

Education for Sustainable Development  
In the EU-Education Programmes  
COMENIUS; ERASMUS; LEONARDO DA VINCI  
& GRUNDTVIG

**Inventory**

Of the value placed on  
Education for Sustainable Development  
In the EU Education Programmes

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**Best-Practice-Projects for ESD**  
In EU Supported Education Programmes

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## I. INTRODUCTION

With the proclamation of the World Decade devoted to "Education for Sustainable Development (ESD)" in the period 2005-2014, the United Nations General Assembly pledged that education is inseparable from the goal of sustainable development and that it was a necessary step in improving the capacity of how people think and address constructive questions about the environment and development (Agenda 21, Chapter 36).

The UNESCO Strategy for the worldwide implementation of ESD requires numerous strategic elements, which appear to be indispensable for the success of the Decade.<sup>1</sup> These include partnerships, network developments, capacity building, development and innovation, and monitoring and evaluation.

The EU International Development Programmes, which since 2007 have come under the Programme for Lifelong Learning (PLL), speak to the multiplicity of the strategic framework, and carry the potential for the continual success of fulfilling the World Decade for ESD.

Showing support for the potential of these projects, the German Federal Ministry for Education and Research (BMBF) created a national action plan for ESD.<sup>2</sup> Within this plan the goal of achieving "Education for Sustainable Development" holds a strong position in all of the EU education programs and projects.

On the 24<sup>th</sup> and 25<sup>th</sup> of May, 2007, BMBF, the Berlin Senate, and the German UNESCO Commission (DUK) will host an international conference in the realm of the Presidency of the European Council, addressing the UN Decade "Education for Sustainable Development." Within the framework of thematic workshops, international experts will examine how effective and to what extent EU educational projects are taking place.

This inventory on ESD within the EU Education Programmes will, in turn, act as a platform for discussion on current and future efforts. A group of EU Programme Best

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<sup>1</sup> UNESCO (2005): Draft International implementation scheme for the United Nations Decade of Education for Sustainable Development (2005-2014). Under:  
<http://www.dekade.org/hgmaterial/unescolls.pdf> (As of April 2007)

<sup>2</sup> Under: <http://www.dekade.org/hgmaterial/NAP2.pdf> (As of April 2007)

Practice projects dealing with ESD will also be presented. All of these serve as examples for the large potential in networking sustainable development trans-nationally.

The research presented in this document reflects the main deficits in project documentation within EU Development Programmes: there is no central database in which one can thematically search for specific topics and focal points. Because of the structure, a database would in fact enable a thematic search, in which one could comment on a project, an uncovered topic, or make a definitive statement in regards to the value placed on ESD within the framework of the EU Education Programmes. In addition, it is difficult, especially in Education Programmes, to separate social integration, international cooperation, and political innovation from ESD. Therefore, this paper will focus only on projects mentioning “(Education for) Sustainable Development / Agenda 21” explicitly in their title. Simultaneously, projects focussing on environmental development will also be examined—especially when, among other things, the goal towards education of sustainable development and the attempt to integrate sustainability into understanding, is visible.

In general, it was possible to see, despite the deficient databank information, significant tendencies towards ESD in most of the EU education projects. This analysis will be presented in a comprehensive manner. At the same time it is important to distinguish between such statements; which projects were administered centrally by the European Commission—receiving total funding from European parties—and those projects which are decentralized and administered by a National Agency, and in which Germany participated.

The Best Practice examples, presented in Chapter V, offer a short description of each project, with both the project title and the project information, including the effectiveness of ESD. In doing this, each project, including those formed under the German Decade Project, was evaluated with the same criteria in regards to the success of ESD:

- ESD is continually examined, carried out, and remains constant
- The activities are performed, in part, through a network of partnerships in the respective disciplines of development, in which previously networks were not established
- The activities take into account the integrative dimension of sustainability (ecological, economical, social, political, and cultural dimensions). The central

concern is the acquisition of values, competencies, knowledge and activity in the variation of lifestyles and for the future structuring the society

- Activities promote results, which stimulate a conceptual or practical continual development of ESD.

The supplement material includes a tabled list of several Development Programmes.

## II. The EU Education Programmes

### ***From SOKRATES & LEONARDO DA VINCI to the Programme for Lifelong Learning***

The sponsorship of the European Education Cooperation began in 1995 with the SOKRATES and LEONARDO DA VINCI programmes, opening new possibilities in all fields of education. The Lifelong Learning Programme (2007-2013) created a new standard for educational cooperation, by bringing programmes together on joint projects. In doing this, the known SOKRATES programme was divided into the COMENIUS, ERASMUS and GRUNDTVIG programmes, and together with the LEONARDO DA VINCI, came under one heading:

#### **THE LIFELONG LEARNING PROGRAMME (2007-2013)**

##### **COMENIUS (School Education)**

- \* Mobility of Individuals (2009)
- \* School Partnerships
- \* REGIO Partnerships (2008)
- \* Multilateral projects
- \* Networks

##### **ERASMUS (Higher Education)**

- \* Mobility of Individuals
- \* Multilateral Projects
- Networks

##### **LEONARDO DA VINCI (Vocational education and training)**

- \* Mobility of Individuals
- \* Partnerships
- \* Multilateral Projects-Transfer of Innovation
- \* Multilateral Projects-Development of Innovation

##### **GRUNDTVIG (Adult education)**

- \* Mobility of Individuals
- \* Learning Partnerships
- \* Multilateral Projects
- Thematic Networks

##### **Transversal Actions**

**Jean Monnet**

Source: [www.kmk-pad.org/fileadmin/Dateien/download/comenius/broschuere\\_llp.pdf](http://www.kmk-pad.org/fileadmin/Dateien/download/comenius/broschuere_llp.pdf)

The main goal of the Lifelong Learning Programme (PLL), created by the European Parliament and the European Council, was to promote the idea that, “lifelong learning contributes to a partnership, in which progressive knowledge-based companies with persistent economic development can offer a greater number of and more effective workplace, thereby increasing the development of social consistency, which concurrently provides for the protection of the environment in future generations.”<sup>3</sup> Until 2013 almost seven billion Euros have been designated for the realization of the goals to improve and expand innovative projects, partnerships in development, and increase the mobility in teaching and learning within Europe.

Although at first glance the framework of PLL seems confusing and bound by many labels, a large part of the programme steams from other previous programmes. However, notable changes have still occurred. Thus, it is important, especially in regards to this report, to look at the previous changes and compare them. In order to do this successfully, the programme labels and the descriptions of SOCRATES and LEONARDO DA VINCI will remain the same, even if they are no longer valid for 2007.

Information about the new programme structure for the Lifelong Learning Programme can be found under:

[Http://www.kmk-pad.org/fileadmin/Dateien/download/comenius/broschuere\\_llp.pdf](http://www.kmk-pad.org/fileadmin/Dateien/download/comenius/broschuere_llp.pdf)

(Brochures from the national agencies involved in PLL; as of: April 2007)

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<sup>3</sup> [http://eur-lex.europa.eu/LexUriServ/site/de/oj/2006/l\\_327/l\\_32720061124de00450068.pdf](http://eur-lex.europa.eu/LexUriServ/site/de/oj/2006/l_327/l_32720061124de00450068.pdf) (As of April 2007)

### **III. ESD in the EU Education Programmes**

#### **III.1 COMENIUS (School Education)**

The programme COMENIUS increases the mobility of students, and specifically supports instructional training for teachers. It promotes the learning of modern foreign languages and enables collaboration and scholastic partnerships within Europe. In Germany, decentralized activities under COMENIUS are carried out by the National Agency Pedagogic Exchange Service (PAD).<sup>4</sup>

The main duties of COMENIUS, administered by the EU Commission in Brussels include:<sup>5</sup>

- European cooperation projects for teacher training and advanced education
- Thematic networks for education

The interest in COMENIUS has steadily grown in Germany. The number of supported training partnerships has climbed from 185 in the school year 1995/1996 to 1,245 projects in the school year 2006/2007. In this school year, the EU plans on investing 13 million Euros for projects based in Germany.

#### ***ESD in the framework of COMENIUS***

##### *COMENIUS 1: School partnerships*

The COMENIUS training partnerships concerns itself with the collaboration between at least three schools from countries participating in the SOCRATES programme, who have the common goal of working together to achieve school-wide development, and foreign language projects with a long-term European, cross curriculum perspective. Further goals include the execution of projects, which work towards school management, pedagogic growth, and training development.

For each project, in which one or more German schools are involved as either the coordinator or as a partner, the Pedagogic Exchange Service (PAD) offers an internal databank, which can be searched according to a keyword (theme/subject), and offers

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<sup>4</sup> <http://www.kmk.org/pad/home.htm> (As of April 2007)

<sup>5</sup> [http://ec.europa.eu/education/programmes/llp/index\\_en.html](http://ec.europa.eu/education/programmes/llp/index_en.html) (As of April 2007)

information on specific project titles and their corresponding partners. Within this structure, project details can also be accessed, along with a statement noting the relevance of ESD, which can not always be recognized simply from the title. In the keyword search, each project is individually responsible for providing the specific words relating to their project. A closer examination of the selection results, however, shows that this coordination does not always function properly. For example, around 1,000 projects (from a total of 4,886 projects) are self designated under the category *Environment/ Ecology* and specifically labelled themselves as “Environmental Education” projects. A strong argument for this result could be the multi-labelling of projects. A possible solution to this could be sorting the projects by year, especially for those projects with multi-meaning titles, such as “Our Grandparent’s Occupations,” where it is hard to determine the central theme. Numerous projects are clearly connected to the environment (specifically protection), however, if, for example, the topic of “water” is not in the project title, then the topic is insignificant simply due to poor categorization.

An explicit reference to sustainability in the project title is found in approximately 45 projects. Such titles include “Sustainable Development—Four Cities, Four Examples (2004-2006),” “Sustainable Life—Young Europeans Search for Solutions (2006),” “TOSE—Towards Our Sustainable Europe (2006),” and “Education for Sustainable Development in Europe (2003-2005).”

The following are percentages of projects found in each of the main categories:

1. History/ Tradition (51%)
2. Cultural Heritage (49%)
3. Foreign Languages (48%)
4. Media/ Communication (38%)
5. Environment/ Ecology (28%)
6. School Cooperation with the Community (27%)
7. Social Integration/ Exclusion (27%)
8. Intercultural/ Ethnic Minorities (23%)
9. Equality between Men and Women (10%)

Above all, judging solely from the title, categories five through nine also meet the criteria for sustainable development, especially in regards to ESD, however nothing can be said about the actual content of the projects.

For a qualitative appraisal of the projects, to accurately see if ESD was successful, one would have to take all of the integrated parts of the school projects into account, as well as previous projects hosted at the school. This information is, however, not included in the current databank. The specific school websites could offer more information regarding this discussion.

### *COMENIUS 2.1: European Cooperation Projects for the Training of School Education Staff*

COMENIUS 2.1 (the new PLL: Multilateral Projects) requires cooperation between at least three SOKRATES programme state parties, who are looking to improve both the quality of European school systems and instruction in regards to EU language learning.

Projects from 1996-2005, fulfilling the above criteria were compiled and can be viewed publicly on the European Commission's website.<sup>6</sup> In addition, these, along with other suitable thematic projects from 1999 and 2003, are presented in the European ISOC SOKRATES PROJECTS databank, which was established by the Centre for International University Cooperation in Norway.<sup>7</sup>

In general, the cooperation projects address disciplinary questions in regards to the European standards of education, as well as inter-disciplinary, multi-levelled themes such as intercultural education, acquaintance with diversity, or integration of students from outside the average class structure.

In the compendium from 2001-2005, there are about 180 projects specifically dealing with the implementation of sustainability, including its relevance, its contents, and its method of presentation within education. In 2004, the phrase "Education for Sustainable Development" came into centre stage with the beginning of the UN Decade for ESD:

- SEEPS—Developing Sustaining and Evaluating Sustainable Practices in European Primary Schools (2001-2004)
- ECONONET 21 (2001-2004)
- CSCT—Curriculum Development for Education for Sustainable Development in Initial Teaching (2004-2007)

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<sup>6</sup> [http://ec.europa.eu/education/programmes/llp/comenius/projects\\_en.html](http://ec.europa.eu/education/programmes/llp/comenius/projects_en.html) (As of April 2007)

<sup>7</sup> <http://isoc.siu.no/isocii.nsf/projects?OpenForm&Action=COMENIUS> (As of April 2007)

- New applications of Sustainable Development within schools (2004-2007)
- EDUC—Education for change—Perspective for Education and Participation in Sustainable Development (2005-2008)
- SEE-EU Sustainable Energy for High School Education—A European Training Tool (2005-2008)

In 2006, there are no projects explicitly itemizing or referencing sustainability, this represents a deficit in advanced education, possibly due to the topic stretching on multi-levels.<sup>8</sup>

### *COMENIUS 3: Networks*

COMENIUS 3 offers project participants in COMENIUS 1 and COMENIUS 2 a platform to work on subjects that are of joint interest – for example, support of foreign language training, consumer upbringing, or union citizenry. Each year six to eight projects are selected to participate. Altogether four networks (from 2001-2006) deal with the questions of the international justice and community engagement, as well as two projects, which dedicate themselves specifically the subjects of the environment and ESD:<sup>9</sup>

- EWHUM European World Humanism (2003-2006)
- E-CONS, CONSUMER EDUCATION NETWORK (2004-2007)
- GET-IN – Gender, ETHnicity- INTegration through International School Projects (2004-2007)
- RIAC Regional Identity and Active Citizenship (2002-2005)
- SEED – School Development through Environmental Education (2002-2005)
- TEPEE – Towards a European Portfolio for Environmental Education (2002-2005)

The SEED network- School Development through Environmental Education, for example (see Best Practice examples), is a network composed of numerous projects and materials addressing the subject of education for sustainable development and school development, with a high potential to create a nationwide network for the implementation process of ESD in education.

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<sup>8</sup> Compendium 2006:  
[http://eacea.ec.europa.eu/static/Bots/docbots/TCP/Compendia/documents/compendium\\_2006\\_Comenius\\_de.pdf](http://eacea.ec.europa.eu/static/Bots/docbots/TCP/Compendia/documents/compendium_2006_Comenius_de.pdf) (As of April 2007)

<sup>9</sup> Kompendien unter: [http://ec.europa.eu/education/programmes/llp/comenius/projects\\_en.html](http://ec.europa.eu/education/programmes/llp/comenius/projects_en.html) (Stand: April 2007)

## III.2 ERASMUS (Higher Education)

With the participation of more than 2,000 universities from 31 European countries, as well as previously over 1.5 million students and more than 100,000 instructors, ERASMUS is, by far, the largest worldwide scholarship promoting learning and teaching in the higher education sector, though cross-boundary mobility. The German Academic Exchange Service (DAAD), a National Agency from the European Commission, is not solely responsible for the administration of the ERASMUS programme. Besides an increase of mobility for students and teachers, the program also supports:<sup>10</sup>

- Visiting university lecturers in European foreign countries
- The training of instructors and other university personnel in higher education and business in the European foreign countries
- Intensive programs, within which instructors and students from universities, from at least three participating countries collaborate on a short-term project (a two to six week long summer school, block seminar, etc.)

### ***ESD in the framework of ERASMUS***

#### *ERASMUS Action 1: European Collaboration of Universities*

The main support provided in the ERASMUS programme exists in the organization (Action 1) and the subsidy (Action 2) throughout the mobility process of the instructors and the students. In regards to education for sustainable development, the programme focuses primarily on the study visit within the European partner country. A statistical evaluation of the registered courses of studies would yield little results, because all disciplines could potentially deal with the topic of sustainability. At the same time, it due to these international and intercultural exchanges that students and teachers have the individual benefit of gaining sensitivity to cultural and biological diversity, heterogeneity and homogeneity. The programme focuses on the expansion of ones personal horizons through international mobility, with the perspective of ESD.

#### *Intensive Programmes*

ERASMUS (Action 1) also offers intensive programmes, in which both the students and the instructors learn various ways to manage a multi-national exchange on specialized

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<sup>10</sup> <http://eu.daad.de/eu/sokrates/programminformation/05359.html> (As of April 2007)

topics, which would otherwise not be available at or have a limited capacity at the university.

The programme is set up in the format of a forum, in which the instructors exchange views on the curriculum contents, new teaching models, and methods which focus on international learning. Looking at previously offered programmes, one can see that the projects often bring up specific questions and discussions on sustainable development from a European perspective as well as discussions searching for corresponding solutions. For example, in 2003 roughly 12 of the 175 programmes focused on sustainability, these included:<sup>11</sup>

- Organic Agriculture
- Moving School 21—Interdisciplinary Seminar on Nutritional Orientation, and Children and Youth Friendly Urban Development Planning in Accordance to Agenda 21
- ECOPOLIS: Sustainable Planning and Design Principles
- Urban and Regional Planning for Sustainable Environments

In 2005, 15 from 174 programmes mentioned, either implicitly or explicitly, “sustainability” in their title, even though most of the projects dealt with integration, social outsiders, and the use of resources, such as in the programmes:<sup>12</sup>

- SINEX-Social Inclusion and Exclusion in Education
- Resilience, Vulnerability and Sustainability in Rural European Environments
- NESSIE: Agro-resources Valorisation and Sustainable Development Part 1: Water Quality Management and Environment

#### *Curriculum Development Project*

There is a special potential for the implementation and growth of projects on sustainable learning and teaching, particularly through joint university curriculum development at the EU level. The improvement of the teaching quality should be reached through collaboration between two or more foreign universities and be based on expanding the curriculum (to include technical knowledge etc). By doing this specialized knowledge can be shared and both universities can have the benefit of learning from each other. In

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<sup>11</sup> [http://ec.europa.eu/education/programmes/socrates/erasmus/intensive\\_en.html](http://ec.europa.eu/education/programmes/socrates/erasmus/intensive_en.html) (As of April 2007)

<sup>12</sup> [http://eacea.ec.europa.eu/static/en/erasmus/documents/list\\_IP\\_2006.doc](http://eacea.ec.europa.eu/static/en/erasmus/documents/list_IP_2006.doc) (As of April 2007)

addition, this special relationship brings about opportunities on the regional, national and European level, and can offer a practical look into the developments within another context. Due to the project's expansive nature, it has the potential to multiply its effect on innovative developments. Relevant educational contents on sustainable developments and methods can become interdisciplinary and practical development can be implemented on a broader basis.

The ERASMUS Executive Agency in Brussels compiled a list of all of the projects from 2004 and 2005.<sup>13</sup> In 2004, out of a total of 33 projects, seven were relevant to sustainability, whereby they varied in their degree of interdisciplinary nature:

- ENMCR - European Network of Masters on Children's Rights
- CREOLE: Cultural Differences and Trans-national Processes
- Curriculum Development to the Master Study Course "Environmental Health and Safety Risk Management" in the Context Inter
- SCOM - The School and the Community
- ECOCATCH - Ecological Management of Catchments in Europe
- ECO-DESIGN- An Innovative Path towards Sustainable Development
- MASS- Management and Security Assessment for Sustainable Environment

The programme supported the projects over a period of two to three years. In 2005, practically no new projects dealing with sustainability were accepted; however four previous projects took on a new perspective of sustainability:

- Development of Joint European Master's Degree Programme Social Policy and Welfare
- Health and Social Care for Migrants and Minorities
- Car Ecology: New Technological and Ecological Standards in Automotive Engineering
- European Masters in Sustainable Business Risk Management

### *ERASUMS Action 3: Thematic Networks*

The main goals of the thematic networks are to define and develop a European dimension within a specific field of study and to join interests through the cooperation of universities and university faculty in specific fields. This cooperation should, if possible,

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<sup>13</sup> [http://eacea.ec.europa.eu/static/en/overview/erasmus\\_overview.htm](http://eacea.ec.europa.eu/static/en/overview/erasmus_overview.htm) (As of April 2007)

also exist within university associations, specialty organizations and (existing) occupational associations, as well as, other important ecological partners in the public and private sector, and where appropriate, student organizations. The collaboration within the thematic networks should bring about results in accordance to the proposed project, primarily dealing with sustainability and have far reaching effects on universities within Europe. Therefore, it is important that thematic networks include partners from all countries.<sup>14</sup> In addition, so trans-national cooperation can receive the optimal opportunity, the networks should function as a platform to discuss relevant subjects in sustainability within the wider interdisciplinary context along with their facilitation and integration at the higher education level.

On average, the above-mentioned compendiums in the EU Executive Agency have a total of nine thematic networks for discussions, which more or less integrate some aspect of sustainability.<sup>15</sup> At the same time these networks show their enduring character—and plan on taking on a role in the future. These programmes include:

- HUMANITARIANNET Thematic Network on Humanitarian Development Studies (2001- 2009)
- LE: NOTRE: Landscape Education—New Opportunities in Teaching and Research in Europe (2004-2009)
- The Consumer Citizenship Network (2004-2009)
- ISEKI Food: Integrating Safety and Environment Knowledge in Food Towards European Sustainable Development (2002-2008)

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<sup>14</sup> [http://eu.daad.de/eu/socrates/infos-dozenten/05379.html#headline\\_0\\_3](http://eu.daad.de/eu/socrates/infos-dozenten/05379.html#headline_0_3) (As of April 2007)

<sup>15</sup> All compendiums for the thematic networks can be found under:  
<http://eacea.ec.europa.eu/static/en/Thematic%20Networks/condocs.htm> (As of April 2007)

### **III.3 LEONARDO DA VINCI (Vocational Education and Training)**

Since 1994, the LEONARDO DA VINCI programme has supported trans-national collaboration between agencies and university students looking for practical experience; by promoting the concept that in an apprenticeship students observe the workplace in a foreign European country, and thereby develop innovative learning skills or additional qualifications. The goal of this is to raise the quality of trans-national collaboration in regards to job training, and to expand innovation within the European dimension of employment education systems and methodology.

Education for Europe at the National Institute for Job Education (NA at BIBB) is the National Agency within Germany in charge of administering the LEONARDO DA VINCI programme (mobility, pilot projects, projects involving language competency, and trans-national networks).<sup>16</sup> Thus, the European Commission is only indirectly involved with the programme.

#### ***ESD in the framework of LEONARDO DA VINCI***

The data access provided by the LEONARDO DA VINICI programme is more enhanced than the other programmes: they have provided a central EU online databank, in which one can perform various searches with different criteria of all projects in the first (1995-1999) and the second (2000-2006) programme phase.<sup>17</sup> In addition, one can also view the mid-term and final reports of the projects. More specifically, the search function is set up under the following:

- Selection by project type (mobility, pilot projects, language competencies, trans-national networks, reference material)
- Selection by themed keywords. Within this section the keyword “sustainability” is not an option; instead each term is thematically broken down into more specific terms, which a visitor can choose: training in environmental education, equal opportunities, social dialogue, curricula development, and networks.

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<sup>16</sup> <http://www.na-bibb.de> (As of April 2007)

<sup>17</sup> <http://leonardo.cec.eu.int/pdb/> (As of April 2007)

In addition, there is also a combined LEONARDO DA VINCI project databank specifically for Austria, Germany, and The Netherlands.<sup>18</sup> Each of these has a section specifically devoted to “sustainability.” Out of a total of 436 registered projects, 31 are selected under this category, of which, only nine projects deal directly with environmental education or sustainability.

#### *Action 1: Mobility*

In the framework of the LEONARDO DA VINCI programme, mobility is provided as a means of access for young people to gain professional experience within the realm of their education. With regards to the education for sustainable development, as in other EU mobility programmes, the programme is geared towards students gaining a new perspective and sensitivity to the challenges of globalization by partaking in a professional exchange in a foreign country.

At the same time, however, one does not have access to the individual experiences or statements about the exchange.

#### *Action 2: Pilot Projects*

The development, the trial, and the distribution of innovative instruments and methods within occupational education in trans-national partnerships—whereby at least three European partnerships are required—are the primary goals of the pilot project programme. The projects provide unique innovations and quality productions, with a great possibility for the implementation measures surrounding sustainable development and methods within the professional and continued education development.

In the second phase (2000-2006), from a total of 1,606 Europe wide pilot projects, around 100 projects referenced questions on sustainable development, whereby in most cases, the project focused on the possibility of creating a workplace atmosphere which was environmentally friendly. Examples of such projects included:<sup>19</sup>

- Recyoccupation – Development of a European Workplace and Curriculum for the Recycling Industry (2000)
- RES and EM IKT tools – IKT Programmes for Renewable Sources of Energy and Environmental Management (2002)

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<sup>18</sup> <http://www.leonardodavinci-projekte.org/> (As of April 2007)

<sup>19</sup> <http://leonardo.cec.eu.int/pdb/> (As of April 2007)

- Transfer of Knowledge in the Field of Ecodesign (2004).

Altogether nine projects are listed explicitly as dealing with sustainability and reference the term in the project's title. Among these were:

- DEEDS (design, education and sustainability) – Integration of Sustainability in the Regular Design Education (2006)
- SME Pro-Active Manager: Model for the Support of Regional Sustainable Development through a Reinforced Consciousness of the KMU for its Social Responsibility (2002).

It is clear that the LEONARDO DA VINCI pilot projects offer an enormous potential with regards to integrating sustainable development into aspects of professional development. This potential encompasses 6% of all projects, in which one could make the broadest reference to sustainability. In Germany, there are a total of about 175 pilot projects in the second phase (2000 – 2006), from which 21 projects promoted at least one reference to questions about sustainable development—above all questions were raised regarding changes and equality at the workplace. Two projects were specifically geared towards ESD:<sup>20</sup>

- EURO-after – Creation of a Nationwide Curriculum for Vocational Education on Sustainable Development (2003)
- Education of Sustainability – Development of Education and Continued Education Modules for Sustainability in the Commercial Processing Processes (2005)

In the Lifelong Learning Programme, the main focus is on the transfer and implementation of results and products, which in another context could be seen as practical concepts, offering solutions or results capable of implementation. Therefore, the pilot projects were separated from the Innovation Transfer Projects. It is easy to see that the process of the transferring innovations of ESD and sustainable solution strategies into professional practice is welcomed and can operate smoothly. Simultaneously, there is a growing desire to increase the potential for sustainable innovation.

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<sup>20</sup> See the national compendium from the NA at BIBB under <http://www.na-bibb.de/leonardo/projekte.php?site=Leonardo+da+Vinci&subsite=Projekte> (As of April 2007)

### *Action 3: Language Competences*

Projects that promote linguistic and cultural competence are also recognized as innovative pilot projects for teachers and teaching material, as well as trans-national exchange programs, in order to improve the language and cultural competence of the teachers as well as the students involved in the mobility projects. By supporting the linguistic competence, one is also creating a basis for the continual exchange of international cooperation on different topics—such as international environmental protection, or peacekeeping. From a total of 162 European projects, three operated on a trans-national communication basis:

- LaLiMiP - Language Laboratory for Vocational Basic Terminology—Ecological Agriculture and Equipment (2002)
- LINGUAPEACE EUROPE - Development of materials for language instruction and reference materials for participants on peace missions (2003)
- ORION - Virtual learning project on the environment, specifically geared toward the environmental sciences. It is also used as an interactive online training session, particularly in remote areas, on water pollution and ecology and is accompanied by a language training package for self-instruction in four languages (2001)

### *Action 4: Trans-national Networks*

The trans-national networks bring public and private cooperate participants, from at least three partner countries, together either on a regional or sectorial basis, in order to spread information about innovations in vocational training and offer guidance. This programme aims at continual network activity even after the contract has ended. Out of 82 total networks, four can be identified as trans-national efforts, which have proven to be long lasting; continuing their work to attain results and achieve their goals:

- Trans-national Networks in the Bio- and Environmental Sector (2001)
- TENVORS—Network for Lifelong Vocational Training for Lasting Regional Development (2001)
- N.E.T.- Training and Further Education of Environmental Protection (2003)
- Pan European system of Lifelong Learning Validation for Sustainable Rural Development (2004)

### *Action 5: Reference Materials*

The activities and resource materials invested in vocational training research projects help increase the knowledge of other vocational training efforts throughout Europe, and their institutional conditions. In addition, such collections and analysis offer a way to prioritize the projects and observe measures of "best practice" within vocational training. Out of a total of 70 projects, two projects directly dealt with questions on sustainable development:

- W.E.E.S. - Working into the European Environmental System (2004)
- FAIR - For A New Recognition of Skills Informally and Non Formally Developed in the Fair Trade Sector (2004)

### **III.4 GRUNDTVIG (Adult Education)**

The GRUNDTVIG programme addresses all participants involved in general adult education. Among other things, the development of learning partnerships, as well as innovative products, are promoted in the context of multilateral projects. Special target groups within this programme include older people of who ended their schooling without a final qualification, as well as people in needy groups of society.

By way of using decentralized measures (learning partnerships, mobility) every national education agency (BIBB within Germany) has the Europe wide responsibility to support multilateral projects, networks, and measures administered by the European Executive Agency in Brussels.

#### ***ESD in the context of GRUNDTVIG***

In general, the database from past and present GRUNDTVIG projects is centralized and easy to navigate—the EU has compiled a detail manual for the period 1995–2006. A database search by specific search words, however, is limited.<sup>21</sup>

- Results and products from GRUNDTVIG 2 projects (learning partnerships) from Austria, Italy, Greece and Poland were selected thematically under "European Shared Treasure" under the Austrian National Agency for SOKRATES: <http://est.socrates.at/>
- On the ISOC SOKRATES Project Database, one can also find, via word search, GRUNDTVIG projects from 1999 to 2003, thematically grouped. The search for "Environment/Sustainable Development Global Developments" is at: <http://isoc.siu.no/isocii.nsf/projects?OpenForm&Action=GRUNDTVIG>

The following results were determined solely on the basis the manuals. This was done to avoid estimations and to offer a comprehensive impression.

#### ***GRUNDTVIG 1: European Cooperation Projects***

The main goal of the European Cooperation Projects is to stabilize of the European dimension within lifetime learning education on at least three levels, through trans-

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<sup>21</sup> GRUNDTVIG compendium to view on the EU Executive Agency website: <http://eacea.ec.europa.eu/static/en/Bots/condocs.htm>; on the European Commission website: [http://ec.europa.eu/education/programmes/llp/grundtvig/info\\_en.html](http://ec.europa.eu/education/programmes/llp/grundtvig/info_en.html) (As of April 2007)

national cooperation. In the context of product-oriented pilot projects, new models are developed, and tested, and new courses for learning and instruction along with learning materials, teaching methods, instruments for evaluation and the acknowledgment of knowledge and abilities are explored within the adult education sector.

As in other education programmes with similar contents and methodology there is a growing chance for innovative and sustainable ways of teaching, which are broadly effective. In examining the project titles more closely, it becomes clear that it is hardly possible to make a definite statement about the value of ESD and the longevity of these projects. A large number of the projects focus on sub-topics within sustainable development, such as gender equality, active citizenship, intercultural competence, environmental protection, integration of social fringe groups and education of people with special needs. There is no doubt that these projects could make a contribution in their own right to the success of lasting education innovations. Within these projects, touching on various aspects of sustainability, 36 were identified where it was particularly clear that one or more dimension was a lasting development. In six projects "lastingness" was explicitly referred to:

- Community Centres promoting Sustainable Living (2002-2005)
- SUS TRAIN - Development and testing of training of modules and methods for a sustainable development (2002-2005)
- Rural Education Centres for a Sustainable Future (2002-2005)
- EVA - Development and testing of training courses for AGENDA 21 moderation (2005-2007)
- EUSDET - Enlarged Sustainable Development Training Course (2005-2007)
- ADULT EDUCATION TEACHERS - Training in Education for Sustainable Development (2005-2007)

Even if the respective descriptions of the projects sound promising, it is the effect of integration that only certain aspects of sustainability are shown here in comparison to some hundred total cooperation projects.

### *GRUNDTVIG 2: Learning Partnerships*

The learning partnerships form a platform for smaller cooperation activities between organizations and other mechanisms of the adult education in the broadest sense. Contrary to "result-oriented" cooperation projects (GRUNDTVIG 1), GRUNDTVIG 2

projects are “process orientated.” This means that the learning partnership’s product and aim are to build stronger participation networks with smaller organizations, who want to add a European component to their educational work. The participating organizations support, supervise, evaluate, and act as a link to other initiatives in their local surroundings.

In evaluating the content of such Learning Partnership projects, one finds that there are many similarities to the cooperation projects: for the most part, the projects are motivated by individual empowerment and social integration. In 2005, from a total of 376 partnerships, at least 20 of them had some dimension of sustainability (see attached list). An explicit reference to sustainability, within the project title, occurred in only three partnerships:

- Sustainable Development and Modern Information Technology in AE (2001-2004)
- European Summer Academy—Sustainable Development and Implementation of Concepts of Intercultural Learning (2003-2006)
- MOOSE - MOdels Of Sustainability Education

#### *GRUNDTVIG 3: Individual Grants for Adult Education Staff*

GRUNDTVIG 3 promotes the advanced vocational training of co-workers in adult education in the broadest sense. The participation in advanced training programme in another European country should thereby improve the teaching, mentoring, and management concepts, of the participant, in addition to giving them a better understanding of the European dimension of lifelong learning. Here as well, another opportunity for sustainable development presents itself, similar to that of the goals in other mobility projects.

#### *GRUNDTVIG 4: Networks*

The European networks aim at the long-term engagement of different actors in adult education (with at least six facilities from six qualified countries) in order to provide for a continuous cooperation and sharpen the consciousness of a European dimension of lifelong learning. Thus, both themed and project based networks are supported.

From 2001 to 2005 about 30 European networks were supported by GRUNDTVIG, among them, some dealt with social integration and intercultural learning, while one

explicitly referred to sustainability: SEREC: Sustainable Europe - Rural Educational Centres (2004).

Altogether it was clear that the topical spectrum in GRUNDTVIG is very broad. Still amongst these there are themes relevant to sustainability. The most frequently requested topics were:<sup>22</sup>

- Intercultural education
- Learning with age, e.g. IKT Key Competence
- (Foreign) Language learning
- New educational beginnings, improvement in the management of adult education
- Integration of migrants as well as other social fringe groups
- Political education

Regarding an education for sustainable development it would be desirable to orient the topics towards longevity. In turn, this would lead to connections between numerous other topics, such as, the connection between consumption, environmental protection and social integration, or linkages of political education, global learning, and environmental education. Here further development and integration needs to exist, so that adult education can be promoted; and by doing such, contribute to people taking a proactive role in sustainable development.

Within the framework of the Programme for Lifelong Learning, the European Commission requests for the submission of GRUNDTVIG projects, which promote specific things. These can be supplemented by national calls. Thus, it is possible to increase the meaning of sustainability and energize efforts by integrating this perspective into the projects.

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<sup>22</sup> Brochure on PLL from the National Agency PLL, P 12: [http://www.kmk-pad.org/fileadmin/Dateien/download/comenius/broschuere\\_llp.pdf](http://www.kmk-pad.org/fileadmin/Dateien/download/comenius/broschuere_llp.pdf) (As of April 2007)

## **IV. RESULTS & PERSPECTIVES**

In looking at the European Union Education Programmes COMENIUS, ERASMUS, LEONARDO DA VINCI and GRUNDTVIG the following points can be summarized:

1. The international exchange of instructors and students, as well as the promotion of multilateral networks and partnerships is promoted in all of the European Union Education Programmes. Thus, these activities support the principle of sustainable development in the education system. Above all, the international networks, which exist in innovative education development and promote the long-term implementation of ESD, should not be underestimated. Relatively restriction free from the respective guidelines and with members Europe wide, experts could use these networks and partnerships as a Think-Tank, which would set trends towards innovative solutions for the education of sustainable development.

2. Best Practice examples of projects on education for sustainable development can be found in all of the European Union Education Programmes; in relation to the entire volume of the total number of projects however, the topic holds a relatively small value. In a few cases, a quantitative increase becomes visible over time. Rather, a content change took place over time, where discipline subjects such as environmental / development politics shifted into how political education projects, especially those in which sustainability was a major theme. Here, it is questionable whether this change is about the integrative and / or the interdisciplinary sense of ESD as a concept, or whether in some cases new names were introduced for the traditional contents.

The frequent self-assessment within the agencies is responsible for checking that the projects are within the topic of "sustainable development," even if this could be used as a rather generous term. If this is the case, then one could argue that we can change the future, by promoting programmes with specific goals; those, which strive for an interdisciplinary perspective on the development of education innovations for sustainable development. The UN Decade ESD offers a suitable framework for this. At the same time we should consider a consistent, broad based implementation plan for innovations in sustainable education, so that the transfer of successful practices can be compared. Programmes for Lifelong Learning should, from the outset, have a plan for the spreading

and using its results. Within the context of the EU Education Programmes, there is even a more convincing argument for the challenge to bring sustainable development to the foreground of our international society.

## V. Best-Practice Examples of ESD

### V.1 COMENIUS

<b>a. yomag – Youth Dialogue on Consumption and Lifestyle</b>	
Country (coordination)	Germany
Year	2003
Type of project	School partnership
Contracting organisation	Verbraucherzentrale Bundesverband (vzbv)
Contact (E-mail)	buero@wilma.cidsnet.de
Project homepage	www.wilma-rudolph.de; www.yomag.net
Contract number	C1-SP-P-BE-05-00440-1

Yomag.net is a European Internet magazine, in which a total of 17 partner schools from nine European countries are involved. The main goal of yomag is to shed a critical light on the juvenile consumer world. The project was created by the Berlin Consumer Institute, which offers regular teacher/student conferences, and ensures the implementation of yomag through the work of professional editors and programmers. The Consumer Institute also involves other countries in cooperation with schools and encourages young editors to publish articles at their schools. In regards to project, yomag produced teaching materials on "Saving Energy" and translated into four languages. Students wrote and published articles about sustainable energy use.

<b>b. EDU-FAIR.COM</b>	
Country (coordination)	Germany
Project duration	2004-2007
Type of project	School partnership
Contracting organisation	Berufsbildende Schulen Walsrode
Contact (E-mail)	bbs@bbs-walsrode.de
Project homepage	www.bbs-walsrode.de/index.php
Contract number	C1-SP-P-NI-05-01098-2

The project consists of examining different fair trade products. All teachers and students involved in the project formulated, during the first project phase, individual and topic oriented goals into the curriculum. The final implementation of the project will result in a wondering exhibit, which was brought together by different students with different mechanisms. On the occasion of the "arrival" of the exhibition at each partner school, a special event will be organized, reminding each school

of their partnerships. The goal of the project is to present students with the idea, increase their sensitivity, and raise their responsible consumer when confronted with different fair trade products.

<b>c. EDUC – Education for Change – Perspective for education and participation in sustainable development</b>	
Country (coordination)	Sweden
Project duration	2005-2008
Type of project	European Cooperation Projects for the Training of School Education Staff
Contracting organisation	Uppsala Universitet
Contact (E-mail)	valdy.lindhe@ilu.uu.se
Project homepage	
Contract number	226676-CP-1-2005-1-SE-COMENIUS-C21

The project supports educators in giving young people more opportunities to gain knowledge and act in favour of sustainable development. In close cooperation with skilled educators in schools, NGOs, and teachers at universities the project will develop, test, and disseminate a method for initial and in-service training. Learners will be involved in a practical, democratic way, thereby achieving a more enjoyable and active learning experience, which in turn will lead to an increased interest and skills as members of a sustainable society. The project will also develop a website, design a curriculum for sustainable development and publish a brochure on in-service training. There will also be a booklet with a plan for study circle leaders, material for teachers, a brochure and poster on the project.

<b>d. ECONONET 21</b>	
Country (coordination)	Spain
Project duration	2001-2004
Type of project	European Cooperation Projects for the Training of School Education Staff
Contracting organisation	Centro del Profesorado y de Recursos de Oviedo
Contact (E-mail)	joseluib@educastur.princast.es
Project homepage	www.econet21.org/
Contract number	94360-CP-1-2001-1-ES-COMENIUS-C21

The project was designed for three years and involved four partners from Italy, Spain, Portugal and United Kingdom. It aimed to raise the awareness of the education staff, pupils, youth associations and local institutions with regard to the importance of the environment within the

local, regional, European and global dimension. Within the framework set by this overarching goal, the partners intend to target the following, more specific objectives:

- raising the education staff's awareness of the importance of including environmental education in their training;
- training teachers to develop tools for environmental education.

The concrete outcomes of the project included research on the status of environmental education in each partner country, long distance environmental education training, a CD-ROM and a website, which included a guide entitled "Foundations for a View of Environmental Problems."

<b>e. SEEPS – Developing Sustaining and Evaluating Sustainable Practices in European Primary Schools</b>	
Country (coordination)	United Kingdom
Project duration	2001-2005
Type of project	European Cooperation Projects for the Training of School Education Staff
Contracting organisation	MANCHESTER METROPOLITAN UNIVERSITY
Contact (E-mail)	a.g.shallcross@mmu.ac.uk
Project homepage	<a href="http://www.education.ed.ac.uk/esf/">http://www.education.ed.ac.uk/esf/</a>
Contract number	94388-CP-1-2001-1-UK-COMENIUS-C21

SEEPS was designed to support school wide approaches by way of a specifically focused model of teacher initial and in-service education. The project was designed to be a revised version of an existing training unit on change and developed two new units for an existing COMENIUS course on sustainable development:

1. Practical environmental management
2. Self-evaluation

The main activities were to identify schools' needs, to pilot, translate and evaluate new materials and to design European and national courses to disseminate these materials.

<b>f. CSCT- Curriculum development for education for sustainable development in initial teaching</b>	
Country (coordination)	Belgium
Project duration	2004-2007
Type of project	European Cooperation Projects for the Training of School Education Staff
Contracting organisation	teacher trainers of both initial and in-service teacher trainer institutions

Contact (E-mail)	Katholieke Hogeschool Leuven
Project homepage	veerle.de.smet@khleuven.be
Contract number	<a href="http://www.ensi.org/index.php?modul=10&amp;folder=30357">http://www.ensi.org/index.php?modul=10&amp;folder=30357</a>
Country (coordination)	118277-CP-1-2004-1-BE-COMENIUS-C21

The CSCT project involves 15 partners from eight different countries (Austria, Denmark, Flemish Community of Belgium, Hungary, Norway, Spain, Switzerland, and United Kingdom). A framework for a competency based curriculum for education for sustainable development is being developed for initial and in-service teacher training institutions. The project strongly emphasizes the interdisciplinary approach and takes into account scientific, economic, social, political, cultural, and ethical aspects of sustainable development. The main output will be the curriculum framework, containing competences, tasks and specific contents for a curriculum on education for sustainable development.

<b>g. SEE - EU Tool Sustainable Energy for High School Education an European Training</b>	
Country (coordination)	Romania
Project duration	2005-2008
Type of project	European Cooperation Projects for the Training of School Education Staff
Contracting organisation	UNIVERSITATEA TRANSILVANIA DIN BRASOV
Contact (E-mail)	visaion@unitbv.ro
Project homepage	<a href="http://www.unitbv.ro/Default.aspx?tabid=561">http://www.unitbv.ro/Default.aspx?tabid=561</a>
Contract number	226362-CP-1-2005-1-RO-COMENIUS-C21

The SEE-EU TOOL project develops a complex training tool, enabling teachers to raise the pupils' interest in science and technology, by promoting sustainable energy through practically orientated trainings. The project is specifically geared towards high school teachers and education authorities who provide in-service training (INSET) on this major topic of the sustainable development.

The trans-national partnership comprises of universities including technological and INSET departments, INSET institutions, high schools, education authorities designing and implementing INSET courses, the national energy authority.

<b>h. SEED – School Development through Environmental Education</b>	
Country (coordination)	Austria
Project duration	2002-2005
Type of project	COMENIUS Network

Contracting organisation	ÖSTERREICHISCHES BUNDESMINISTERIUM FÜR BILDUNG, WISSENSCHAFT UND KULTUR
Contact (E-mail)	johannes.tschapka@umweltbildung.at
Project homepage	www.seed-eu.net
Contract number	100530-CP-1-2002-1-AT-COMENIUS-C3

SEED promotes environmental education as a driving force for school development and transfers models of good practice into teacher education. SEED encourages cooperation between stakeholders involved in current and prospective COMENIUS projects and associated stakeholders in the field of environmental education. The project promoted enhanced face-to-face communication through a thematic conference in December 2002, a thematic workshop in Italy on "Improving Environmental Education through Action Research" for COMENIUS 1 project teachers, and a thematic conference in Germany on "School Development in the light of the UN Decade on Education for Sustainable Development" for principals and teachers.

<b>i. TEPEE – "Towards a European Portfolio for Environmental Education"</b>	
Country (coordination)	Italy
Project duration	2002-2005
Type of project	COMENIUS Network
Contracting organisation	Legambiente Onlus
Contact (E-mail)	legambiente.salcuni@tiscali.it
Project homepage	www.tepee-network.net
Contract number	100774-CP-1-2002-1-IT-COMENIUS-C3

The TEPEE Network includes seven partners from Germany, Italy, Malta, Portugal, Romania and Sweden. It is a meta-network, which aims at building a portfolio for environmental education, creating a European personal certification document for environmental expertise, and registering the formative outcomes in the field of environmental education. Its main aims and objectives were:

- to examine the current state of environmental education in the partner countries
- to define the skills and attitudes which students may be expected to develop in these countries
- to develop a European portfolio for environmental education, a tool which, initially, will promote "best practice" in both teaching and learning and, ultimately, will allow students' work in this topic to be evaluated

## V.2 ERASMUS

<b>a. ECODESIGN – An Innovative Path towards Sustainable Development</b>	
Country (coordination)	Romania
Project duration	2004-2007
Type of project	Curriculum Development Project
Contracting organisation	UNIVERSITATEA "TRANSILVANIA" DIN BRASOV
Contact (E-mail)	abarsan@unitbv.ro
Project homepage	<a href="http://www.unitbv.ro/proiecte/modecodesign/index.htm">http://www.unitbv.ro/proiecte/modecodesign/index.htm</a>
Contract number	51388-IC-1-2004-1-RO-ERASMUS-MODUC-4

The aim of the CD-MOD project ECO-DESIGN is to improve and enrich the curriculum of engineering courses, especially in that of industrial design and environmental engineering, in all partner institutions, at the undergraduate level, by implementing a European model for Eco-Design into the current engineering curriculum, with four subjects:

- Eco-design: Fundamentals
- Embedding Eco-Design in Product Design
- Life Cycle Assessment
- Product Recycling Technologies

The main activities developed in the project are: needs analysis, equipment acquisition, material collection, defining the syllabi for the four modules, development of the teaching aids, testing and implementation of the module, evaluation of the teaching aids, publishing of the teaching aids (manuals and CD), certification procedure of the module, and dissemination.

<b>b. SCOM – The School and the Community</b>	
Country (coordination)	Netherlands
Project duration	2004-2006
Type of project	Curriculum Development Project
Contracting organisation	HOGESCHOOL IN HOLLAND
Contact (E-mail)	ingrid.snep@inholland.nl
Contract number	218652-IC-1-2004-1-NL-ERASMUS-MODUC-1

The SCOM project is a European, interdisciplinary module being developed in the bachelor programme at the faculties of social work and education on five European universities from The Netherlands, Belgium, Sweden, Poland, and Turkey. The SCOM module provides a comparative European perspective on the cooperation of schools with parents and culture organisations

outside school as the key to an integrated approach of educational deprivations and how this cooperation will contribute to community development.

As a result, the students will formulate European innovative recommendations for optimizing the policies, the contents and the procedures for primary schools and for institutions in the field of social work.

<b>c. Curriculum Development to the Master Study Course "Environmental Health and Safety Risk Management" in the Context of Inter</b>	
Country (coordination)	Germany
Project duration	2004-2006
Type of project	Curriculum Development Project
Contracting organisation	HOCHSCHULE ZITTAU/GÖRLITZ (FH)
Contact (E-mail)	klaus@ten-hagen.org
Contract number	29916-IC-1-2004-1-DE-ERASMUS-PROGUC-1

There are three EU member state universities involved in the international network "Neisse University," these include the Technical University of Liberec, Czech Republic, the Technical University of Warsaw, Poland, and the University of Zittau/Goerlitz (FH), Germany, which have come together to form a training group. The goal of the project is to form partnership mechanisms to introduce a further Masters course on "Environmental Health and Safety Risk Management." A substantial qualitative characteristic of this study is that all of the instructional contents are being coordinated and formulated with the input of all the professors at the university, and all of them are committed to an efficient, goal-oriented course of study.

<b>d. MASS - Management and Security Assessment for Sustainable Environment</b>	
Country (coordination)	Romania
Project duration	2004-2006
Type of project	Curriculum Development Project
Contracting organisation	UNIVERSITATEA "TRANSILVANIA" DIN BRASOV
Contact (E-mail)	c.draghici@unitbv.ro
Contract number	51388-IC-1-2004-1-RO-ERASMUS-MODUC-6

The aim of the MASS project was to develop a European module at the Master programme level in environmental sciences, by developing new courses and a new joint educational method in order to ensure an appropriate educational strategy for a dynamic knowledge acquisition through MASS and to create the bases of a framework for an existing MSc program and distance learning. The main activities focus on course development and implementation based on e-learning methods. The expected outputs include an improved syllabus for the Master programme with three new

courses (in electronic format), an upgraded teaching method based on an e-learning platform, and a project website.

<b>e. HOUSING@21.EU: Emerging Forms of housing and living in 21 Century Europe.</b>	
Country (coordination)	Spain
Project duration	2003-2006
Type of project	Curriculum Development Project
Contracting organisation	UNIVERSITAT RAMON LLULL ARQUITECTURA LA SALLE
Contact (E-mail)	madrazo@salle.url.edu
Project Homepage	<a href="http://www.housing21eu.net">http://www.housing21eu.net</a>
Contract number	29467-IC-2-2003-1-ES-ERASMUS-IPUC

HOUSING@21.EU provides a cross-disciplinary context between universities, industrial community representatives and policy makers in Europe, enabling them to reflect on the nature of transformations, and architectural and urban consequences. Seminars and workshops, organized by the participating universities, allow students and professors to understand the problem of housing in today's Europe and give concrete responses to it. A web-based learning environment has been implemented to facilitate the collaboration among partner institutions. This platform allows students to collect and analyze case studies, propose themes of debate, and present design proposals.

<b>f. LE NOTRE – Landscape Education: New Opportunities for Teaching and Research in Europe (I &amp; II)</b>	
Country (coordination)	Austria
Project duration	2004-2009
Type of project	Thematic Network
Contracting organisation	TECHNISCHE UNIVERSITÄT WIEN
Contact (E-mail)	richard.stiles@tuwien.ac.at
Project Homepage	<a href="http://www.le-notre.org">www.le-notre.org</a>
Contract number	104368-CP-3-2004-1-AT-ERASMUS-TN

The project aims at improving the quality and effectiveness of landscape architecture education in Europe by identifying, analysing and building on current best practices in order to define new standards and identify future needs for professional education at the undergraduate, postgraduate and continuing education levels, as well as for research methods teaching. LE:NOTRE II will continue the process of transforming landscape architecture into an open, outward-looking and dynamic European discipline. The ERASMUS Dissemination Project "LE:NOTRE+PLUS - Project

for long-term and university-wide Sustainability“ will extend the outcomes of the network to universities outside of Europe, as well as transfer the experiences gained to European municipal authorities in the form of new joint networks, which will aim to support the implementation of the European Landscape Convention in urban areas.

<b>g. ETNET21 Dissemination in ONE "Virtual Teaching and Training Community“</b>	
Country (coordination)	Germany
Project duration	2003-2004
Type of project	Thematic Network Dissemination
Contracting organisation	BRANDENBURGISCHE TECHNISCHE UNIVERSITÄT COTTBUS
Contact (E-mail)	etnet21@bauinf.tu-cottbus.de
Project Homepage	<a href="http://etnet21.bauinf.tu-cottbus.de/">http://etnet21.bauinf.tu-cottbus.de/</a>
Contract number	110065-CP-1-2003-1-DE-ERASMUS-TND

The general aim of the ETNET 21 Dissemination Project is to bring about achievements and to yield essential results in the visibility of the “European Thematic Network of Education” and “Training in Environment-Water” and to increase accessibility through a number of regional centres within the EU and associated countries. These centres will operate on a web-based 'virtual laboratory' platform using the results on an everyday basis.

<b>h.ISEKI-Food (I &amp; II) - Integrating Safety and Environmental Knowledge Into Food Studies towards European Sustainable Development</b>	
Country (coordination)	Portugal
Project duration	2002-2008
Type of project	Thematic Network
Contracting organisation	Universidade Catolica Portuguesa
Contact (E-mail)	crislui@esb.ucp.pt
Project Homepage	<a href="http://www.esb.ucp.pt/iseki/">http://www.esb.ucp.pt/iseki/</a>
Contract number	104934-CP-1-2002-1-PT-ERASMUS-TN

The main objective of the ISEKI Food Thematic Network is to contribute to the realisation of the European Higher Education Area in the field of food studies. More specifically, the objectives are to work towards quality assurance of European food studies, improving the curriculum in food studies, taking into consideration safety and environmental aspects, developing teaching materials and methods and promoting synergies between research in food science and engineering with education/teaching and the boarder industry. The network includes a total of 111 institutions (72

universities, two EU student associations and 37 industrial and research partners), 93 are located in the EU and 18 are from non-EU countries.

<b>i. CCN - Consumer Citizenship Network (I &amp; II)</b>	
Country (coordination)	Norway
Project duration	2003 - 2009
Type of project	Thematic Network
Contracting organisation	HØGSKOLEN I HEDMARK
Contact (E-mail)	victoria.thoresen@luh.hihm.no
Project Homepage	<a href="http://www.hihm.no/concit/">http://www.hihm.no/concit/</a>
Contract number	109872-CP-1-2003-1-NO-ERASMUS-TN

The Consumer Citizenship Network is an interdisciplinary network of educators, researchers and civil-society organisations, (including UNESCO, UNEP and Consumers International). It has, since 2003, developed interdisciplinary approaches to central issues dealing with the balance between material and non-material well-being and with how one can translate ethical values into everyday practice through conscientious participation in the market. The Network consists of 98 institutions in 30 European countries. The main outputs will be: the further development of dialogue and debate; research; competency analysis; teaching materials and learning guidelines; annual conferences; research publications; reports; exhibitions; database of relevant literature; newsletters; web-site; courses; and dissemination of the results to a wide audience.

<b>j. HUMANITARIANNET - Thematic Network on Humanitarian Development Studies</b>	
Country (coordination)	Spain
Project duration	1996-2009
Type of project	Thematic Network
Contracting organisation	UNIVERSIDAD DE DEUSTO
Contact (E-mail)	jmgonzal@relint.deusto.es
Project Homepage	<a href="http://www.humanitariannet.deusto.es/">http://www.humanitariannet.deusto.es/</a>
Contract number	10055-CP-2-2001-1-ES-ERASMUS-TN

Humanitariannet was created as a network to link three types of partners: higher education institutions, centres of research and governmental and non-governmental organisations. HumanitarianNet has been envisaged to advance the work of universities in the field of humanitarian development, in all their activities and projects, including teaching, research, fieldwork, discussion, and dissemination. The transversal lines of action which this thematic

network encompasses includes: humanitarian action; human rights; migration, diversity and identities; peace and conflict; poverty and development.

HumanitarianNet 4 (2006-2009) inter alia proposes the following objectives and lines of action elaborated with products and outputs in the succeeding sections:

- To incorporate the advances in education and research in European institutions of higher learning in the achievement of the Millennium Development Goals established by the international community
- To participate in and implement activities and make sustainable structures for programmes designed to increase student and staff mobility, including the improvement of the quality of these programmes and the promotion of European cooperation
- To enhance links between academia and society and policy makers

## V.3 LEONARDO DA VINCI

<b>a. RecyOccupation—Development of a European Occupation and Curriculum for the Field of Recycling</b>	
Country (coordination)	Germany
Project duration	01.01.2000 - 30.11.2003
Type of project	Pilot Project
Target group	Employees
Contracting organisation	Berufsbildungsinstitut Arbeit und Technik (BIAT)
Contact (E-mail)	spoettl@biatt.uni-flensburg.de
Project Homepage	<a href="http://www.recyoccupation.eu.tc/">http://www.recyoccupation.eu.tc/</a>
Contract number	D/00/B/F/PP-112149

The National Committee of the German Commission for UNESCO distinguished the LEONARDO pilot project "European RecyOccupation Profile" as the official "Decade Project" to emphasize the Education for Sustainable Development, at a conference for the National Institute for Vocational Training (BIBB) in September 2005 in Bonn. The UNESCO recognized the particularly successful work on the project, which involved technical occupations with a clear emphasis on environmental concerns, including the handling of old materials, the production of secondary raw material and products, as well the tasks involved in this process. Along with seven partner countries the European professionals created a group of "ECO Recyclers" to promote a recyclable garbage economy. For Europe new teachings and teaching materials, as well as basic qualifications were made available for the vocational training, which in turn have resulted in a lasting development goal for the sector.

<b>b. Agenda 21 Locale – Development of Competencies in the Local Agenda 21 Process</b>	
Country (coordination)	Italy
Project duration	2001-2003
Type of project	Pilot Project
Contracting organisation	Fondazione Istituto per il Lavoro
Contact (E-mail)	info@fipl.it
Contract number	I/01/B/F/PP-120592

Agenda 21 Locale aims to improve the lifelong acquisition of skills & competencies and bridge building between initial and continuing training, with regards to the development & management of the Local Agenda 21 process and of Environmental Action Plans (EAP). Following an initial needs

analysis, activities took place to empower existing personnel with the ability to both sustain and enhance new organisational work-patterns. A further development phase also took place, in which a range of training units and support materials (paper-based plus CD-Rom and internet to support open and distance learning) were created.

<b>c. SME Pro-Active Manager: Model Definition, Aiming at Fostering Regional Sustainable Development by Increasing SMEs Awareness on the Social Responsibilities</b>	
Country (coordination)	Romania
Project duration	2002
Type of project	Pilot Project
Target group	Directors from KMUs; Experts for Training Programmes
Contracting organisation	Consiliul National al Intreprinderilor Pricate Mici si Mijlocii din Romania (CNIPMMR)
Contact (E-mail)	cnipmmr-bcp@rdsnet.ro
Project homepage	<a href="http://www.pro-active.ro/">http://www.pro-active.ro/</a>
Contract number	RO/02/B/F/PP-141030

The project fosters an awareness of owners and managers of SMEs on the importance of employing innovative learning methods as tools for reaching a voluntary commitment towards CSR, with the outcome being a European model of the SME Pro-Active Manager, supported by a range of tools and promotional materials expected to support this transformation. Outcomes will comprise multi-lingual (CZ, ES, FI, EL, IT, PL, RO & EN), multi-version (CD-Rom, paper-based and internet) training tools, reference materials, a series of national marketing concepts, and supporting promotional materials aimed at encouraging SME commitment to CSR.

<b>d. EURO - Refinement of a cross-boundary curriculum for setting up a vocational training model for sustainable development</b>	
Country (coordination)	Germany
Project duration	2003
Type of project	Pilot Project
Target group	Youths in their first vocational training years, Interns, Trainers, Directors of KMUs
Contracting organisation	Sächsische Gesellschaft für Umweltschutz und Chemieberufe Dresden
Contact (E-mail)	M.schirwitz@sbgdd.de
Contract number	D/03/B/F/PP-146045

The project aimed to develop a curriculum based on modules that can be attached to existing training programmes and can offer a certifiable supplementary qualification for the area of ecology and sustainable development. The modular curriculum offered a scope for international training groups to jointly solve problems with the aid of modern information and communication technology. The modules are based on self-learning packages backed up by tutorials in which cross-boundary project groups are involved. The modules are multi-lingual, offering specialist knowledge on sustainability and ecological issues as well as media skills, language skills and intercultural knowledge.

<b>e. Train the Facilitators of Local Agenda 21 Implementation</b>	
Country (coordination)	Portugal
Project duration	2004
Type of project	Pilot Project
Target group	Trainers, Employees, Specialists in regional development
Contracting organisation	INETI – Instituto Nacional de Engenharia e Tecnologia Industrial
Contact (E-mail)	<a href="http://www.traintola21.org/">http://www.traintola21.org/</a>
Contract number	cristina.rocha@ineti.pt
Country (coordination)	P/04/B/F/PP-159048

The TRAIN to LA21 project aims at contributing to the development of skills and awareness amongst groups within the local communities that are involved in promoting and developing action in the field of regional sustainability, thus enabling the former to act as facilitating and dissemination agents. In order to accommodate the needs of various regions and target groups, the LA21 courses will be developed with a flexible modular structure, which ensures their wide applicability in different European regions. The potential users of the project results (TRAIN to LA 21 products) are trainers from vocational training schools or other education institutions, who are willing to address LA21 and regional sustainability in their training. The partnership within LEONARDO includes 14 organizations from six European countries (Austria, Denmark, Portugal, Slovenia, Spain–Basque Country and Switzerland), in such an arrangement where each country's content development partners cooperate with testing partners to ensure the maximum relevance and applicability of the TRAIN to LA21 products.

<b>f. Training for the Future – Sustainability Vocational Training for Decision Makers and Managers</b>	
Country (coordination)	Hungary
Project duration	2005-2007

Type of project	Pilot Project
Target group	Directors of KMUs; University students, Employers
Contracting organisation	Környezettudatos Vállalatirányítási Egyesület
Contact (E-mail)	vadovics@kovet.hu
Project homepage	<a href="http://www.baltema.org/training_for_the_future/index.php?m=1&amp;l=35&amp;ava=1">http://www.baltema.org/training_for_the_future/index.php?m=1&amp;l=35&amp;ava=1</a>
Contract number	HU/04/B/F/PP-170019

The project will develop practice-oriented training for students and company managers on the topic of corporate 'sustainability' with respect to both economic and environmental considerations. A 'needs analysis' of 'sustainability', for both companies and managers, will be undertaken in the participating countries; based on the results, training packages will be developed on 'sustainability.' The project will result in the publication (both hard-copy and electronic) of a handbook of corporate sustainability, a trainer's handbook, an internet discussion platform (discussion forum) for training participants and a database of companies participating in the training, with a guide to the services they offer.

<b>g. DEEDS (DEsign EDucation &amp; Sustainability) - Integrating Sustainability into Mainstream Design Education</b>	
Country (coordination)	Denmark
Project start	2006
Type of project	Pilot Project
Target group	Teachers
Contracting organisation	ICIS (Center for Internationale Studier i Kreativitet, Innovation og Baereydtighed)
Contract number	DK/06/B/F/PP-145612

The project concerns "future-proofing" design education and industry, with the purpose of integrating the potential for sustainability into the mainstream design education and design practice, thereby providing the missing link between sustainable production and consumption. To this effect the project will develop a framework, core principles, pilot training modules and a new educational curriculum and model.

<b>h. PAPAIS - Creation of a Model Partnership for the Effective Management of the Social Impact of Environmental Policy</b>	
Country (coordination)	Italy
Project start	2001

Type of project	Pilot Project
Target group	Directors of KMUs; Representative from sectorial organizations
Contracting organisation	Istituto Addestramento Lavoratori Nazionale
Contact (E-mail)	ial@mclink.it
Contract number	I/01/B/F/PP-120088

PAP AIS aimed to establish and pilot a training package and model partnership (comprising social, entrepreneurial and institutional players) to encourage a more effective impact management of sustainable environmental policies. The project focuses on the need to establish standard methodology regarding Social Impact Assessment (SIA) and the need to evaluate social and economic impacts following the introduction of environmental policies.

<b>i. ECOROUTE – A Route to Sustainable Development through Eco-tourism Labelling</b>	
Country (coordination)	Sweden
Project start	2003
Type of project	Pilot Project
Target group	Directors of KMUs, Trainers, Developers and directors from training programmes
Contracting organisation	Sveriges Lantbruksuniversitet (LSU)
Contact (E-mail)	ulf.brangefeldt@kontakt.slu.se
Contract number	S/03/B/F/PP-161004

The ECOROUTE project seeks to assist tour operators and other SME's in rural areas to develop eco-tourism activities through the establishment of a common quality certification or labelling system, similar to a system previously developed in Sweden. To this end, the project will carry out feasibility studies, will create a specific training package for service providers and will promote the establishment of a European eco-tourism network. Innovative features of the project include the piloting of a community-based method of learning management parallel to the self-study model and priority is given to women learners in the project.

<b>j. TENVORS - Network for Lifelong Vocational Training for Sustainable Regional Development</b>	
Country (coordination)	Austria
Project start	2001
Type of project	Trans-national Network
Target group	Representatives from sectorial organizations, Trainers,

	Developers and directors of training programmes
Contracting organisation	Laboratorium für Kunststofftechnik GESMBH
Contact (E-mail)	siegele@wing.tgm.ac.at
Project homepage	<a href="http://www.tenvors.org">http://www.tenvors.org</a>
Contract number	A/01/B/F/NT-124120

The aims of this network were to bring together a pool of completed projects and partners involved in the fields of vocational training and sustainable development. This partnership, comprised of some 23 partners across 13 regions of Europe, pooled more than 63 projects varying from special training packages for university courses on the industry of environmental management to database management of best practice in environmental protection. Following an initial analysis of existing data, methods and instruments, TENVORS has established a common, web-based, communication platform, which presents an Internal Network Platform, an Exterior Portal, a Virtual Market Place and a Data Warehouse, which all work towards exchanging information and best practice with a wide range of partners.

## V.4 GRUNDTVIG

<b>a. EVA – Development and Testing of Training Courses for AGENDA 21-Moderators</b>	
Country (coordination)	Germany
Project duration	2005-2007
Type of project	European Cooperation Project
Contracting organisation	LÄNDLICHE ERWACHSENENBILDUNG THÜRINGEN E.V.
Contact (E-mail)	bax.a@leb.be
Project homepage	<a href="http://www.landentwicklung.steiermark.at/cms/beitrag/10641538/17275361">http://www.landentwicklung.steiermark.at/cms/beitrag/10641538/17275361</a> <a href="http://www.th.leb.de/index.cfm?startid=193&amp;cfid=2901216&amp;cftoken=45614256">http://www.th.leb.de/index.cfm?startid=193&amp;cfid=2901216&amp;cftoken=45614256</a>
Contract number	225244-CP-1-2005-1-DE-GRUNDTVIG-G11

In the context of the project a land based training programme was developed for the improvement of the qualification of LA 21-Moderators within interested European institutions. The project involved the developed of a one-week training course on how people can work within the realm of Agenda 21. The course consists of six training modules, in which the participants receive qualification within the categories of "public work," "project management," "lastingness and right," and "presentation." Germany, Austria, Latvia, Lithuania, Greece and Hungary are involved in the project. The first training modules were tested 2006. At the end of November a pilot course entitled "Right and Lastingness," headed by the Austrian and Hungarian project partners took place, and marked a major development in the project. The total course will take place for the first time in mid-2007 in Lithuania and Hungary.

<b>b. euSDET - enlarged Sustainable Development Training Course</b>	
Country (coordination)	United Kingdom
Project duration	2005-2007
Type of project	European Cooperation Project
Target group	Agencies for adult education
Contracting organisation	CELTAS BV INTERNATIONAL PROJECTS
Contact (E-mail)	henk.kiezebrink@hetnet.nl
Project homepage	<a href="http://www.mecb.com.mt/eusdet.html">http://www.mecb.com.mt/eusdet.html</a>
Contract number	224953-CP-1-2005-1-NL-GRUNDTVIG-G11

The aim of this project is to develop, test and deliver a course for adult education staff on the theme of sustainable development, based on its 3 integrated pillars – environment, society, and economy. To effectively achieve its aims, the euSDET consortium consists of various partners

from an enlarged Europe with established Member States, New Member States and Candidate Countries. The fourth euSDET meeting was held in Bulgaria in February 2007. During this meeting, a number of the euSDET partners delivered lectures on the second phase of the course, currently being developed on sustainable development. The first seminar will take place in April 2008.

<b>c. ADULT EDUCATION TEACHERS - Training in Education for Sustainable Development</b>	
Country (coordination)	United Kingdom
Project duration	2005-2007
Type of project	European Cooperation Project
Target group	Agencies for adult education and for all rural areas
Contracting organisation	FIELD STUDIES COUNCIL
Contact (E-mail)	fscee@field-studies-council.org
Project homepage	<a href="http://www.field-studies-council.org">http://www.field-studies-council.org</a>
Contract number	225324-CP-1-2005-1-UK-GRUNDTVIG-G11

The project's goal is to improve the quality of life and the environment by enhancing the quality of adult learning for SD across Europe. The activities involve four phases:

- Planning and preparation (course development)
- Piloting (testing in partner countries)
- Practising (integration of ESD into adult learner programmes)
- Promoting (dissemination and courses for GRUNDTVIG 3 applicants)

The expected outputs are a documented Professional Development Course, support materials for adult learners, exemplar lessons, curriculum plans, and a network of adult teachers, as well as promotional materials and a web page.

<b>d. EmRuCo – Empowering Rural Consumers</b>	
Country (coordination)	Latvia
Project duration	2003-2006
Type of project	Learning Partnership
Target group	People from rural areas or impoverished areas, Economically underprivileged people, Unemployed
Contracting organisation	Biedrība Latvijas Praktisko Mācību Priekšmetu Metodiskā Apvienība
Contact (E-mail)	Vija.Dislere@llu.lv

Project homepage	<a href="http://www.pabw.at/emruco/int_de.php">http://www.pabw.at/emruco/int_de.php</a>
Country (coordination)	06-LVA01-S2G01-00004-3

This project focuses on the partnership of three countries (Austria, Latvia, and Estonia) and a total of 10 organizations within them. People, who live in rural and/or economically disadvantaged areas, have a difficult time accessing consumer information and therefore, do not necessarily have a broad consumer knowledge, which is needed to maintain their economic status. Thus, the project addresses this target group, by examining good examples of consumer formation on the international and national level, which in turn can be adapted and applied to the regional needs. Through the multi-country partnership, the participants gain knowledge about each other and learn new methods and materials by which they can increase the further education in their own countries. This work is supported by seminars and workshops.

<b>e. MOOSE - Models Of Sustainability Education</b>	
Country (coordination)	Austria
Project duration	2006-2007
Type of project	Learning Partnership
Target group	People from rural areas and local communities
Contracting organisation	SOL- Menschen für Solidarität, Ökologie und Lebensstil
Contact (E-mail)	<a href="mailto:sol@nachhaltig.at">sol@nachhaltig.at</a>
Project homepage	G2-06-1-K-O-523-Partnerhsip ID: 06-AUT01-S2G01-00055-1

The project MOOSE unites five organizations within Europe (Austria, Germany, Bulgaria and Italy), whose emphasis is on the promotion of a lasting lifestyle and education for a sustainable lifestyle within different societies and cultures. The means and methods of this education vary from organization to organization; however, the experiences shared by the member organizations are often the same, with different solutions. In sharing this information at the respective regional and national level, they enrich and improve their own educational methods. The conclusion of the project will result in an international conference in order to share the results with other interested organizations and discuss other European initiatives.

<b>f. Spaceship Earth</b>	
Country (coordination)	Austria
Project duration	2004-2007
Type of project	Learning Partnership
Target group	Older citizens, Social perimeter groups, Representatives from global oriented NGOs (for example Attack, World Federalist Movement)
Contracting organisation	Europahaus Burgenland

Contact (E-mail)	europahaus@bibliotheken.at
Project homepage	<a href="http://www.spaceship-earth.eu/">http://www.spaceship-earth.eu/</a>
Country (coordination)	G2-06-2-K-O-475 - Partnership ID: 06-AUT01-S2G01-00124-2

The project deals with the awareness of the global crisis in European adult training. There are indications, which state that the awareness of the global crisis is based on cultural constructions. The ideas of “world,” “end of the world,” “salvation of the world” are influenced by old narratives, thus the tackling of the global crisis could be seen as an intercultural task.

The learners will observe the global crisis phenomena (for example: change of climate) through their own countries perceptions and the international efforts to tackle the crisis (for example: through world conferences, concepts of sustainable development, millennium goals). The discussions on this will be compared to the defined concept.

The knowledge gained through this communication will, as a final product, be transferred into a game: The spaceship earth is caught in a problem. The multicultural crew (portrayed in likeness of the European society) tries to analyse the problem, understand the situation and to deal with it together. As a result, a collection of materials, possibly a text for a play or a musical shall be created.

<b>g. Sustainable Development and Modern Information Technologies in Adult Education (SDIT)</b>	
Country (coordination)	Latvia
Project duration	2003-2005
Type of project	Learning Partnership
Target group	Persons living in rural or disadvantaged areas, Young adults (15-25 age group) at risk of social marginalisation
Contracting organisation	Rīgas Tehniskā universitāte s Tālmācības studiju centrs
Contact (E-mail)	auruplis@latnet.lv
Project homepage	<a href="http://www.eng.um.edu.mt/~dme/sdit.html">http://www.eng.um.edu.mt/~dme/sdit.html</a>
Contract number	02-LVA01-S2G01-00001-2

The main aims and objectives of the SDIT project were:

- Creating a framework for small-scale co-operations among partners from The Netherlands, Belgium, Italy, Malta and Latvia
- Gathering and a mutual exchange of information and experiences about two aspects of adult education in the localities elected by partners: sustainable development (environmental and social aspects) and availability of modern information technologies for the needs of adult learners.

- Joint development of proposals to improve the situation, in particular through the implementation of learning materials in the form of distance education packages, CD ROM and on-line learning.

<b>h. SUS-TRAIN: Development and testing of training modules and methods for a sustainable development</b>	
Country (coordination)	Belgium
Project duration	2002-2005
Type of project	European Cooperation Project
Target group	Active citizens, Adult learning organizations, Communities
Contracting organisation	VHS Bildungsinstitut G.O.E
Contact (E-mail)	filip.dedeurwaerder@vhs-ostkantone.org
Contract number	100734-CP-1-2002-1-BE-GRUNDTVIG-G1

The goal of this project was to compare the existing and to develop new educative tools and guidelines for trainings concerning sustainable development, more specifically local Agenda 21 processes. This training should support people in developing and organizing sustainability activities. SUS-TRAIN wants to establish trans-national cooperation between citizens, NGO's, and adult learning organizations in regards to sustainable development and the Local Agenda. The project was subdivided into the following work-packages: needs analysis (local, cultural and educational needs of each partner), research of best practice and outlying the criteria of new or adapted training modules, development and/or adaptation of training modules (contextual and pedagogical), piloting the developed/adapted models by the different partners and validation of these pilots, and dissemination and project management.

<b>i. Intercultural Gardens: New Ways of Learning</b>	
Country (coordination)	Germany
Project duration	2006-2009
Type of project	European Cooperation Project
Target group	Immigrant or other social perimeter groups
Contracting organisation	Anstiftung, gemeinützige Forschungsgesellschaft mbH/ Stiftung Interkultur
Contact (E-mail)	g.walesch@stiftung-interkultur.de
Project homepage	www.anstiftung.de; www.stiftung-interkultur.de; www.internationale-gaerten.de/
Contract number	06-DEU03-S2G01-00036-1

In intercultural gardens migrants, especially those with a refugee background, plant native German fruits and vegetables, cook, celebrate, bake bread, organize language and computer courses, and participate in intercultural environmental education activities. Thus, to deal with the multitude of individuality, each garden project develops its own emphasis. Due to the large demand at these projects, in 2003 Göttingen founded an endowment for intercultural activities, bringing together numerous partnerships. In the spring 2007 the International Gardens in Göttingen were selected by the Sustainable Development Commission of London (LSDC) as one of eight internationally evaluated prize projects, which should inspire the future organization of urban policy. With the project "Intercultural Gardens" Great Britain, The Netherlands and Austria unite new ways of learning, in order to advance the establishment of further garden projects within the European Union.

<b>j. SEREC: Sustainable Europe - Rural Educational Centres</b>	
Country (coordination)	Poland
Project duration	2004-2005
Type of project	European Network
Target group	Agencies for Education for Sustainable Development in all areas of Europe
Contracting organisation	STOWARZYSZENIE EKOLOGICZNO KULTURALNE "ZIARNO"
Contact (E-mail)	ewapeter@poczta.onet.pl
Project homepage	<a href="http://www.ziarno.org.pl/grundtvig4.htm">www.ziarno.org.pl/grundtvig4.htm</a> ; <a href="http://www.ziarno.org.pl/grundtvig4/">www.ziarno.org.pl/grundtvig4/</a>
Contract number	114125-CP-1-2004-1-PL-GRUNDTVIG-G41

Purpose of the project was to provide a debate forum on current policies and practices with the aim of improving adult education for sustainable development in rural areas by analysing and assessing the current situation, disseminating good practices, identifying future needs and laying the foundations of networks beginning launched by UNESCO on education for sustainability. The main activities were: establishing a working preparatory session, gathering data (needs, resources, case studies) in all the countries involved, the publication of a brochure to report the current situation, and finally an international thematic seminar entitled "Education for Sustainability - Building a Future for Rural Europe," which took place in August 2005.

## **VI. SOURCES**

### **Lifetime Learning Programme**

Brochure for the PLL National Agency:

[http://www.kmk-pad.org/fileadmin/Dateien/download/comenius/broschuere\\_llp.pdf](http://www.kmk-pad.org/fileadmin/Dateien/download/comenius/broschuere_llp.pdf)

NA at BIBB: Journal "Education for Europe," 7/ 2007: Lifelong Learning Programme:

[http://www.na-bibb.de/uploads/zusatz1/bildung\\_fuer\\_europa\\_2007\\_02.pdf](http://www.na-bibb.de/uploads/zusatz1/bildung_fuer_europa_2007_02.pdf)

Council Decision for Lifelong Learning Programme:

[http://eur-lex.europa.eu/LexUriServ/site/de/oj/2006/l\\_327/l\\_32720061124de00450068.pdf](http://eur-lex.europa.eu/LexUriServ/site/de/oj/2006/l_327/l_32720061124de00450068.pdf)

Webpage for the European Commission: Lifelong Learning Programme:

[http://ec.europa.eu/education/programmes/newprog/index\\_en.html](http://ec.europa.eu/education/programmes/newprog/index_en.html)

German Academic Exchange Service (DAAD):

<http://eu.daad.de/eu/index.html>

Webpage of the Executive Agency (EU) for PLL:

[http://eacea.ec.europa.eu/static/en/llp/index\\_en.htm](http://eacea.ec.europa.eu/static/en/llp/index_en.htm)

Overview of the National Agencies:

[http://ec.europa.eu/education/programmes/llp/national\\_en.html](http://ec.europa.eu/education/programmes/llp/national_en.html)

### **SOKRATES**

German Webpage from SOKRATES & LEONARDO:

<http://www.sokrates-leonardo.de/>

SOKRATES Project Databank (1999-2003):

<http://isoc.siu.no/>

SOKRATES-Webpage of the National Agency at BIBB:

[http://www.na-](http://www.na-bibb.de/sokrates/ueber_sok.php?site=Sokrates&subsite=%26Uuml%3Bber+Sokrates)

[bibb.de/sokrates/ueber\\_sok.php?site=Sokrates&subsite=%26Uuml%3Bber+Sokrates](http://www.na-bibb.de/sokrates/ueber_sok.php?site=Sokrates&subsite=%26Uuml%3Bber+Sokrates)

### **COMENIUS**

Pedagogical Exchange Service at KMK (PAD):

<http://www.kmk.org/pad/home.htm>

ISOC SOKRATES Project Database:

<http://isoc.siu.no/isocii.nsf/projects?OpenForm&Action=COMENIUS>

EU-Campaign (COMENIUS 2 & 3):

[http://ec.europa.eu/education/programmes/llp/comenius/projects\\_en.html](http://ec.europa.eu/education/programmes/llp/comenius/projects_en.html)

Etwinning – Databank for COMENIUS Project Partners:

[http://www.etwinning.net/ww/de/pub/etwinning/search\\_in\\_europe.cfm](http://www.etwinning.net/ww/de/pub/etwinning/search_in_europe.cfm)

Comenius-GRUNDTVIG Training Database:

<http://ec.europa.eu/education/trainingdatabase/search.cfm>

Databank for SOKRATES Partner Search:  
<http://partbase.programkontoret.se/framede.htm>

## **ERASMUS**

German Academic Exchange Service (DAAD):  
<http://eu.daad.de/eu/index.html>

Website of the European Commission for ERASMUS:  
[http://ec.europa.eu/education/programmes/llp/erasmus/erasmus\\_en.html](http://ec.europa.eu/education/programmes/llp/erasmus/erasmus_en.html)

Directorate General for Education and Culture for the European Commission:  
[http://ec.europa.eu/education/index\\_de.html](http://ec.europa.eu/education/index_de.html)

EU Executive Agency – Compendium:  
[http://eacea.ec.europa.eu/static/en/overview/erasmus\\_overview.htm](http://eacea.ec.europa.eu/static/en/overview/erasmus_overview.htm)

EU Executive Agency - Compendium (Thematic Networks):  
<http://eacea.ec.europa.eu/static/en/Thematic%20Networks/condocs.htm>

## **LEONARDO DA VINCI**

Website of the European Commission for LEONARDO DA VINCI:  
[http://ec.europa.eu/education/programmes/leonardo/leonardo\\_de.html](http://ec.europa.eu/education/programmes/leonardo/leonardo_de.html)

National Agency for Education in Europe at the National Institute for Vocational Training:  
<http://www.na-bibb.de>

LEONARDO DA VINCI Project Databank (EU):  
<http://leonardo.cec.eu.int/pdb/>

LEONARDO DA VINCI Project Databank (Austria, Deutschland, The Netherlands):  
<http://www.leonardodavinci-projekte.org/>

Germany supported LEONARDO projects:  
<http://www.na-bibb.de/leonardo/projekte.php?site=Leonardo+da+Vinci&subsite=Projekte>

## **GRUNDTVIG**

National Agency for Education for Europe at the National Institute for Vocational Training:  
<http://www.na-bibb.de>

Compendium for the European Commission:  
[http://ec.europa.eu/education/programmes/llp/grundtvig/info\\_en.html](http://ec.europa.eu/education/programmes/llp/grundtvig/info_en.html)

Compendium for the Executive Agency:  
<http://eacea.ec.europa.eu/static/en/Bots/condocs.htm>

European Shared Treasure (EST):  
<http://est.socrates.at/eu/search.php>

ISOC SOKRATES Project Database:  
<http://isoc.siu.no/isocii.nsf/projects?OpenForm&Action=GRUNDTVIG>

## **VII. Data Information**

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### **Attachment**

List of projects related to ESD in the programmes COMENIUS, ERASMUS, LEONARDO DA VINCI, GRUNDTVIG