

ESEE Pre-Conference Summer School - Report



Contents

ESEE Pre-Conference Summer School - Report	1
1. Introduction	2
2. Summer School Programme	3
3. List of Participants.....	4
4. 3 Minute Thesis.....	5
5. Transformation Sessions (I and II).....	5
6. Career Advice Session	6
7. Feedback	8
8. Reports from the participants.....	8
9. Photo Gallery	17
Appendix A	20

1. Introduction

From June 28th to 30th 2015, we held a pre-conference ESEE 2015 Summer School in Leeds, UK. We had 30 attendees, from 14 different countries, selected from nearly 90 applicants, ensuring a very high calibre of delegate. The main goal of the ESEE Summer School was to move away from the traditional PhD conference, which tends to be longer talks by attendees and quite passive. Instead we conceived the idea of a dynamic and stimulating summer school that would challenge delegates and at the same time provide a wide platform of shared learning. We had planned three main topics:

- **A 3 minute thesis:** we wanted to hear in a concise form, what people were researching and what made them passionate about their subject. We got exactly that, some really entertaining talks by people from an amazing range of backgrounds.
- **Early career session:** to listen to and then ask questions to people with more established careers, both inside and outside academia. What we learnt was that life is not a linear process, and there are ups and downs but that eventually the fog clears, you see where you want to go, and you can strive to achieve it.
- **Transformations sessions:** these were the key feature of the Summer school, linking to the main ESEE 2015 Transformations conference theme. We constrained delegates on the first day to think inside the box, working within established UN goals and targets. On day two, we stretched people to think outside the box, and develop radical change ideas and personal action plans. After the summer school, 4 brave people put together a 10 minute presentation and gave their challenge on Transformations to the 300+ opening ceremony attendees in the Great Hall.

We attempted to make the sessions dynamic, interesting and engaging. Above all it was a forum to hear others speak, rather than the organisers. In the evenings, and outside the sessions, there was great dialogue, and we heard excellent key note addresses by Dr Erik Gomez-Baggethun, Professor Sigrid Stagl, and Professor David Hogg.

We have set up a network of attendees, and are already exchanging ideas and continuing conversation we started in Leeds.

With best wishes from the local organising team: Paul Brockway, Lina Brand, Will Goulart, Rachel Huxley, Will Lamb, Jasper Kenter.

2. Summer School Programme

Date	Time	Event	Location
Sun, 28 th June	Early-18.00	Arrival and check-in	Storm Jameson
	18.30	Leave for dinner	Storm Jameson reception
	19.00- 21.00	Dinner	Tharavadu (restaurant)
Mon, 29 th June	09.00- 10.30	Session 1 Welcome and Introduction Key note speaker #1: Dr. Erik Gomez-Baggethun <i>Transforming economics to protect ecological life-support systems</i>	SEE seminar rooms 1, 2, 3.
	10.30- 11.00	Tea/coffee	SEE foyer
	11.00- 12.30	Session 2 3 Minute Thesis I	SEE seminar rooms 1, 2, 3.
	12.30- 13.30	Lunch	SEE common room
	13.30- 15.30	Session 3 Transformations I	SEE seminar rooms 1, 2, 3.
	15.30- 16.00	Tea/coffee	SEE foyer
	16.00- 18.00	Session 4 3 Minute Thesis II	SEE seminar rooms 1, 2, 3.
	18.45- 21.00	Dinner Key note speaker #2: Professor Sigrid Stagl <i>Transformations – Karl Polanyi's critique of market fundamentalism</i>	University House
	09.00- 10.30	Session 5 Career Advice Speakers: Sigrid Stagl, Ariadna Rodrigo, Dan O'Neill, Gary Dymski and Julia Steinberger.	SEE seminar rooms 1, 2, 3.
	10.30- 11.00	Tea/coffee	SEE foyer
Tues, 30 th June	11.00- 13.00	Session 6 Transformations II	SEE seminar rooms 1, 2, 3.
	13.00- 14.00	Lunch	SEE common room
	14.00- 15.00	Session 7 Closing session	SEE seminar rooms 1, 2, 3.
	15.00	Most leave to register for main ESEE 2015 conference	
	15.00- 16.30	Presenters stay to work on plenary presentation	
	16.45	Presenters leave for main ESEE 2015 conference	

3. List of Participants

The Summer School participants were chosen after a thorough review process of almost 90 applications. Each application was reviewed by three different reviewers and the best 30 were selected. The final group was very diverse in terms of career stage, country of study (14 different countries) and country of origin (19 different countries), as well as research area, which enriched the Summer School greatly.

17 students received a bursary from the University of Leeds (UoL) to participate both in the Summer School and the 11th ESEE Conference. Furthermore, 3 students received an extra hardship fund from the ESEE Board.

APPLICANTS SUMMARY	Career Stage	Country of Study	Country of Origin	Bursary (UoL)	Hard ship fund (ESEE)
Aaron vansintjan	Masters	Canada	Belgium	Yes	No
Andrew Fanning	2nd year PhD	Spain	Canada	No	No
Annika Scharbert	3rd year PhD	Austria	Austria	No	No
Bernd Annaert	2nd year PhD	Belgium	Belgium	No	No
Carla Washbourne	EC	London, UK	UK	Yes	No
Ellen Stenslie	2nd year PhD	Norway	Norway	No	No
Emanuele Leonardi	EC	Portugal	Italy	Yes	No
Heidi Leonhardt	Masters	Austria	Austria	Yes	No
Hendrik Theine	Masters	Austria	Germany	Yes	No
Ines Cosme	2nd year PhD	Portugal	Portugal	No	No
Jack Miller	2nd year PhD	Sussex, UK	UK	Yes	No
Jana Schwarz	3rd year PhD	Belgium	Germany	Yes	No
Julia Janke	Masters	Austria	Germany	Yes	No
Karen Mullin	1st year PhD	Leeds, UK	UK	No	No
Katarzyna Gruzka	2nd year PhD	Austria	Poland	Yes	No
Lina Isacs	1st Year PhD	Sweden	Sweden	Yes	No
Lukas Bunse	Masters	Leeds, UK	Germany	No	No
Maria Juschten	Masters	Austria	Germany	Yes	No
Martin Borchert	1st Year PhD	Germany	Germany	No	No
Melanie Studer	Masters	Netherlands	Switzerland	No	No
Mitzi Bolton	1st year PhD	Australia	Austria	No	No
Ramazan Caner Sayan	3rd year PhD	Dundee, UK	Turkey	No	No
Sanna Ahvenharju	1st Year PhD	Finland	Finland	No	No
Shao Qing-long	2nd year PhD	Spain	China	No	No
Soumyajit Bhar	2nd year PhD	India	India	Yes	Yes
Stanislava Brnkalakova	2nd year PhD	Slovakia	Slovakia	Yes	Yes
Suparana Katyaini	4th year PhD	India	India	Yes	Yes
Tomas Badura	2nd year PhD	East Anglia, UK	Czech Republic	Yes	No
Yi hyun Kang	1st year PhD	Germany	South Korea	Yes	No
Yuliana Griewald	3rd year PhD	Germany	Russia	Yes	No

4. 3 Minute Thesis

The following link contains the footage from the participant's 3 minute thesis presentation:
<https://www.youtube.com/channel/UCgm4l005foSVZc8RQkVxefQ>

5. Transformation Sessions (I and II)

The main objectives of the two sessions were:

- Discuss some of the key issues regarding to the international agenda for the global transition to a socially and ecologically balanced future.
- Stimulate the participants' perception and insights about the main transformational challenges to sustain a healthy planet and deliver benefits essential for all people.
- Develop abilities for the collective construction of approaches to discuss, agree and communicate complex sustainability issues in a short period of time.
- Encourage individual responsibility for the generation of collective transformations.

Activity I - Global Transformations "within the box"

This session covered the progression from Millennium Development Goals to the Sustainable Development Goals (SDGs). Participants were divided into 6 groups of 5 people each. Each group was asked to consider how they might accomplish one of the SDGs with the point of view of transformations – offering them an “opportunity to solve one of the main problems of the world”. We focused on 3 of the proposed SDGs:

- Goal 1: End poverty in all its forms everywhere
- Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- Goal 12: Ensure sustainable consumption and production patterns

Each Goal was discussed by 2 groups separately (twin groups). The aim of the session was to explore the SDGs from ‘within the system’ giving a closed and specific brief to the groups, with relatively restricted time and resources to explore it.

Activity II – Global Transformations "outside the box"

The aim of this session was to encourage wider thinking, encouraging the participants to question the system itself and how established ways of working can both help and hinder progress. We challenged the students to come up with ideas for transformational system change.

The session started with an exercise that required participants to undertake a task with limited resources; the participants were asked to form a circle and close their eyes. Then, they were asked to form a square without opening their eyes. At the end of this session we facilitated a group discussion about the participant's experience of both the first transformation session and the circle/square exercise to explore how they found working within constraints. We asked questions such as: How was the feeling of being inside a process with a very clear task? Did you need a leader? Did you have opportunity to fully

express your ideas and contribute? Were you listening to others? Could you understand others point of view? Have you changed your mind about something?

We then undertook a second round of group work to explore the idea of more transformational change. At the end of the session we also encourage participants to think about what individual change they could make:

- Choose one SDG or choose any other personal goal for your radical transformation action.
- Which changes does my field of work need to do in order to contribute with the achievement of this goal?
- Which professional and personal radical transformation I need to do in order to contribute with the achievement of this goal?

Presentation in the ESEE 2015 Opening Ceremony

From the transformation workshops the students were asked to prepare a 10 minute presentation for the opening ceremony of the ESEE conference in order to communicate what we had covered in the summer school and what challenges we felt the ESEE conference and community need to address. The key messages were:

1. We need to challenge the linear model of change, and the Ecological Economics community specifically needs to address the big questions and have a “broad” vision.
2. We need to redefine success criteria and social preferences (and perception) – sufficiency as success, as a positive ethical choice.
3. We need to be the change we want to see – how can each of us as individual in our professional and personal lives bring about change?

6. Career Advice Session

There were four career advisors, whose biography is below:

6.1. Sigrid Stagl:



Sigrid Stagl is an economist and full professor at WU in Vienna. Currently she works on (1) institutional arrangement that foster sustainable work, (2) developing socio-economic theories of human behaviour and (3) the effects of financialisation on the Environment. Her PhD in the field of Ecological Economics was awarded by RPI in Troy, New York. Before returning to Vienna she worked at the Universities of Leeds and Sussex. From 2003 to 2009 she served as Vice-President of the ESEE and from 2009 to 2012 as President. At WU she is currently the Head of the Institute of Ecological Economics, Deputy Chair of the Department of Socio-Economics and Programme Director of the MSc Socio-Ecological Economics and Policy.

6.2. Ariadna Rodrigo:



Ariadna Rodrigo works as a resource use campaigner at the pan-European NGO Friends of the Earth Europe where she leads a small team of advocacy staff working on the introduction of resources use indicators and reduction targets in European legislation. Prior to that she worked in the strategy and policy team at UK's Waste and Resources Action Programme (WRAP) and for the consultancy HTSPE managing international development projects around the world. She has a politics degree from the Universitat Autònoma de Barcelona, is an advisor to the NGO Zero Waste Europe and has published various articles in UK and European media and in journals such as *Mediterranean Politics*.

6.3. Daniel O'Neill:



I am a Lecturer in Environmental and Ecological Economics at the University of Leeds, and the Chief Economist at the Center for the Advancement of the Steady State Economy. My research focuses on the changes that would be needed to achieve a prosperous non-growing economy, and alternative ways of measuring progress besides GDP.

I am co-author (with Rob Dietz) of *Enough Is Enough: Building a Sustainable Economy in a World of Finite Resources*, which has recently been made into a short film. In my recent research, I've designed a new system of national accounts to measure how close specific economies are to a "steady-state economy" and what proximity to this goal means for their social performance.

6.4. Julia Steinberger:



Dr. Julia Steinberger researches and teaches in the interdisciplinary areas of Ecological Economics and Industrial Ecology. Her research examines the connections between resource use (energy and materials, greenhouse gas emissions) and societal performance (economic and human wellbeing). She is interested in quantifying the current and historical linkages between resource use and socioeconomic parameters, and identifying alternative development pathways to guide the necessary transition to a low carbon society.

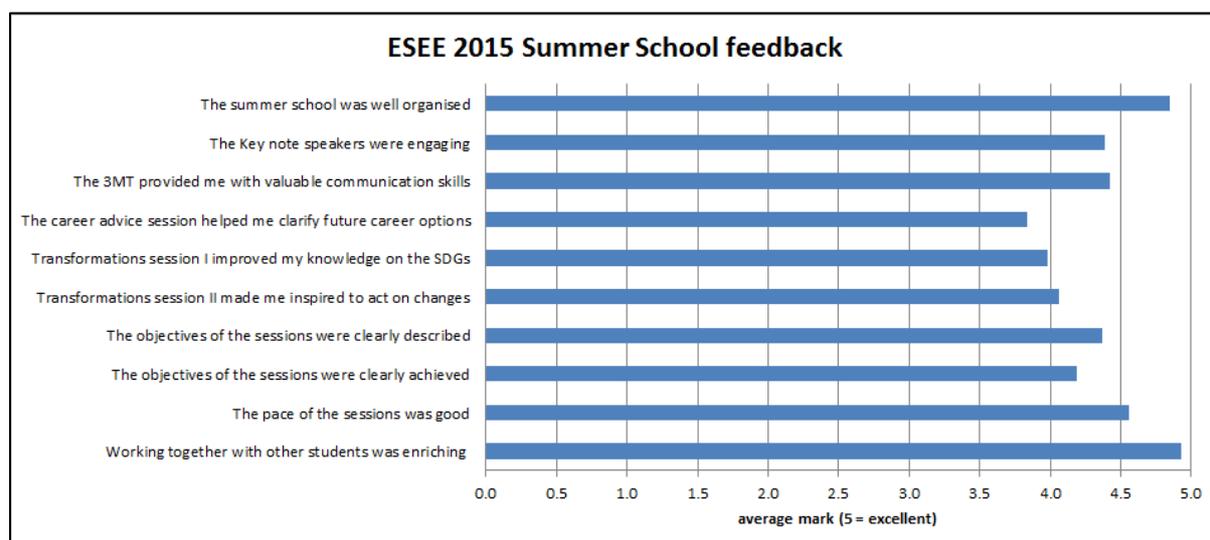
Before coming to the University of Leeds in 2011, Dr Steinberger was a Senior Researcher at the Institute of Social Ecology in Vienna (SEC), where she investigated sustainable cities and the links between material use and economic performance. She has held postdoctoral positions at the Universities of Lausanne and

Zurich, and obtained her PhD from the Massachusetts Institute of Technology. She has published over 20 internationally peer-reviewed articles since 2009 in journals including Nature Climate Change, Environmental Science & Technology, PLOS ONE and Environmental Research Letters.

7. Feedback

At the end of the final day of the Summer School, the participants were asked to fill in a feedback sheet form. In general the feedback was very positive, particularly regarding the atmosphere and the facilitation. Additionally, the 3 Minute Thesis, Career Advice Session and Transformation Sessions were very well received, with only some minor aspects to improve. The choice of key note speakers also received positive feedback.

Below is a summary of the marks they gave the Summer School in different aspects, with 1 being “strongly disagree” and 5 being “strongly agree”.



8. Reports from the participants

8.1. Soumyajit Bhar

I am Soumyajit Bhar, a 2nd year PhD student at Ashoka Trust for Research in Ecology and the Environment, India. First of all, I consider myself extremely fortunate to be able to attend the 1st ESEE pre-conference summer school held in University of Leeds. This was my first experience of attending any pre-conference summer school, so don't have any reference to compare the experience. However, I found this type of summer school to be a very interesting concept to bring young and early career researchers to discuss on a theme completely commiserating with the theme of the upcoming conference. From the different sessions of the summer school, the two most interesting for me were the 3 minute thesis session and the carrier advice session. The 3 minute thesis session has provided me the opportunity to present my research to peers in a more comprehensive as well as in a captivating manner. The scope of sharing each other views about peers' presentation was a

novel concept. And others' views about my presentation will definitely help me in further improvement of my presentation skills. The career advice session was also a completely new experience for me. The panel was really diverse and that really helped us to get the complete picture in terms of opportunities a student might get after completing his/her PhD. Except the formal sessions, the other scope of interactions with peers was ample and as the participants are from diverse backgrounds, the interactions became more lively and enriching. Finally, I think the summer school was an innovative as well as very successful attempt and should be continued in the forthcoming conferences. As that will definitely provide many students, at times from financially retrained condition, the much needed financial support to be able to attend the summer school as well as the conference.

8.2. Julia Janke

I am very grateful for the opportunity to participate in the Summer school because it was an enlightening and inspiring experience.

In Ecological Economics, we have an immense variety in our research topics and methods. This insight emerged through the diverse research topics presented by other participants. Besides, this point was also highlighted in the career session. As an economist, environmental challenges unfortunately constituted only a small part in my Bachelor and Master studies. In this regard, I was really inspired by the amount of interesting research topics of young researchers. The feeling of having a considerable amount of unsolved problems and solutions to discover strengthened my motivation to scientifically and enthusiastically engage in this research field. Meadows' (1999) paper on leverage points really inspired me and I want to incorporate it in my research.

The discussions with other students and the organizing team definitely constituted the most enriching part of the Summer school. In a very friendly and open atmosphere, I had a lot of time to discover the research topics of the others, to understand their approaches and got more and more convinced that ecological economics is a great research field. Although, the fact that publications are the only important point in a researcher career was a very sobering insight.

Particularly during the Transformation sessions, I realized that I am still embedded in my economic thinking in the way of how to change the economic system and incentives. I concluded that on the one side, I should read papers and books from other sciences in order to truthfully incorporate their approaches in my research. On the other side, it was valuable to the discussion to have a deep understanding of current economic processes. The session on blindly-building-up-a-square was a total surprise and a very good experience because it was very funny to communicate with each other in such a strange situation. The setting obliged us to think creatively. In addition, the session permits a lot of different interpretations (e.g. on power positions, present and absent control mechanisms) making it very interesting to think about it even later on.

A more difficult part of the Summer school relates to my comfort zone which I had to cross particularly in the final session. To give directly advice to somebody's plans to change his or her impact was very difficult for me. In addition, it was also hard to not only fulfill the

expectation of the coach but to be sincere with myself. But announcing “publicly” my plans also adds to my motivation to fulfill them.

The organization of the summer school was great! Thank you for the opportunity to participate in this fascinating event!

8.3. Lina Isacs

Waking up the first night at home after the ESEE summer school, I found myself having transformed into a dreaming-in-English-person (yes, daytime I was even thinking in English). I guess this is what usually happens when you spend enough time among people speaking another language than your mother tongue, but noticing it I came to think of how easily we may adapt to changes and new circumstances once we are given the opportunity to do so within an environment of non-competitiveness and openness. Now, a few days later, I have re-transformed into my Swedish speaking self again, but I have a clear sensation being partly new in other senses: my mind is still in Leeds every now and then, I keep turning back to topics I discussed at the summer school during and after it ended (i.e. during the main conference the days that followed), and I notice how my thoughts around my research have expanded. In specific, I have to say, I am excited about the fact that I not only feel strengthened in relation to my own research project and its aim, but also got a great deal of food for thoughts to question it in a healthy and stimulating way. The latter is entirely thanks to the summer school participants I got to talk to about broad concerns and considerations we share around what it means to be a researcher with the aim to “make the world a better place” in a time like ours. Why, really, did I pick the topic I did? What is my inner motivation for doing research about how to improve human-nature relations? I realize I have only part of the answer, and I am certain it is invaluable to have to dig deeper into these queries at the career stage I am in, having just started my PhD studies.

The summer school really lived up to my expectations in terms of allowing me to exchange thoughts with other academics active within the field of ecological economics, and ever more valuable it was to get to know young and early career researchers that I truly think I will stay in touch with for many years to come. I very much appreciated the broad representation of topics among those of the summer school participants, as well as the fact that we came from so many different countries and were of different ages. The organizing team did such a good job in making us feel welcomed (including all the preparatory work leading up the summer school); although we had some tasks that were pretty challenging, they managed to keep us feel in good care and took care of our nervousness.

Attending the summer school before and in direct connection to the main conference was so helpful. During the conference, I always found some familiar faces in the crowd, had someone to talk to and share my thoughts with about sessions I had attended. It is a concept to stick to, and, if anything, I agree with what another summer school participant said, that it would not be a bad thing to extend it by a day or two, in order to enable us to get even closer and elaborate a bit more on possibilities for future collaborations.

8.4. Emanuele Leonardi

At the beginning of the very first session Paul Brockway – the main organizer of the ESEE Summer School 2015 at Leeds University – hoped the 2-day Summer School were “engaging, interesting, dynamic”. This report is meant to show that, from my personal point of view, Paul's wishful expectations were not only met, but actually exceeded.

As a young researcher with an interdisciplinary background (BA+MA in Sociology, PhD in Theory and Criticism), my specific objective with regard to the Summer School was to receive an intense, introductory overview of Ecological Economics as a field of study which is proving more and more relevant for my project (titled 'Environmental Crises, Social Transformations, and the Transition to a Low Carbon Economy'; carried out at the Centro de Estudos Sociais – University of Coimbra). From this point of view, the Summer School was just perfect: methods, controversies and concerns were clearly and thought-provokingly laid out in the two keynote speeches (by Dr. Erik Gomez-Baggethun and Prof. Sigrid Stagl), whereas policy challenges were actively explored in the two 'Transformations' sessions, in which we directly experienced the complexity and joy of team-work through the analysis of the Sustainable Development Goals.

However, getting introduced in the best way possible to Ecological Economics was not the only reason why the Summer School ended up being a great experience. At least three more elements should be mentioned.

- The 3 Minute Thesis presentation was extremely helpful. Although I was skeptical at first (“what kind of multilayered idea can be unpacked in such a short time?”), I must admit now that the process of synthesizing the very core of my research question was conducive to its clarification. I enjoyed presenting in front of my peers and was surprised by the high quality of the questions I received (meaning that enough information was transmitted to allow relevant questions to be formulated).
- The 'Career Advice' session was truly important. As a post-doc researcher, I was concerned the focus would have been on how to write a dissertation (which would have been useful even though I have already defended mine). However, this was not the case: the advisors (Sigrid Stagl, Adriana Rodrigo, Dan O'Neill, Gary Dymisky and Julia Steinberger) addressed a wide range of topics, most of which were of the utmost relevance for a proper understanding of what a career path actually is, and how it can suitably be managed.
- Last but certainly not least, the atmosphere was outstanding. When the organization is perfect, and the students' disposition positive and open, such things can actually happen: from the very beginning we enjoyed being together in a great didactic experience. This is a rare occurrence, and I am grateful I could take part in that.

Let me end this brief report with some thanking: first and foremost, the organizers: Paul, Lina, Rachel, Will and Will. Your work has been immensely appreciated. Furthermore, the University of Leeds which made my presence possible by granting me a bursary. I hope such commitment will continue since I believe students need Summer Schools like the ESEE 2015 one. Finally, many thanks to my peers: I was exposed to excellent research projects and I learnt a lot.

8.5. Katarzyna Gruszka

The pre-conference summer school could not have been a bigger....surprise! And all of it in the most positive sense possible. It was a great chance to meet amazing young scholars involved in various topics related to different shades of transformations. This diversity was already a great merit in itself – even though there were some overlaps between some of us regarding broader themes of dissertations and research work, the approaches presented were always bringing something new to the picture. The 3 Minute Thesis (3MT) exercise served as a perfect tool for briefly introducing our own work to the rest of the group. I have to say I was a bit skeptical about the 3MT, as it is not something I find particularly useful in my own academic environment, but after actually doing it I must admit that I was wrong. It was not only a very efficient way of getting to know what we were all about, but it was also amazingly helpful in terms of organizing my own thoughts and prioritizing particular aspects of my work. The sessions on transformations allowed us to get closer and work together in rotating groups – again, getting a chance to learn from each other and benefit from interdisciplinarity brought to the table by all the participants. The organizing committee could not have done a better job – starting with the dinner on the first evening, we could feel the cosy and friendly atmosphere, and I knew already then that these 2.5 days will be something to remember. This summer school experience will continue – the momentum is on! I took part in similar events and I have to say that this one is definitely taking the lead. Thank you!

8.6. Suparana Katyaini

I intended to learn about the new approaches on ‘transformation to sustainability’ and how to bridge the science-policy gap through participating in ESEE 2015 summer school. The experience was enriching as I learnt about the diverse range of methodological approaches adopted by the co-participants in their research. The session on transformations where we deliberated upon the sustainable development goals (SDG) and their implementation was an exciting experience as I gained a multidimensional perspective on it while working in a multidisciplinary team. Presenting group discussions to all the presenters was a challenging task as we had to present our views in time bound manner to a diverse set of people specializing in different disciplines. This was a reflection of the real situation as I find it difficult to express scientific knowledge in a heterogeneous group. Therefore, I gained a lot professionally and personally from the formal and informal interactions during the Summer School. I benefitted immensely from the experiences of the researchers from Europe as it gave me a deeper insight into my research work on ‘Sustainable water resources management through virtual water flows in India’; specifically in terms of how to bridge the science-policy gap. It was a very good opportunity to discuss our research work in the 3 minute thesis. As a result of this I could find resonance with some of the co-participants research work. We have planned to continue our discussions on our research work after the Summer School and ESEE 2015 conference. It was great to learn different perspectives on my research interest during the Summer School. I really appreciate the idea of practicing sustainability during the Summer School through small initiatives like bringing our own mugs, going for vegetarian meals, saving energy through some discussions in the green spaces outside the classroom. I look forward to continuing discussions with the co-participants to develop an interdisciplinary perspective on transformations to sustainability.

8.7. Carla Washbourne

I was awarded my PhD in 2014, but I am very new to the field of ecological economics. I saw the ESEE Summer School as a great opportunity to meet and converse with a diverse array of other early career researchers working in this area, in order to get a better idea of the sorts of research currently going on in the field and to assist me in developing my own research project which is at a formative stage.

To this end the summer school was certainly not a disappointment, providing a great chance to get to know a wide range of people, with different academic and professional trajectories, all working on their own fascinating research projects. It also provided touch-points with key speakers and topics throughout the conference, and with early career colleagues who would be 'friendly faces' throughout the busy days of technical sessions.

It was great to have a diverse range of academic experiences offered by the summer school programme: the three minute thesis exercise was one of the most useful formats for exchanging this kind of information that I have encountered, the transformations sessions presented an entirely different way of thinking about sustainable development issues than I have been used to, and the careers session was very considered in presenting non-academic and bad academic experiences as part of the success stories.

The summer school dinner was also a great event, though many of us felt a little underdressed for formal halls in our shorts*! (* also, nice job on the weather!) The structure of the summer school was great for allowing conversations on both personal research and broader interests around sustainability, development and environmental justice. The ESEE conference in general was one of the most conducive settings I have encountered for the consideration and enactment of closely inter-linked personal and professional perspectives around practical and behavioural change for environmental good.

It was also wonderful to have the opportunity to present some thoughts from the summer school to the opening plenary of the conference, and I received a lot of very positive feedback on this. It was also the initiator of many interesting and inspiring conversations throughout the conference, as delegates came to talk to me and share details of their personal efforts for changing the world.

In summary: from the summer school I gained some very useful insight in to the field, had a lot of fun, and met a large number of new friends and colleagues. A very worthwhile experience, and I am wholly thankful for receiving a bursary to enable my attendance.

8.8. Yi hyun Kang

The ESEE 2015 summer school was an excellent opportunity for me to get to know fellow PhD students as well as early career researchers in the ecological economics field. As a first-year PhD student, I didn't have experience to present and discuss about my own topic. The Three Minute Thesis sessions gave me an opportunity to give a presentation. Also, feedbacks from other students were very helpful to see which skills I need to develop

further for my presentation. Watching others' presentation and giving them comments were a good practice for me as well.

Overall, the ESEE 2015 summer school was special as it created positive and productive atmosphere for all participants. Facilitators encouraged people to speak out their thoughts in an open-minded manner. The programmes were also very well organised. Lectures, presentations, workshops and discussion sessions helped the participants to deepen their understanding about the basis theories of ecological economics as well as this year's theme 'transformations'. Particularly, through a number of small group discussions the participants could get to know each other more. The friendly organising team of the summer school supported all participants from finding directions to understanding the theme of the ESEE 2015. Furthermore, I would like to note that the gift exchange session was a brilliant idea for everybody (as well as the environment!).

I think future ESEE summer schools also need to be creative, challenging and encouraging as the ESEE 2015 summer school. I am very grateful for taking part of the summer school. The next step for me is to share my experience from the ESEE 2015 with my colleagues at the Free University of Berlin and to study further about ecological economics for my research.

8.9. Stanislava Brnkalakova

The participation at ESEE 2015 Pre-Conference Summer School that ran from 28th to 30th June 2015 was highly valuable for my PhD research and future career as scientist. I especially appreciate the interdisciplinary approach of this summer school. The focus was on the need for transformations across the scale (from global to local and even to personal) in various sectors (economy, policy, technology, sociology, etc.) and how transformations could be achieved.

In our group we have discussed the sustainable development goal number 8 that is about promoting sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. During our critical group discussion, we could see that paragraphs in this goal still describe economic growth, creation of new entrepreneurs and working places for different groups of people but not for all. We have realized that the real meaning of 'sustainable' is some-how forgotten in this goal. We have asked questions such 'Why do we have defined just minimum wage and we do not discuss about maximum wage?' or 'Is really our consumer society able to achieve sustainable development?'. Maybe we were not able to find proper answers but at least I have been forced to think about more effective solutions and movements to sustainability. I have realized that my research focused on the development of poor mountain regions that have a big capacity to contribute to climate change mitigation is although a small drop in the ocean but essential.

Thanks the scholarship, I could meet and talk to experienced professors as well as to young researchers at the summer school and during the conference. As young PhD students in European Society of Ecological Economics, we have decided to create our own network and help to each other in our studies and to cooperate in future.

8.10. *Tomáš Baďura*

I have attended a number of conferences, workshops and summer/spring schools. In full honesty I can say that the ESEE summer school 2015 was, by far, the most interesting and inspiring of them all.

I would like to start with personal thanks for the organisers and, indeed, Leeds University bursary which made my participation possible.

I have met a number of excellent and inspiring young individuals, learnt a whole new lot and, yes, got inspired once again about the world and its future. Indeed, it is the young researchers and youth in general who has (and will) inherited the mess our predecessors got our world into and it is always with great pleasure to see that there is a lot of people out there committed to a real change (which might – well, must – come at personal cost, being it material mostly, but also in other forms).

The summer school was engaging, well organised (perfect communication, instructions and sources right from the beginning) and attended by absolutely excellent speakers. This is not the norm and I hope this will be further supported and appreciated by the university. In particular I would like to highlight the truly engaging format of the summer school and the fact that the summer school presented attendees with a range of leaders in the field which, in turn, made the participation at the actual ESEE conference feel like being among family. This, in effect, in my opinion encouraged way more active participation at the conference, as one was not 'afraid' to talk to pretty much anyone at the conference.

Many thanks to all involved and I hope this event will be further supported and even possibly expanded to three days event in the future. Such an extension would allow a little bit more space for 'personal bonding' between the participants which I believe is essential for such an event. After all, connecting young people in the field is one of the ultimate goals of such events.

8.11. *Yuliana Griewald*

As a participant of the ESEE summer school 2015, I would like to express my sincere gratitude to the University of Leeds for their kind and generous support. It enabled me to take part in both the summer school and the main conference, and these proved incredibly enriching for me professionally as well as personally.

This has been the third summer school of the ESEE in which I have taken part, and given this experience, I would like to highlight that the format of this year's summer school was just perfect. A good balance between inspiring lectures, group discussions, early career sessions, students' presentations (3MT!) and the physical teamwork exercise made the process highly enjoyable despite a very intense agenda. The summer school team clearly did an amazing organisational job.

The summer school dealt with issues which I find central to a transition towards sustainability, and it gave us all an opportunity to see how others approach these

challenging topics, get inspired, and discuss our concerns – even if not at full length (which would have required weeks!). It also helped me establish contacts for potential cooperation in the future – surprisingly enough, also in my own field – agriculture, although I had not expected that there would be other PhD researchers dealing with similar issues.

Perhaps most importantly, this summer school very much strengthened me in my belief in a better world and that a change is possible, no matter how small and futile our efforts may seem at times. It offered me as an early career researcher a well-needed and engaging platform for communication and exchange, for which I am deeply grateful.

9. Photo Gallery



Sunday night dinner - Tharavadu



Dr. Erik Gomez-Baggethun (key note speaker #1) answers questions outside SEE



3 minute thesis



Transformation session I



Prof David Hogg speaks at Monday night dinner – University House



Prof Sigrid Stagl (Key note speaker #2) gives her talk after Monday night dinner – University House



Career advice session



Transformation session II



Transformation session II



Closing session



Closing session



Presentation of Summer School outcomes in ESEE Opening Ceremony

Appendix A

Summary of marking criteria:

CV + Cover letter		RMP bursary form		
A - Relevance	B - Quality	C – Relevance of project statement	D – Quality of project statement	E – Quality of Supervisors statement
Graded 1-5 5 – great 1 - poor				

ESEE 2015 Submission (CV + Cover letter) Requirements

- A cover letter (**maximum 1 page**), explaining the candidate's motivation (e.g.
 - how could this summer school benefit you,
 - what are your main interests regarding the theme of the summer school in general and in relation to your research topic,
 - how could other students benefit from your participation and
 - (reasons why you should gain hard-ship funds if available). – *you don't need to consider / grade this*
- A CV (**maximum 1 page**).

A. Relevance

How appropriate is this CV + Cover Letter for the ESEE Summer School themes?

5. **Very relevant** The submission/person presents material that would be highly welcomed by the conference participants.
4. **Relevant** The submission is relevant to this conference.
3. **Borderline relevance** The submission has borderline relevance to this conference.
2. **Poor relevance** The submission is of low relevance to this conference.
1. **Not at all relevant** Does not belong at this conference.

B. Quality

What is the overall quality of their submission (i.e. CV and the cover letter), including how well they have set out their motivation and linking to ESEE Summer School aims and themes?

5. **Excellent quality** High quality submission, well-contextualised and sound links to ESEE Summer School aims and themes.
4. **Good quality** Good quality: framework, aims and links to ESEE Summer School aims and themes are all very promising.
3. **Sufficient quality** Acceptable submission, adequate link to ESEE Summer School aims and themes.
2. **Poor quality** Inadequate submission: significant failures in explaining link to ESEE Summer School aims and themes.
1. **Unacceptable** Very poor quality: lack of context, unclear link to ESEE Summer School aims and themes.

RMP Application form

C. Relevance of Project Statement

How appropriate is the Project Statement for the ESEE Summer School themes?

- 5 **Very relevant** The Project Statement presents material that would be highly welcomed by the conference participants.
- 4 **Relevant** The Project Statement is relevant to this conference.
- 3 **Borderline relevance** The Project Statement has borderline relevance to this conference.
- 2 **Poor relevance** The Project Statement is of low relevance to this conference.
- 1 **Not at all relevant** the Project Statement Does not belong at this conference.
- 0 **No project statement sent**

D. Quality of Project Statement

What is the overall quality of the Project Statement, including research context and links to ESEE 2015 and Summer school aims and themes?

- 5 Excellent quality** High quality project statement, well-contextualised and excellent links to ESEE Summer School aims and themes.
- 4 Good quality** Good quality project statement: framework, aims and links to ESEE Summer School aims and themes are all very promising.
- 3 Sufficient quality** Acceptable project statement, adequate link to ESEE Summer School aims and themes.
- 2 Poor quality** Inadequate project statement: significant failures in explaining link to ESEE Summer School aims and themes.
- 1 Unacceptable** Very poor project statement: lack of context, unclear link to ESEE Summer School aims and themes.
- 0 No project statement sent**

E. Quality of Supervisors Statement

What is the overall quality of the Supervisors Statement, including how well have the benefits (i.e. of the applicant attending) been set out, and how good is the discussion about whether research relationships built will be sustained after the visit

- 5 Excellent quality** High quality Supervisor statement, well-contextualised and very supportive of the applicant.
- 4 Good quality** Good quality Supervisor statement and supportive of the applicant.
- 3 Sufficient quality** Acceptable Supervisor statement and supportive of the applicant.
- 2 Poor quality** Inadequate Supervisor statement: weak in explaining how the student will benefit from attendance.
- 1 Unacceptable** Very poor quality Supervisor statement: major failures in explaining how the student will benefit from attendance.
- 0 No supervisor statement sent**

Sample marking sheet:

Name	CV + Cover letter		RMP bursary form		
	A - Relevance	B - Quality	C – Relevance of project statement	D – Quality of project statement	E – Quality of Supervisors statement
	3.0	2.5			
	4.5	4.5			
	3.5	2.5	3.8	4.0	4.0
	2.0	2.5	2.0	3.0	2.0
	3.5	3.5			
	4.5	4.3	4.3	4.5	4.8
	4.0	3.5	4.0	3.8	4.5
	4.5	5.0			
	2.5	2.5			
	4.5	4.5			
	3.5	3.0	3.5	3.5	0.0
	4.5	4.5			