integration   free download*
External evaluation report on CoDeS   free download*
Internal evaluation report on CoDeS

PR for CoDeS:
18 Mailings   ca 4000 readers/each

PRESENTATIONS OF CoDeS:
Tiblissi +35 Conference Georgia 2012, ESER Conference Cyprus 2013, ESER Conference Porto 2014, 7th WEEC Marrakech 2013, and many other important conferences and meetings

free download from www.comenius-codes.eu!*

3. And now...?

CoDeS materials will be available at:
www.comenius-codes.eu
www.ensi.org

CoDeS presentations and posters will be available at : secretariat@ensi.org and – for CoDeS participants- on GC21 e-platform

Public part of the reporting will be sent to you in November 2014

4. Work goes on!
We know that work on school-community collaboration for sustainable development goes on.
 We invite you to share your efforts with the ENSI and CoDeS community and to make your work visible at www.ensi.org!
You will find news and information in ensi mailings and on ensi's homepage. For subscribing ensi's mailing please contact: secretariat@ensi.org

5. CoDeS itself has been a 'learning organisation' – The challenge of evaluating an ESD Programme consistently with ESD values: The experience of the CoDeS-ENSI network'

Report from the presentation of CoDeS evaluation on ESER Conference in Porto, September2014 (Dillon/Mayer/Affolter)

Evaluation has been a major challenge for environmental education generally and especially for ESD. A 'sustainable education' requires deep change from current educational aims and methodologies to those that are consistent with the needs of change, not only of lifestyles but also of visions of the world. Complexity, systemic thinking, participation and collaboration, situated knowledge, attention to 'emergence' and to 'wicked problems', future visioning, openness to change, are some of the many key constructs that accompany educational research on ESD and which have been at the forefront of work in CoDeS. Evaluation is a fundamental component of this continuously advancing context, not only in relation to student learning but also concerning school performance and projects and programmes for ESD. National and international funding still asks for a kind of evaluation that could be defined as 'positivistic', concerned more with quantity than quality, and which tries to reduce the data collected and the results obtained to 'objective' and 'measurable' items. In such situations, the evaluation of a programme may conflict with the need for formative development that is consistent with the main aims of ESD.

In recent years, ENSI InPA visions and methodologies have inspired the 'paradigm' used for evaluating three projects in the Comenius 3/Life Long Learning EU programmes– SEED, SUPPORT, and CoDeS . The paradigm explicitly accepted for the evaluation framework has been 'socio-critical' going beyond the idea of evaluation as an assessment process and proposing instead a vision of an evaluation which proceeds through 'negotiating values', 'searching for quality', 'taking care of unexpected issues', and 'constructing new meaning'. Consequently the

evaluation has tried to take account not only of facts and concrete outcomes, but also the values of the participants, their visions of ESD and of the qualities they want to achieve within the project; not just products but also processes. Overall the evaluation has been concerned with the process of community building within the partners' networks and by the quality of the 'internal learning' of the network itself, considered as 'a learning organisation'. In this vision the project may be regarded as a tool for improving the theory and practice of ESD not only for the project partners but also for the ESD community as a whole.

In the presentation at Porto, Michela and Patrick (who represented the three authors) described the methodologies that have been used, and discussed the strengths and weaknesses of these approaches in meeting the key aims of ESD. A characteristic of the approach was the triangulation of three perspectives taken from: (i) the 'coordinator' of the project (Christine), who took care of communication with partners, monitoring the events and the products, and the formal reporting of the programme; (ii) the 'internal evaluator' (Michela), who collected the reports of the partners with responsibility for single activities or products, and offered tools – questionnaires, guide lines for reporting, etc. – for the internal evaluation of the events; and (iii) the 'external evaluator' (Patrick), who offered a different point of view on the same data, new data collection, and quality improvement tools to facilitate the processes of critical reflection between partners and ongoing constructive development through collaboration. The systematic comparison of different visions and opinions minimises possible biases, included the ones of the evaluators: the aim is not an impossible objectivity but rather impartiality. The participation and involvement of all partners and stakeholders in the evaluation process has been another important feature of the project: the main aim was to help the community building process through collaboration, engaging partners during the whole process, mapping emergent ideas, giving regular feedback. In the CoDeS project another innovative evaluation method was added: the internal evaluation of the three main conferences within the project was given each year to different young researchers in ESD. These young researchers were not involved in the partner institutions; they were new to the project. In this way, the evaluation process has integrated fresh research perspectives and at the same time allowed people coming from different traditions to comment on the vision of the project.

There are logistical difficulties in an evaluation of this kind: the EU-schedule is difficult to integrate with effective conduct of the research; the limited financial support for project partners means that publications, work in communities, translations, opportunities of exchange etc are always tightly restricted; the shortage of time for in-depth development; and the positivistic attitude toward evaluation which is prevalent in general. Despite these difficulties, Michela and Patrick were able to give an upbeat account of the CoDeS project and its achievements in evaluating ESD initiatives.