European Commission

DATA COLLECTION AND ANALYSIS OF ERASMUS+ PROJECTS

Focus on education for environmental sustainability

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2021-2027

Erasmus+

EUROPEAN COMMISSION

Directorate-General for Education, Youth, Sport and Culture

Directorate B — Education and Erasmus+

Unit B.2 — Schools and Multilingualism

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DATA COLLECTION AND ANALYSIS OF ERASMUS+ PROJECTS

FOCUS ON EDUCATION FOR ENVIRONMENTAL SUSTAINABILITY

Final report

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Luxembourg: Publications Office of the European Union, 2021

Print	ISBN 978-92-76-27316-5	doi:10.2766/769204	NC-01-20-758-EN-C
PDF	ISBN 978-92-76-27317-2	doi:10.2766/29038	NC-01-20-758-EN-N

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Abstract

This report looks into the outcomes of Erasmus+ projects implemented between 2014 and 2020 that focused on the topic of education for environmental sustainability. The starting point was to establish an inventory of 120 projects that are available in the Erasmus+ database and are labelled as 'good practice'. On the basis of this inventory, 15 projects were selected for fieldwork.

The report summarises the main findings of the 15 case studies carried out as part of this research, with a view to identifying and showcasing successful approaches and supporting EU policy development in this field.

This project was commissioned by the European Commission and implemented between January and June 2021 by a consortium consisting of 3s Unternehmensberatung (Austria), the Danish Technological Institute (Denmark) and Ecorys Europe.

Executive summary

This report looks into the outcomes of Erasmus+ projects implemented between 2014 and 2020 that focused on the topic of education for environmental sustainability. It summarises the main findings of 15 case studies carried out as part of this research, with a view to identifying and showcasing successful approaches and supporting EU policy development in this field.

This project was commissioned by the European Commission and implemented between January and June 2021 by a consortium consisting of 3s Unternehmensberatung (Austria), Danish Technological Institute (Denmark) and Ecorys Europe.

Background and context

In recent years, EU policy has increasingly focused on the topic of environmental sustainability. The **European Green Deal** ([1]), launched in 2019, is the European Commission's plan to make the EU's economy sustainable, marking its ambition for Europe to become the first climate-neutral continent by 2050.

As part of its plan to provide an enabling framework to help achieve the European education area by 2025, the Commission has launched the **Education for Climate Coalition** ([2]). Furthermore, to help integrate the green transition and sustainability within education and training, the Commission has proposed a **Council recommendation on learning for environmental sustainability** in January 2022 ([3]).

Finally, **environment and the fight against climate change** is one of the four overarching priorities of the new **Erasmus+ programme** for 2021–2027, along with inclusion and diversity, digital transformation, and participation in democratic life ([4]).

Methodology

The starting point of this project was to establish an inventory of 120 projects that are available in the Erasmus+ database and are labelled as 'good practice' ([5]). The inventory put together by the European Commission covers all 33 Erasmus+ partner countries and beyond. These 120 projects were subsequently screened and assessed in a structured manner to identify suitable candidates for 15 case studies.

Fieldwork took the form of primary and secondary research; 59 stakeholders were consulted, mostly through individual interviews and several focus group interviews. During this fieldwork, special attention was paid to exploring the following policy aspects of education for environmental sustainability:

- multidisciplinary approaches;

(1) https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en

(2) https://education-for-climate.ec.europa.eu/_en

(3) Learning for environmental sustainability | European Education Area (europa.eu)

(4) https://ec.europa.eu/programmes/erasmus-plus/programme-guide/part-a/priorities-erasmus-programme_en

(5) https://ec.europa.eu/programmes/erasmus-plus/projects_en

- partnerships and cross-sectoral cooperation;
- links between formal and non-formal learning;
- links to key competences for lifelong learning;
- teacher/educator training and professional development, as well as youth worker training;
- a lifelong learning perspective;
- learning and teaching pedagogies with a focus on participatory and experiential approaches;
- a whole-school/whole-institution approach;
- The potential impact of the Erasmus+ programme in the field of education for environmental sustainability.

The selection of case studies represents a balanced mix of different Erasmus+ programme types (Key Action 1 and Key Action 2) and sectors: youth, school education, vocational education and training (VET), higher education and adult education.

In terms of thematic focus, the case studies cover a wide array of topics ranging from waste recycling, water protection, sustainable food choices and biodiversity protection to energy and reducing carbon emissions.

Equally, the case studies cover a varied portfolio of methods developed and applied by the projects. These include simulation games, science-technology-society education models, virtual learning platforms, inquiry-based learning approaches and a GPS-based scavenger hunt app.

The case studies also provide many examples of follow-up activities that have emerged from a number of these projects.

An **online stakeholder workshop** was organised on 9 June 2021 to present and discuss preliminary results from the research and featured projects covered in the case studies. The event was attended by more than 60 participants.

Lessons learnt and recommendations

According to our findings, the following recommendations could help develop and implement innovative approaches that would shift the focus of activities from awareness raising to taking action; it would also help them to go beyond the project level and achieve a long-term lasting impact.

Recommendations on moving from awareness to action

- Develop hands-on approaches and activities that yield tangible results.
- Use positive communication to inspire and motivate individuals. This is considered to be more effective with many target groups than communication based on fear of the consequences of climate change.

- Consider including peer-to-peer teaching as an efficient way to inspire change among a particular target group.
- Small changes matter too. To further disseminate learning for environmental sustainability, it is important not only to work with the 'champions', but also work towards achieving small changes in a wider group of the target audience.
- Use a bottom-up approach. Such approaches can be powerful tools that create motivation and empower individuals to act and engage in initiatives related to environmental sustainability (especially when met with top-down approaches).

Recommendations on how to boost successful approaches beyond the project level

- Use interdisciplinary and multidisciplinary approaches to learning for environmental sustainability, in particular to generate a good understanding of the scale of environmental issues at stake.
- Provide a long-term perspective. Initiatives require a long-term perspective to be able to trigger a change in individuals' behaviour.
- Provide a community perspective. Being invited and integrated into a group can be an important aspect in leading individuals to take action.

What could the Erasmus+ programme do to increase its impact on education for environmental sustainability?

Feedback collected from project coordinators and partners, and from participants in the stakeholder workshop, pointed to a number of aspects that the Erasmus+ programme could take up or strengthen to further promote learning for environmental sustainability.

- Further promote projects that bring together a wide range of partners.
- Promote activities to support incorporation of an 'environmental sustainability' mindset for all learners at school.
- Provide a platform for exchange and linkage to relevant European networks.
- Further promote innovative and experiential approaches to learning for environmental sustainability.
- Establish a stronger link to the themes of the European Green Deal.
- Provide the possibility for project schemes lasting longer than 2 or 3 years, to allow for a more sustained impact and the involvement of local communities.
- Explore possibilities to provide funding for follow-up activities to help successful projects increase their outreach.

This report looks into the outcomes of Erasmus+ projects implemented between 2014 and 2020 that focused on education for environmental sustainability. It summarises the main findings of 15 case studies carried out as part of this research.

Source: istockphoto.com

1. Introduction

This report looks into the outcomes of Erasmus+ projects implemented between 2014 and 2020 that focused on the topic of education for environmental sustainability. It summarises the main findings of 15 case studies carried out as part of this research, with a view to identifying and showcasing successful approaches and supporting EU policy development in this particular field.

This project was commissioned by the European Commission and implemented between January and June 2021 by a consortium consisting of 3s Unternehmensberatung (Austria), Danish Technological Institute (Denmark) and Ecorys Europe.

1.1. Policy background

In 2015, the United Nations adopted the **sustainable development goals (SDGs)** as an ambitious blueprint for the world to address environmental degradation and issues of social and economic development together. The 17 SDGs, with 169 associated targets to be reached by 2030, place education at the centre of their delivery. SDG 4.7 states that, by 2030, signatories will be required to 'ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.' ([6])

In recent years, EU policy has increasingly focused on the topic of environmental sustainability. The **European Green Deal** ([7]), launched in 2019, is the European Commission's plan to make the EU's economy sustainable, marking its ambition for Europe to become the first climate-neutral continent by 2050. It highlights the key role of schools, training institutions and universities, as they are 'well placed to engage with pupils, parents, and the wider community on the changes needed for a successful transition' ([8]).

As part of its plan to provide an enabling framework to help achieve the European education area by 2025, the Commission has launched the **Education for Climate Coalition** ([9]). Furthermore, to help integrate the green transition and sustainability within education and training, the Commission has proposed a **Council recommendation on learning for environmental sustainability** in January 2022 ([10]).

The proposed Council recommendation on education for environmental sustainability will build on and support the existing policies to encourage political commitment, policy development and increased cooperation at EU level in this area. It can serve as a key EU reference point for how education and training can contribute to the green transition by helping Member States to:

(6) United Nations Resolution 70/1 'Transforming Our World: the 2030 Agenda for Sustainable Development'.

(7) https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en

(8) https://eur-lex.europa.eu/resource.html?uri=cellar:b828d165-1c22-11ea-8c1f-01aa75ed71a1.0002.02/DOC_1&format=PDF

(9) https://education-for-climate.ec.europa.eu/_en

(10) Learning for environmental sustainability | European Education Area (europa.eu)

- 'integrate environmental issues in national education systems, including at the level of curricula, teacher education, pedagogies and learning environments;
- support learners to move from awareness of environmental issues to an understanding of these issues, empowering them to act on a personal and community level;
- implement multidisciplinary and participatory approaches in education adapted to understanding and acting on environmental challenges;
- promote a whole-institution approach where sustainability is embedded in all activities, including buildings and facility management, governance, partnerships and community relations;
- set out common principles and a shared language on sustainability that could guide implementation at national level and support cooperation and exchange of ideas and best practice at EU level;
- strengthen efforts and improve progress towards the Sustainable Development Goals.' ([11])

Finally, **environment and the fight against climate change** is one of the four overarching priorities of the new **Erasmus+ programme** for 2021–2027, along with inclusion and diversity, digital transformation, and participation in democratic life ([12]).

1.2. Objectives of this research

Since 2014, the Erasmus+ programme has supported more than 5 000 projects with a direct focus on environmental sustainability in various educational sectors ([13]). This project has taken a closer look at 120 of these projects, with a view to:

- informing policymaking at EU and national levels;
- maximising the impact of funding invested through the Erasmus+ programme by disseminating innovative approaches and working methods;
- showcasing how stakeholders can use the Erasmus+ programme to enrich their own practice;
- supporting the further development of the Erasmus+ programme.

1.3. Methodology

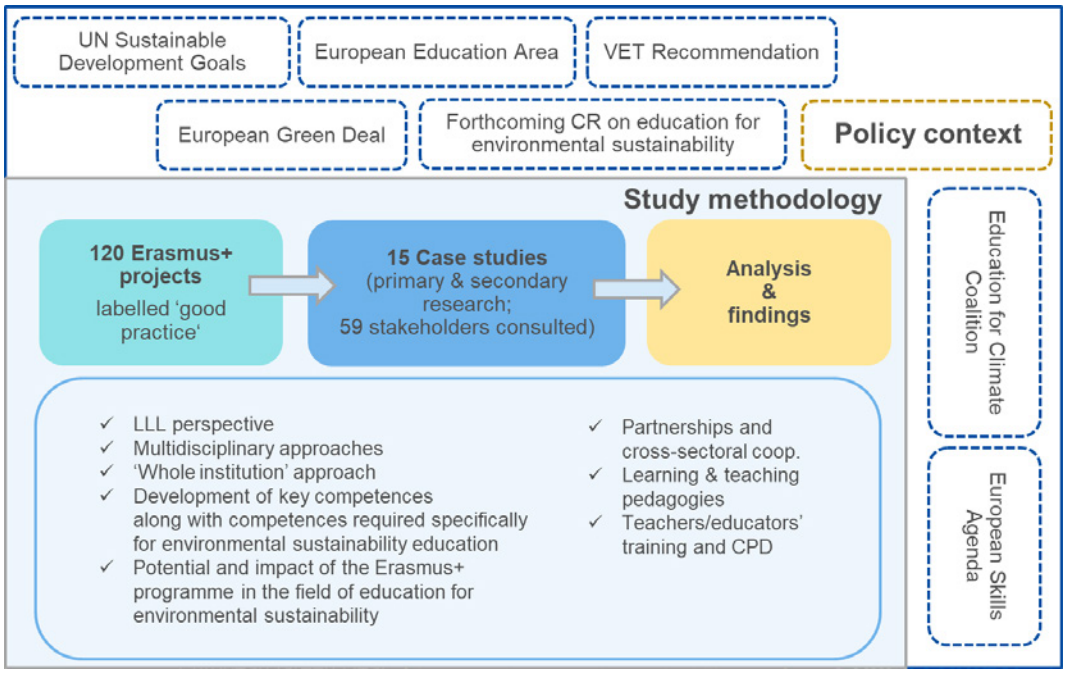
Figure 1 summarises the methodology of the project and its policy context.

(11) Roadmap for the proposal for a Council recommendation on education for environmental sustainability (https://eur-lex.europa.eu/legal-content/FR/TXT/?uri=PI_COM:Ares(2021)2493131).

(12) https://ec.europa.eu/programmes/erasmus-plus/programme-guide/part-a/priorities-erasmus-programme_en

(13) According to the data available in the Erasmus+ project platform: https://ec.europa.eu/programmes/erasmus-plus/projects_en.

Figure 1. Methodology and context



The starting point of this project was to establish an inventory of 120 Erasmus+ projects that are available in the Erasmus+ database and are labelled as 'good practice' ([14]). They were put together by the European Commission and cover all 33 Erasmus+ partner countries and beyond ([15]).

These 120 projects were subsequently screened and assessed in a structured manner to identify suitable candidates for case studies. From the projects, 15 were selected for further analysis and fieldwork in the form of case studies. This selection of 15 projects covers various actions within the Erasmus+ programmes (Key Action 1, Key Action 2, Key Action 3) and various education and training sectors (school education, vocational education and training, higher education, adult education, and youth).

Fieldwork took the form of primary and secondary research; 59 stakeholders were consulted, mostly through individual interviews and several focus group interviews. The availability of detailed written documentation was generally limited for these projects, so the interviews were the primary source of information in most cases. In the case study fieldwork, special attention was paid to exploring the following policy aspects of education for environmental sustainability:

- multidisciplinary approach;
- partnerships and cross-sectoral cooperation;
- links between formal and non-formal learning;
- links to key competences for lifelong learning;

(14) https://ec.europa.eu/programmes/erasmus-plus/projects_en

(15) https://erasmus-plus.ec.europa.eu/programme-guide/part-a/eligible-countries

- teacher/educator training and professional development, as well as youth worker training;
- a lifelong learning perspective;
- learning and teaching pedagogies, with a focus on participatory and experiential approaches;
- a whole-school/whole-institution approach.

In addition, the potential impact of the Erasmus+ programme in the field of education for environmental sustainability was examined.

An **online stakeholder workshop** was organised on 9 June 2021 to present and discuss preliminary results of the research. It featured Erasmus+ projects covered in the case studies and was attended by more than 60 participants.

1.4. Structure of this report

This report includes the following chapters.

Chapter 1 is the current introduction.

Chapter 2 describes the data set and includes a cross-analysis and comparison of the 15 case studies.

Chapter 3 sets out lessons learnt and recommendations derived from the case study analysis.

Annex A includes the key points of discussion from the online stakeholder workshop held on 9 June 2021.

Annex B includes the 15 case study reports.

Annex C includes the list of sources consulted for the case studies.

Annex D includes the inventory of 120 Erasmus+ projects in a tabular format.

2. Zooming in on the case studies from a comparative perspective

2.1. The starting point: an inventory of 120 Erasmus+ projects labelled 'good practice'

The 120 Erasmus+ good practice projects ([16]) that make up the inventory cover all three key actions of the Erasmus+ programme (Key Action 1: Mobility of individuals; Key Action 2: Cooperation for innovation and the exchange of good practices; Key Action 3: Support for policy reforms) and various levels and sectors of education: from pre-primary level to higher education level, and from school education, vocational education and training, adult education and higher education to the youth sector. Project coordinating institutions originate from all 27 EU Member States as well as Iceland, Liechtenstein, Norway and the United Kingdom.

Figure 2. Erasmus+ programme types

Erasmus+ programme types	Number of projects
Key Action 1: Mobility of individuals	
Key Action 1 – School education: pre-primary level	1
Key Action 1 – School education: primary level	1
Key Action 1 – School education: secondary level	4
Key Action 1 – School education: all levels	1
Key Action 1 – VET schools	5
Key Action 1 – Adult education	4
Key Action 1 – Youth: youth exchanges	18
Key Action 1 – Youth: European voluntary service	6
Key Action 1 – Youth: training courses	6
Key Action 1 – Youth: mixed schemes	6
Key Action 2: Cooperation for innovation and the exchange of good practices	
Key Action 2 – School education: pre-primary level	1
Key Action 2 – School education: primary level	8
Key Action 2 – School education: secondary level	27
Key Action 2 – VET schools	12
Key Action 2 – Higher education	5
Key Action 2 – Adult education	3
Key Action 2 – Youth	3
Key Action 2 – More than one sector	3
Key Action 3: Support for policy reforms	
Key Action 3 – Youth	7

(16) Projects are labelled 'good practice' in the Erasmus+ database if they received a score of at least 80 out of 100 in the final evaluation carried out by the national agencies managing the Erasmus+ programme at the decentralised level.

To provide a basis for the selection of the case studies, all 120 Erasmus+ projects were assessed (using a standardised template) to determine whether they could be considered for more in-depth fieldwork as a case study.

One of the parameters taken into account was the extent to which the projects would address the policy aspects of education for environmental sustainability ([17]). The table below provides an overview of the coverage of these policy areas by the Erasmus+ projects in the inventory. Most projects covered more than one policy aspect.

Figure 3. Coverage of policy aspects by the projects in the inventory

Policy aspects of education for environmental sustainability	Number of projects
A lifelong learning perspective	5
Partnerships and cross-sectoral cooperation	78
Multidisciplinary approach	83
Links between formal and non-formal learning	86
Development of key competences along with competences required specifically for environmental sustainability education	85
Teacher/educator training and professional development	52
Youth worker training	13
Learning and teaching pedagogies with a focus on participatory and experiential approaches	11
A whole-school/whole-institution approach	5

2.2. Selection of 15 case studies for further fieldwork and analysis

Fifteen case studies were developed as part of this project, each focusing on one Erasmus+ project that dealt with the topic of education for environmental sustainability. The 15 case studies were selected from the inventory of 120 Erasmus+ projects mentioned above. The selection of case study projects was based on a number of different aspects.

- Geographic spread of partner countries.
- Diversity of sectors of the education system covered (primary- and secondary-level school education, vocational education and training, adult education, higher education or youth sector).
- Coverage of specific policy aspects of education for environmental sustainability:
  - a lifelong learning perspective;
  - partnerships and cross-sectoral cooperation;
  - a multidisciplinary approach;

(17) Please note that, for many of the projects, the assessment of which policy aspects were covered in a project had to be made based on relatively little information included in the Erasmus+ database. This may have led to an overrepresentation and/or underrepresentation of certain policy aspects listed in the table. For several of the 15 case study projects, the initial assessment had to be revised based on the findings from the fieldwork.

- learning and teaching pedagogies with a focus on participatory and experiential approaches;
- development of key competences for lifelong learning along with competences required specifically for environmental sustainability education;
- a whole-school/whole-institution approach;
- teacher/educator training and professional development, as well as youth worker training;

- The potential impact of the Erasmus+ programme in the field of education for environmental sustainability.

Based on the structured assessment of the 120 projects, the study team came up with a list of 15 projects suggested for case studies, accompanied by a 'reserve list' of 17 projects as back-up.

This back-up list was required for several reasons. First, for approximately half of the projects in the inventory, specific contact information (i.e. name of the coordinator and email address) was not publicly available. Second, it was necessary to make arrangements in case project coordinators could be reached but were not able to participate in the fieldwork. Third, the back-up list also needed to include projects from various Erasmus+ programme strands and various education sectors to make sure that a balanced selection of case studies could be upheld even when one or several projects had to be replaced during the fieldwork phase. Finally, for four case studies, projects had to be replaced and suitable replacements were selected from the back-up list.

The figure below provides an overview of the final selection of 15 case studies.

Figure 4. The 15 case studies

Precious Plastic (KA1, 2018, PT)	Local in Global (KA1, 2018, DE)	Working towards more environmentally friendly ways... (KA1, 2018, FR)	Leaf by leaf (KA1, 2016, BG)	Love every drop (KA2, 2017, LT)
Improving.... through development of school culture (KA2, 2016, FI)	CliMates – together for the better (KA2, 2017, DE)	Teaching in Europe: Freshwater crises (KA2, 2017, DE)	BIOTALENT - Talent in biodiversity... (KA2, 2016, BE)	Healthy food choice for a sustainable future (KA2, 2016, FI)
Partnership for biodiversity protection in viticulture... (KA2, 2015, DE)	Europ. Network for advancement of business & land-scape education (KA2, 2016, NL)	A tale of two futures (KA2, 2016, UK)	One world learning - OWL (KA2, 2017, MT)	STS education models to transmit to society... (KA2, 2016, PT)

The selection represents a balanced mix of different Erasmus+ programme types (Key Action 1 and Key Action 2) and sectors: youth, school education, VET, higher education and adult education.

In terms of thematic focus, the case studies cover a wide array of topics ranging from waste recycling, water protection, sustainable food choices and biodiversity protection to energy and reducing carbon emissions.

Equally, the case studies cover a varied portfolio of methods developed and applied by the projects. These include simulation games, science-technology-society education models, virtual learning platforms, inquiry-based learning approaches and a GPS-based scavenger hunt app.

The case studies also provide many examples of follow-up activities that have emerged from a number of these projects.

One of the stated objectives of this work was that the selection of case studies also reflect the wide variety of different Erasmus+ programme types. As a result, the case studies vary in terms of length and depth, as well as scope, set-up, duration and outcomes.

2.3. Coverage of the policy aspects of education for environmental sustainability

As pointed out before, the case studies sought to explore a set of different policy aspects of education for environmental sustainability to identify successful approaches at project level. The table below provides an overview of those policy aspects as covered in the case studies. This section will subsequently discuss these policy aspects and present selected examples from the case studies to showcase how they were addressed.

Figure 5. Case studies and their focus

Project	Special focus								
	Multidisciplinary approach	Partnerships and cross-sectoral cooperation	Links between formal/non-formal learning	Links to key competences	Teacher/educator training and professional development	Youth worker training	A lifelong learning perspective	Learning and teaching pedagogies with a focus on participatory and experiential approaches	A whole-school/whole-institution approach
Working towards more environmentally friendly ways, especially in the city, FR, 2018	✓	✓			✓			✓	
Leaf by leaf, BG, 2016		✓	✓				✓		
Precious plastic, PT, 2018		✓		✓		✓		✓	
Local in global DE, 2018	✓			✓	✓			✓	
Love every drop, LT, 2017	✓	✓	✓						
Improving education for sustainable development through development of school culture, FI, 2016		✓			✓				✓
CliMates – together for the better, DE, 2017	✓	✓		✓					

Teaching in Europe: Freshwater crises, DE, 2017	✓			✓	✓			✓	✓
Talent in biodiversity, innovative education and new skills to increase engagement in science, BE, 2016	✓	✓			✓		✓	✓	
Healthy food choice for a sustainable future, FI, 2016				✓				✓	
Partnership for biodiversity protection in viticulture in Europe, DE, 2015	✓						✓		
European network for advancement of business and landscape education, NL, 2016	✓	✓							
A tale of two futures, UK, 2016			✓	✓	✓		✓		
One world learning, MT, 2017	✓	✓		✓	✓				
STS education models to transmit to society the challenge of global change in the ocean, PT, 2016	✓	✓			✓				

2.3.1. Multidisciplinary approaches

Successful approaches to education for environmental sustainability require that the topic be addressed and integrated across the curriculum, rather than as a separate topic or subject. This raises the need for interdisciplinary and multidisciplinary approaches for learners to be able to develop the necessary competences. Transdisciplinary and multidisciplinary approaches were implemented in a number of the case study projects, as illustrated by the following examples.

Box 1. ENABLE project (Key Action 2 – Higher education), 2016–2019 ([18])

A multidisciplinary approach was at the heart of the European Network for Advancement of Business and Landscape Education (ENABLE) project, as it strived to build bridges and **links between the two disciplines of ecology and business**. The goal was to raise a new generation of professionals equipped with the skills and knowledge required to restore landscapes and provide social, cultural and financial returns to society while doing so.

The project primarily addressed business students in higher education, with a view to training them in how to generate sustainable value for business and society at large and to work towards an inclusive and sustainable economy. The rationale was that, if these students had a better understanding of the potentially negative impact of economic activities on the environment, they would be better equipped to plan and carry out business activities without degrading the landscape or to carry out self-sustaining landscape restoration.

To achieve this, the project developed an **interdisciplinary and transdisciplinary educational framework, with innovative e-learning components, on economy and ecology**, with a view to establishing a landscape management and restoration industry. The project partners did not just aim to teach aspects of their areas of expertise, but also to develop teaching materials, lessons and tools that combined the disciplines of ecology and business.

This included developing two massive online open courses and five teaching case studies that use real-life problems for students to work on, and for which they had to factor in aspects from several fields of expertise, such as: economy; business development; management; motivation of workers; communication; climate change projections; studies on population density; and expected growth.

Through this experience, ecology students learned that incorporating business aspects into their projects could help them create more sustainable solutions. Business students learned that, to build and run a successful company or project, they depend on available natural resources.

(18) See also case study in Annex B.

The CliMates project provides another interesting example of a multidisciplinary approach in school education at secondary level.

Box 2. 'CliMates – together for the better' project (Key Action 2 – School education), 2017–2019 ([19])

In the **CliMates** project, five partner schools (from Estonia, France, Germany, Hungary and Spain) developed a GPS-based CliMApp on environmental issues in their specific regions; this combined a kind of scavenger hunt (CliMApp tours) with a multiple-choice quiz. In the partner schools, CliMates project teachers regularly embedded environmental topics in their lessons (e.g., IT, biology, French, English, German, Spanish), reaching all students and not only those actively taking part in the project. The CliMApp tour was and still is organised during various lessons at least once a year.

Project activities and results were presented by the teachers in subjects like biology, French and English, and CliMates students visiting schools abroad shared their experiences with other students in these lessons as well.

'Climate ambassadors' presented important environmental topics to fellow students and combined them with measuring personal carbon footprints and organising recycling activities. In addition, hands-on activities were carried out during visits abroad to combine theoretical input on sustainability issues with concrete actions to foster learning about environmental sustainability (e.g., collecting waste or cleaning a beach). In the German partner school, participation in the CliMates project was even mentioned in the individual students' certificates as a non-formal learning addition to their formal learning achievements. All interviewed teachers and students highlighted the interesting combination of formal learning with non-formal learning that they experienced throughout the project.

2.3.2. Partnerships and cross-sectoral cooperation

The findings from the case studies show that cross-sectoral partnerships and cooperation are considered very powerful tools when it comes to developing innovative and lasting approaches to education for environmental sustainability. They allow for the exchange of innovative ideas and good practices between partners with different backgrounds, while enabling each partner to contribute with their expertise.

The **'Biotalent'** project, for example, sought to merge the biodiversity expertise of natural history museums with the pedagogical expertise of other partners to produce both an online and a face-to-face learning offer to learners worldwide. The project also shows how natural science museums can act as providers of learning on biodiversity, underlining that learning for environmental sustainability can take place at various learning sites and should not be restricted to schools and universities.

In the **'Partnership for biodiversity protection in viticulture in Europe'** project, nature conservation organisations, farmer/winegrower associations and local farmers worked together to create a high quality reskilling offer for winegrowers to protect, enhance and promote biodiversity in vineyards. The success factor in the project was the direct involvement of representatives of the target groups alongside specialists in nature protection. Partners could draw on each other's knowledge and experience, which made the training materials produced even more relevant, understandable and adjustable, allowing the target group to adapt them to their local conditions.

(19) See also case study in Annex B.

Involving local communities in activities related to learning for environmental sustainability could have an impact not only on learners but on entire communities, leading to more sustainable lifestyles. The **'ECORoad'** project is an example of involving local actors.

Box 3. ECORoad project (Key Action 2 – School education), 2016–2018 ([20])

In the **ECORoad project**, four primary schools teamed up to implement a whole-school approach to education for sustainable development (ESD). Each school had a **local specialist partner** to support the schools' work and involve other actors in the local community. Success factors for meaningful partnerships included dedicated and knowledgeable partners, who all had previous but different experience with education for environmental sustainability.

Collaboration with local actors brought students out of the classroom, providing new experiences in nature and making them role models for more sustainable lifestyles in their communities. This spread the impact of education for environmental sustainability beyond the students and teachers involved ([21]). An example of direct collaboration between students and the local community in the project was an activity in Iceland, where students produced reusable bags for customers at a local grocery store and taught the customers the benefits of recycling.

Another significant success factor identified in the case studies was a well-functioning, open and insightful **relationship between the project partners**, for which meetings, sharing of ideas and expertise, discussion and feedback were key ingredients. Such an open setting had a positive effect on projects' activities and their overall outcomes, as the following examples highlight.

Box 4. Examples of Erasmus+ projects ([22]) – partnerships as a success factor

The **'ENABLE'** project included partners from academia, private businesses, the public sector and NGOs, and focused on sustainability and preventing landscape degradation. The partners had many open-ended discussions, bringing in different types of expertise and developing the project's ambitious goals. This good relationship made it possible to design all the activities and tools for the project from the ground up, instead of reusing existing resources.

The **'One world learning'** project brought together various environmental organisations, many of them part of the BirdLife International network. In this partnership, the project coordinator, BirdLife Malta, did not dictate what partners should do. Instead, the relationship between partners was described as a process of collaboration, involving numerous discussions and consultations during meetings, sharing ideas and expertise and providing constructive feedback to each other.

2.3.3. Links between formal and non-formal learning

Among the 15 case studies, very few projects had a specific focus on linking non-formal and formal learning. The following two examples show ways in which projects have sought to establish this link.

(20) See also case study in Annex B.

(21) ecoroad_roadmap_to_an_esd_school.pdf (weebly.com)

(22) See also case study in Annex B.

- The **'Love every drop'** project aimed to introduce students aged 11–14 to the importance of water locally and globally and raise their awareness of how simple actions can substantially reduce water consumption. The project included several activities that incorporated both formal and non-formal learning, including visits outside the school to companies and local authorities. In addition, the project applied a learning-by-doing approach and students did hands-on activities such as a clean-up on a local beach and producing films showcased on the website ([23]).

- **'A tale of two futures'** provided educators in the non-formal learning sector with the key competences to train groups of people on taking action against climate change and conserving energy and resources. The project developed a tailored **'carbon conversations'** methodology, a facilitated group experience which helps people reduce their individual carbon footprint. The project created a link between formal and non-formal learning by introducing non-formal learning methodologies and activities in the 'carbon conversations' groups and facilitators' training, and by creating synergies with schools and teachers. Non-formal learning methods derived from the project have been implemented in different formal education settings, with learners in different age groups.

2.3.4. Links to key competences for lifelong learning

What knowledge, skills and attitudes do individuals need to live, work and act in a way that helps to achieve environmental sustainability? They need to develop key competences along with competences required specifically for education for environmental sustainability.

The Commission has announced it will develop a European competence framework on climate change and sustainable development to foster a shared understanding of the competences needed for this purpose.

The Council recommendation of 22 May 2018 on key competences for lifelong learning[24] describes **key competences** as 'those which all individuals need for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship. They are developed in a lifelong learning perspective, from early childhood throughout adult life, and through formal, non-formal and informal learning in all contexts, including family, school, workplace, neighbourhood and other communities.' ([25])

The recommendation identifies eight key competences: literacy competence; multilingual competence; mathematical competence and competence in science, technology and engineering; digital competence; personal, social and learning to learn competence; citizenship competence; entrepreneurship competence; and cultural awareness and expression competence. Achieving environmental sustainability is included in the third key competence.

The case studies approached this aspect from different angles, as the following examples show.

(23) https://edu.glogster.com/glog/save-water-videos/37a80291cii

(24) () https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0604%2801%29

(25) https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2018.189.01.0001.01.ENG

Box 5. Examples of Erasmus+ projects ([26]) – links to key competences

The **'Precious plastic'** project implemented the concept of the 'Precious plastic' movement in Portugal by creating a plastic recycling and upcycling laboratory and training youth workers, teachers and young people. The project promoted the development of key competences both through training of youth workers and a youth exchange. Alongside the knowledge and know-how related to recycling and upcycling plastic, participants improved their language and communication skills, and their digital skills, developed a stronger sense of active citizenship and had a chance to get acquainted with peers from different backgrounds and cultures.

The **'Healthy food choices for a sustainable future'** project focused on the topics of healthy food, climate change and a vegetable-enhanced diet; its target group was VET learners from the hotel, restaurant and catering industry in three EU countries. The project sought to combine entrepreneurship, as a key competence, with a focus on sustainability and green digital transformation. The latter was addressed through the 'open badges', which involved learning for environmental sustainability on a digital platform. The entrepreneurship competences were further enhanced by a series of pop-up events: the students developed business ideas and a business plan combined with a social media marketing campaign. This involved many aspects of entrepreneurial learning based on hands-on experience. Furthermore, the two ebooks created during the project focused on environmental sustainability competences and social sustainability.

'A tale of two futures' addressed the development of key competences, especially for active citizenship. By bringing people together, the 'carbon conversations' groups created spaces for participants to develop their communication and listening skills and gain awareness of environmental issues and their role as active citizens and communities.

2.3.5. Teacher/educator training and professional development, as well as youth worker training

Teachers and trainers have a potentially powerful role in helping society achieve environmental sustainability. Therefore, teacher education and professional development, including the training of youth workers, is key to promoting environmental sustainability in education and training at all levels. More than half of the case studies addressed this topic in one way or another, as the following two examples show.

Box 6. Local in Global project (Key Action 1 – Youth: mixed schemes), 2017–2019 ([27])

As one of its outcomes, **'Local in Global'** developed and implemented a **training workshop for trainers/educators, youth workers and activists** that aimed to familiarise participants with teaching methods on sustainable development, thereby addressing the topic from an environmental/ecological, social and economic angle. The workshop aimed to equip participants with methodologies which would allow them to embed sustainable development in their own educational work and act as multipliers towards their colleagues. The 32 participants from six countries brought their own experience and learned from the experience and knowledge of others.

(26) See also case study in Annex B.

(27) See also case study in Annex B.

Box 7. Talent in biodiversity, innovative education and new skills to increase engagement in science ('Biotalent') (Key Action 2 – VET schools), 2016–2019 ([28])

The **'Biotalent'** project addressed the topic of biodiversity: the right training and capacity-building needs to be provided to improve competences of teachers, educators and other professionals in the sector and to improve the quality of education on biodiversity. This should raise the level of biodiversity literacy among teachers and students and motivate them to engage in conserving Europe's biodiversity.

The project developed and tested a **blended e-learning course specifically for biology teachers** and trainee teachers from secondary education, as well as educators in science museums, botanical gardens, science centres and nature organisations (access to the online course is free). The course follows an inquiry-based learning approach and comprises 40 learning hours to be completed over 3 months, but allows participants to learn at their own pace within these parameters ([29]).

Box 8. 'A tale of two futures' (Key Action 2 – Adult education), 2016–2019 ([30])

A tale of two futures provided educators in the non-formal learning sector with the key competences to train groups of people on taking action against climate change as well as conserving energy and resources.

Through the 'carbon conversations' training of facilitators, the project provided a platform for training and professional development for teachers and educators (including adult educators). The methodology introduced by the project helped teachers and educators to gain a renewed focus on their role; they could develop skills as facilitators helping students to form their own conclusions and ideas on climate change and environmental sustainability.

2.3.6. A lifelong learning perspective

Developing a lifelong learning approach is a prerequisite in the quest to achieve environmental sustainability. Education for environmental sustainability thus needs to be embedded into all phases and stages of education.

One of the projects that included a lifelong perspective was the **'Partnership for biodiversity protection in viticulture in Europe'**. The project addressed winegrowers, to help them take biodiversity into account in their work. It also developed training materials to help project partners sharpen their profiles in all aspects of biodiversity and viticulture and to become national multipliers by carrying out training modules on biodiversity.

2.3.7. Learning and teaching pedagogies with a focus on participatory and experiential approaches

There is widespread agreement that, for education and training to be able to support the move towards a more sustainable and resource-efficient society and economy, new methods and approaches are needed. This may refer to learning and teaching pedagogies with a focus on participatory and experiential approaches, along with interactive and hands-on learning methods. A number of case studies addressed this need by proposing and implementing a varied portfolio of

(28) See also case study in Annex B.

(29) http://biotalent.myspecies.info/content/biotalent-free-course

(30) See also case study in Annex B.

methods, including simulation games, science-technology-society education models, virtual learning platforms, inquiry-based learning approaches and a GPS-based scavenger hunt app. Some of them are listed below:

- Focusing on the topic of biodiversity protection, the **'Biotalent'** project developed and tested an e-learning platform with integrated innovative services, such as padlets, while using an inquiry-based learning approach and multimedia to deliver learning experiences that mirrored real-world practices.

- The **EDUCO2CEAN** project experimented with **science-technology-society education models** which could be developed and applied across the EU. The models explain the impact and mitigation measures of climate change in the seas and oceans, with a special focus on the Baltic Sea and the Atlantic Ocean.

- The **'Local in Global'** project developed and organised one-week youth encounters with a highly interactive and participatory design. The core activity of the youth encounters is the **simulation game 'Krapowa'**, which takes about 2–3 days. In this game, participants represent different civil society actors in a fictional post-industrial city. They take on different roles and have to solve challenges and negotiate their character's interests while taking the perspective of other actors into account. By playing the simulation game, participants learn how to deal with opposing interests and make compromises with others.

- In the **CliMates** project, five partner schools from very different geographical regions (in Estonia, France, Germany, Hungary and Spain) set out to develop a digital app that combined digital learning with theoretical and hands-on learning for environmental sustainability. The outcome is a mobile phone app for young learners that allows them to go on a sort of scavenger hunt in their local region, combined with a multiple-choice quiz.

Several projects applied **participatory approaches** to engage their target groups. Ideally, the target audience would already be actively engaged in the design of initiatives and then implementation. Overall, the active **involvement of the project's target group** in implementing activities was identified as one of the key factors in developing successful approaches to education for environmental sustainability.

Box 9. Examples of Erasmus+ projects ([31]) – Involvement of target group

The **EDUCO2CEAN** project aimed to increase students' interest in the oceans. They were given an active role and could show their personal commitment to the challenges of managing the oceans in a sustainable way. One project representative highlighted the importance of **involving the target audience in a steering group capacity** during the development of materials, which allowed resources to be tested and improved.

The representatives of the **Healthy food choices for a sustainable future** project emphasised the importance of teamwork between students and teachers during the project. Students provided feedback on developed materials and resources and on the overall project process. Project representatives stressed the relevance of involving students in this way to improve the methods used, as students' feedback had a large and positive effect on shaping the project.

(31) See also case study in Annex B.

Applying a **hands-on approach** to project activities, i.e. developing practical and experiential approaches, was identified by many of the interviewed project stakeholders as a key success factor. Learning through experience can help to motivate learners (at various levels and ages), as learners get 'physically engaged with nature and the environment, instead of simply learning about environmental and sustainability themes in theoretical terms'.

Box 10. Examples of Erasmus+ projects ([32]) – use of hands-on approaches

The **'Precious plastic'** project used a hands-on approach so that participants could play an active role in the process of recycling and upcycling plastic. This method aimed to enhance young people's motivation to take action by providing them with the skills needed to create something new from waste materials and by showing them the results.

The **'Local in Global'** project also focused on practical, hands-on activities, through a simulation game as part of its youth exchanges, and by organising field excursions (e.g., to an upcycling farm).

2.3.8. A whole-school/whole-institution approach

Relatively few projects (both among the 120 projects in the inventory and among the case studies) included examples of whole-school/whole-institution approaches. While more examples on successful whole-school approaches would certainly have been of interest for this research, this observation was also somewhat expected. One could assume that the Erasmus+ programme might not be the most obvious and suitable vehicle for implementing a whole-school or whole-institution approach towards education for environmental sustainability. However, it is conceivable that some of these projects have been the starting point for developing such an approach; this could not be investigated as part of this project (and would probably require comprehensive research on the institutions involved rather than the projects themselves).

One project that specifically aimed to adopt a whole-school project was the ECORoad project, as Box 11 illustrates.

Box 11. ECORoad project (Key Action 2 – School education), 2016–2018 ([33])

The **ECORoad project** ('Improving education for sustainable development through the development of school culture') strived to transform schools into **ESD schools**. This follows the idea that education for environmental sustainability should be a natural and essential part of school culture, rather than an 'add-on' topic that is only taught in a single subject or as a topic for a single week during the school year. The participating schools thus worked to incorporate ESD in the curriculum in all subjects and across their work.

ECORoad set the following goals.

- To be an ESD school, all school stakeholders must share the school's values and ethos. The key values to promote sustainable development are universalism and benevolence.
- Themes of sustainable development must be enshrined in teaching and school practices. ESD schools have school cultures that support and encourage staff to promote sustainable development both in education and in the daily life of the school.

(32) See also case study in Annex B.

(33) See also case study in Annex B.

- The culture of any organisation dictates its behaviour, its attitude, its performance and the decisions it makes. Research shows that, when the values and principles of sustainable development are embedded in a school's culture, the themes of sustainable development are more often realised in the school's everyday workings. This also influences the school's curriculum and its core functions, e.g., energy use, building design and purchases.

The project referenced the 17 sustainable development goals of the 2030 UNO agenda for sustainable development and categorised them into 10 themes under four headlines. These themes were then implemented in teaching and school practices.

In the ECORoad project, the involvement of school leaders was seen as vital for its success, as they were considered to be key actors in changing the schools' mindsets. Another important success factor was involving all the teaching staff in the project rather than just those directly participating in the Erasmus+ activities.

Support from school management was also mentioned as a key success factor in the **'Teaching in Europe: Freshwater crisis'** project.

2.4. The potential impact of the Erasmus+ programme in the field of education for environmental sustainability

Interviewees from the 15 case study projects were asked whether they could share, from their experience, any recommendations on how the **Erasmus+ programme** could be better used to foster learning for environmental sustainability and increase its impact. It is important to note that the Erasmus+ projects covered in this report were implemented during the previous programme period (2014–2020). Therefore, most of the recommendations refer to interviewees' experience with that edition of the programme, unless otherwise specified.

On **funding opportunities**, interviewees appreciated the fact that 'Green Erasmus' is an explicit priority under the new Erasmus+ programme (2021-2027) ([34]), which could encourage applicants to take sustainability into account in their proposed projects and planned activities. They also appreciated the promotion of sustainable travel options and the possibility in the new programme to co-fund small-scale partnerships.

In addition, interviewees wanted the Erasmus+ programme to offer more **opportunities** for project representatives to come together and **share their project outputs, outcomes and methodologies**, especially on learning for environmental sustainability. Organising **events** or fairs, where project outcomes could be presented, would increase outreach for Erasmus+ projects in this field.

Several project representatives also hoped the Erasmus+ programme would offer **longer project durations** in the future, as these would help them increase the impact of their projects and thus their sustainability. This was considered particularly relevant for projects related to education for environmental sustainability, as initiatives in this field take time to motivate individuals to get involved and to instigate the change of behaviour that many such initiatives aim for.

(34) Environment and the fight against climate change is one of the four overarching priorities of the new Erasmus+ programme 2021–2027.

Some of the recommendations issued referred to the Erasmus+ programme in more general terms. For instance, the **administrative requirements** for Erasmus+ projects were perceived as too arduous, and project representatives felt that the requirements for administrative and reporting work had increased over the years and thus made participation in projects less beneficial for organisations/schools. For Erasmus+ projects in schools, the teachers involved often seemed to do the project work outside their regular teaching activities, which resulted in considerable additional workload.

Some interviewees also put forward the idea of linking the Erasmus+ programme to **other European funding programmes**, such as Horizon 2020 (now Horizon Europe). Creating linkages between the programmes and related projects could encourage cross-sectoral and transdisciplinary partnerships and help to disseminate the knowledge and research generated in the projects.

Other frequently mentioned themes are related to the **funding of Erasmus+ projects and the overall application procedure**.

Interviewees raised a number of aspects related to the funding mechanisms. One of them is the suggestion to increase the funding for Erasmus+ projects, as the current funds are not sufficient to cover all project-related tasks, such as management, implementation of activities and dissemination work. In addition, one project stakeholder would recommend a stand-alone communication budget line in the Erasmus+ application procedure, as communication is currently covered by other budget lines; according to the stakeholder, this makes it unclear whether projects are allowed to spend funding on communication tasks (e.g., if a project may hire a graphic designer).

3. Lessons learnt and recommendations

According to our findings, the following recommendations could help develop and implement innovative approaches that would shift the focus of activities from awareness raising to taking action, and help them to go beyond the project level and achieve a long-term lasting impact.

3.1. Recommendations on how to move from awareness to taking action

Develop hands-on approaches and activities that yield tangible results. Approaches that were considered successful have often integrated hands-on activities for environmental protection (e.g., collecting waste, planting trees, organising environmental campaigns).

Use positive communication to inspire and motivate the public. This is considered to be more effective with many target groups than communication based on fear of the consequences of climate change.

Consider including peer-to-peer teaching as an efficient way to inspire change among a particular target group.

Small changes matter too. To further disseminate learning for environmental sustainability, it is important not only to work with the 'champions', but also work towards achieving small changes in a wider group of the target audience.

Use a bottom-up approach. Such approaches can be powerful tools that create motivation and empower individuals to act and engage in initiatives related to environmental sustainability. The findings have also shown that a bottom-up approach can thrive even more when met with a top-down approach that provides support and an umbrella for their activities.

In **school contexts**, the ability to implement successful initiatives often depends on a supportive environment, with school management playing an important role. It is recommended to encourage educators who may be hesitant to get involved.

3.2. Recommendations on how to boost successful approaches beyond the project level

Use interdisciplinary and multidisciplinary approaches. Findings from the case studies confirmed the need for interdisciplinary and multidisciplinary approaches to learning for environmental sustainability, particularly to generate a good understanding of the scale of environmental issues at stake. This includes the context of environmental sustainability and of the relevant economic and social aspects.

Provide a long-term perspective. Initiatives require a long-term perspective to be able to trigger a change in individuals' behaviour. Individuals and organisations can sometimes take a long time to be convinced to change their behaviour, especially with regard to environmental sustainability.

Provide a community perspective. Being integrated into a group can be an important aspect in leading individuals to take action. Sometimes, individuals might feel an urge to take action but need additional empowerment to do so.

School context is important. Schools (and other education and training institutions) can be a powerful vehicle for activities geared towards learning for environmental sustainability that may spill over and trigger change. Schools can thus have considerable impact on promoting education for environmental sustainability, as they not only teach their learners but may also reach out to their families and thus entire communities.

School culture is understood to play an important role in the success of related initiatives. For initiatives to reach beyond the project level, learners, teachers and the organisations themselves have to be actively involved in the process. It was suggested that applying for an eco-label or related certification might be one way for schools to encourage wide engagement of all relevant groups.

Any approach that seeks to go beyond the project level should provide enough space and flexibility for each (school) partner to also 'do their own thing'. Partners can inspire each other but, in the end, each must find their own way to bring about sustainable change and to embed it in everyday school life.

3.3. What could the Erasmus+ programme do to increase its impact on education for environmental sustainability?

Feedback collected from project coordinators and partners, and from participants in the stakeholder workshop, pointed to a number of aspects that the Erasmus+ programme could take up or strengthen to further promote learning for environmental sustainability.([35])

Further promote projects that bring together a wide range of partners. This refers, in particular, to creating cross-sectoral and transdisciplinary partnerships which can provide fertile ground for implementing innovative project ideas. This may include collaboration with various actors such as schools, universities, other education institutions, NGOs, research institutions, museums, local authorities, businesses and local communities in a wider sense.

Promote activities to support an 'environmental sustainability' mindset for all learners at school. This also refers to whole-school approaches that embed learning for environmental sustainability in an integrated and holistic manner, across curricula and disciplines, and involve the entire school or institution, including learners, educators and administrators.

Provide a platform for exchange and linkage to relevant European networks. The case studies identified a lack of information on available dissemination platforms and how to use them, especially in the field of education for environmental sustainability. This sometimes makes it difficult for the most innovative projects to achieve the outreach and impact they deserve. Support could be provided by facilitating exchange and sharing of experience between Erasmus+ projects working on related topics and by linking them to relevant European networks (e.g., as part of European Schoolnet, thematic events or fairs).

Further promote innovative and experiential approaches to learning for environmental sustainability. Successful initiatives that stimulate individuals' motivation to act on matters of environmental sustainability (rather than just raising their awareness) will require new

(35) To be noted that the recommendations are based on Erasmus+ projects implemented in 2014-2020. The majority of them have been taken into account in the design of the new Erasmus+ programme (2021-2027).

teaching and learning. Promoting experiential learning as opposed to teacher-based learning could be one way forward.

Establish a stronger link to the themes of the European Green Deal while stressing the role education has to play in it.

Provide the possibility for projects lasting longer than 2 or 3 years to achieve a more sustained impact and to involve local communities. This can be particularly relevant for projects related to education for environmental sustainability, as it takes time for initiatives in this field to motivate individuals to engage and to instigate the change of behaviour that many of them aim for.

Explore possibilities to provide funding for follow-up activities. This could help successful projects to increase their outreach to communities beyond what is possible in a project lasting for 2 or 3 years.

3.4. Peer-to-peer advice from project coordinators and partners

The project coordinators and partners interviewed as part of the case study fieldwork provided rich feedback on their experience with the Erasmus+ programme and shared insights on how to implement successful Erasmus+ projects in education for environmental sustainability.

Box 12. Peer-to-peer advice for implementing successful Erasmus+ projects: experience from project coordinators and partners

BEFORE

- Just do it! There is no such thing as a small project. Every effort counts.
- Topics for action should be well chosen to foster more participatory and wide-ranging approaches to teaching and learning.
- It is recommended to do a brief field analysis of environmental issues and current environmental challenges in the local community. This helps identify a topic that is likely to motivate people to engage in a project.
- Finding the right partners (interplay of various stakeholder groups, their expectations, how they exchange knowledge and experience) is key to a successful Erasmus+ partnership.
- Partnerships should capitalise on their strengths and interests. Partners should not try to fit into the requirements of a call that might not be suitable for them or their project idea.

WHEN STARTING OUT

- To foster education for environmental sustainability, design a project that makes learning full of colour: learners should be allowed to come directly into contact with the environment and get their hands dirty.
- It is recommended to involve the target audience in a steering group capacity when developing the project and its deliverables, e.g., to make sure that the developed materials or outcomes are relevant to them.
- Time should be set aside to road test the materials that are developed before disseminating them to a wider group.
- Do not hesitate to bring diverse groups together and open up a space where people with diverse opinions can meet and exchange views on learning for environmental sustainability. Cross-sectoral and interdisciplinary partnerships can provide fertile ground for project work.
- Respect each partner's own school culture, curriculum and traditions and make sure that your project is flexible enough to accommodate the differences between partners.

An online workshop on ‘Education for Environmental Sustainability – learning from Erasmus+ projects’ brought together stakeholders to share know-how and experience. It also provided an interactive space to exchange ideas for taking action, and for boosting initiatives beyond the project level.

Source: istockphoto.com

Annex A:
Key messages from the workshop

Introduction

An online workshop on **Education for Environmental Sustainability – learning from Erasmus+ projects** was organised on 9 June 2021.

The workshop brought together some 67 participants – stakeholders in education for environmental sustainability – who provided expertise from the various sectors covered by the projects. They included practitioners, experts, researchers, policymakers and project participants with diverse backgrounds representing non-governmental organisations, schools, associations, foundations and others. Among them were 10 representatives from the 15 Erasmus+ projects selected for the case study fieldwork.

This was an opportunity to share know-how and experience on education for environmental sustainability. Moreover, it provided an interactive space for participants to reflect upon selected Erasmus+ projects, and to exchange ideas for taking action and for taking initiatives from the project level towards wider whole-school approaches and beyond.

Workshop format and methods

The workshop took place via Microsoft Teams. An introductory presentation by the project team, featuring the preliminary results of the study, was followed by facilitated interactive group discussions, which took place in four parallel breakout groups. Representatives of four Erasmus+ projects selected from the 15 case studies were invited to give short presentations as an introduction to the group discussions.

There were two sessions of interactive group discussions with four parallel groups each, providing a space for in-depth exchanges. The interactive Mural tool was used in the sessions to collect ideas and outputs in the form of sticky notes.

To conclude the half-day workshop, activist Satish Kumar was invited to reflect on how education can empower individuals to take action for environmental sustainability, which he did with a highly motivational and enthusiastic speech.

Agenda

9.00 – 9.15	**Welcome** *Moderator & Maria Podlasek-Ziegler (European Commission, DG EAC)*	
9.15 – 9.25	**Introducing the topic, aim and approach of the workshop** **Introducing the agenda & modus operandi for the group discussions** *Moderator*	
9.25 – 9.45	**Key findings from the research: analysis of Erasmus+ projects focusing on education for environmental sustainability** **Questions & Answers** *Tine Andersen (DTI) & Monika Auzinger (3s)*	
9.45 – 10.35	**Group discussions – parallel sessions part I:** **Innovative approaches to move from awareness to action**	
	Parallel session A: Input presentation: *Regine Crüwell/Alexandra von Bargen* (Benedikt Maria Werkmeister Gymnasium; Project: CliMates) Interactive group discussion	**Parallel session B:** Input presentation: *Carlos Alcobia* (Buinho Associação) (Project: Precious plastic) Interactive group discussion
10.35 – 10.50	**Reporting from the parallel sessions** *Rapporteurs*	
10.50 – 11.00	**Refill-your-coffee & screen break**	
11.00 – 11.50	**Group discussions – parallel sessions part II:** **Moving beyond the project level – how can we boost successful approaches?**	
	Parallel session C: Input presentation: *Isabella Van de Velde* (Institut Royal des Sciences Naturelles de Belgique; Project: BIOTALENT - Talent in biodiversity) Interactive group discussion	**Parallel session D:** Input presentation: *Seppo Saloranta* (Project: Improving education for sustainable development through development of school culture) Interactive group discussion
11.50 – 12.05	**Reporting from the parallel sessions** *Rapporteurs*	
12.05 – 12.20	**Reflections on the topic: How can education empower individuals to take action for environmental sustainability?** *Satish Kumar*	
12.20 – 12.30	**Harvesting session & outlook** *Moderator & Deirdre Hodson (European Commission, DG EAC)*	

The following four Erasmus+ projects were featured in the group discussions.

CliMates ([36])

The CliMates project (2017–2019) had a thematic focus on climate change and biodiversity. It comprised five partner schools from Germany (project coordinator), Estonia, France, Hungary and Spain. During the project, students explored the climatically diverse regions in which the partner schools were based. The project led to various outputs, the most innovative being the 'CliMApp', a digital app that combined a scavenger hunt with a multiple-choice quiz. This allowed students to learn about the geological and biological conditions in the partner regions and how they are affected by climate change. Further project results included an 'energy rallye' (an energy puzzle hunt – a peer learning activity between students) and a transnational interdisciplinary 'spiral curriculum'.

(36) See also case study in Annex B.

‘Precious Plastic’ ([37])

The ‘Precious Plastic’ project (2018–2019) was inspired by the global ‘Precious Plastic’ initiative. It implemented the concept by creating a plastic recycling and upcycling laboratory, with the aim of inspiring young people, youth workers and local communities to take action to reduce waste and consume less plastic. The main activities were training for youth workers and a youth exchange. The target audience of the project was young people with fewer opportunities, youth workers and, later in the project, schools. The project lead was the Portuguese organisation Buinho and the partners were from France, Greece, Hungary, Italy, Spain and Turkey.

‘Biotalent’ – Talent in biodiversity ([38])

The ‘Biotalent’ project (2016–2019) consisted of five partners from four countries: Belgium, Greece, Hungary and Portugal. The project’s aim was to develop an open-source virtual learning platform to deliver a pilot blended e-learning course on biodiversity (over 500 participants were enrolled). The resources were produced especially for the e-learning course and are still available to learners who wish to take the course. The target audience for this course was practising and trainee biology teachers, educators in museums and botanical gardens, and anyone interested in the topic.

ECORoad – Improving education for sustainable development through the development of school culture ([39])

The overarching aim of the ‘ECORoad’ project (2016–2018) was to make pupils’, families’ and the whole community’s ways of life more sustainable. The project had specific objectives for each target audience: pupils (increasing their sustainable learning experiences); teachers (improving teachers’ awareness of sustainable development and their pedagogical and methodological skills to implement education for sustainable development (ESD)); the project schools (developing a culture that supports and enables implementation of ESD); and other schools (encouraging them to promote ESD by using the project’s main output: the booklet ‘A Roadmap to an ESD school’). All the schools involved, from Belgium, Finland, Iceland and the United Kingdom, had already worked with the concepts of environmental education and ESD before the project began.

Key points from the discussions

The workshop included two sessions with four parallel group discussions, each focusing on two overarching themes: how to move from raising awareness to taking action in learning for environmental sustainability; and how to boost successful approaches beyond the project level. The following section presents the key points from each discussion.

(37) See also case study in Annex B.

(38) See also case study in Annex B.

(39) See also case study in Annex B.

Topic 1 – Innovative approaches to move from raising awareness to taking action

Sessions A and B focused on the following questions.

1. What are successful approaches to support motivation to act?

2. What are the key factors in moving from awareness to action?

3. How can different sectors (school education, vocational education and training, higher education, youth, adult education) learn from each other?

1. What are successful approaches to support motivation to act?

- Offering students various possibilities to take part in activities addressing sustainability issues during school time (such as the CliMApp from the CliMates project) and during their free time; a question arose whether activities should be compulsory for students or not.
- Support from school leaders/school management is a key motivator for the involvement of teachers and students.
- Another key motivator for students is peer learning.
- The relevance of practical experience to installing a lasting and deep understanding of environmental sustainability. Students spend much time in classrooms anyway; they should be spending more time in nature.
- Need for teachers to focus more on developing students' values rather than their knowledge of sustainability; this can be achieved through experiences rather than classroom teaching.
- Use of suitable outputs/formats in a project; for example, small, handy booklets that students can take with them outside for fieldwork might be more practical than large handbooks.
- Using positive language: focusing on what can be done, rather than highlighting problems and barriers.
- It is important to involve adult learners and make sure that teaching materials speak the same language as the target group and contain information that can be used in the field.
- Teachers are often motivated to act. However, in many cases there is no time and/or funding available to implement actions (additionally, teachers may have to stick to national curricula).
- Teachers involved in projects need to be more connected and they need more support and training.

2. What are the key factors in moving from awareness to action?

- Providing the opportunity for individuals to become active: space for awareness creates engagement.
- The emotional connection students have with ESD: by integrating students into a group (group dynamics), students become emotionally involved with a project. This is especially important during international meetings (e.g., plan icebreaking activities).
- Providing learners with the opportunity to feel empowered to make a small but meaningful change in their local community.
- Need for successful models that combine different stakeholders (research, education, businesses, local communities) and cross-sectoral cooperation between civil society and other stakeholders. For instance, natural science museums can be important providers of learning about biodiversity.
- Showing learners how environmental improvements generate benefits for the local community.
- Engaging learners through co-ownership of the project outcomes.

3. How can different sectors (school education, vocational education and training, higher education, youth, adult education) learn from each other?

- Need for a lifelong/life-wide perspective in education for environmental sustainability; it should not be limited to the school system.
- Bridging/bringing together formal and non-formal learning sectors.
- Good practices should be communicated publicly to enable exchange of knowledge and experience.
- Funding of projects that focus on intergenerational learning processes.

Topic 2 – Moving beyond the project level – how can we boost successful approaches?

Sessions C and D focused on the following questions.

4. What is needed for successful methods to move beyond the project level towards whole-school approaches?

5. What support/environments are needed to make this happen – at institutional, national and EU level?

6. Which stakeholders need to be involved?

1. What is needed for successful methods to move beyond the project level towards whole-school approaches?

- Need to involve entire school communities, including all stakeholders and actors around schools (families, local institutions, teachers, teacher-training institutions, etc.).
- Connection between teachers (e.g., Scientix and eTwinning).
- Involving parents in the whole-school approach to ensure that values that students learn at school match those they meet at home.
- Funding: there is generally a lack of funding for small NGOs working on learning for environmental sustainability and whole-school approaches.
- Finding suitable partners with the right skills, attitudes and knowledge to support and build lasting partnerships.
- An example of a whole-school approach was presented in the **'Improving education for sustainable development through development of school culture'** project. The project used surveys to evaluate the overall project process and involve students, teachers and parents in adopting learning for environmental sustainability as the core of the schools' values. It included the possibility to use evidence from surveys to plan and monitor a cycle of continuous improvement.
- The headmaster of a school plays a key role in terms of leadership. If the headmaster does not support a project idea, this does not necessarily mean they are not interested. It might be helpful to connect headmasters with other headmasters through peer-to-peer learning: sharing ideas, experiences, problems and solutions.
- Empower local stakeholders and connect them to experienced organisations.
- Importance of having time and financial means for dissemination work to go beyond the project level.

2. What support/environments are needed to make this happen – at institutional, national and EU level?

- Support provided at regional, national and/or EU level plays an important role in boosting successful approaches: this includes regional education authorities, ministries of education, other relevant ministries, and the European Commission.
- The EU could provide support by ensuring that policies are consistent and building synergies across EU policies and flagship programmes, and by offering guidance to Member States.
- The EU could also help by promoting a shared language on sustainability that collates inputs from all sectors and types of education.
- Providing incentives for schools to implement ESD and education for environmental sustainability strategies and practices (e.g., school labels).

3. Which stakeholders need to be involved?

- Local communities and NGOs, associations, research institutions, etc.
- Alumni as an important stakeholder group, especially for the higher education sector.
- Other schools.
- Lifelong learning providers, e.g., community lifelong learning centres.
- Encouraging collaboration between different sections and areas.
- Establishing networks among students and researchers.

The selection of 15 case studies in this annex reflects the wide variety of Erasmus+ projects focusing on education for environmental sustainability.

Source: istockphoto.com

Annex B:
Case studies

This annex includes 15 case studies, each focusing on one Erasmus+ project that dealt with the topic of education for environmental sustainability. The 15 case study projects were selected from an inventory of 120 Erasmus+ projects, based on a number of different aspects.

- Geographic spread of partner countries.
- Diversity of sectors in the education system covered (primary and secondary-level school education, vocational education and training, adult education, higher education and the youth sector).
- Coverage of policy aspects of education for environmental sustainability:
  - a lifelong learning perspective;
  - partnerships and cross-sectoral cooperation;
  - a multidisciplinary approach;
  - learning and teaching pedagogies with a focus on participatory and experiential approaches;
  - development of key competences, along with competences required specifically for education for environmental sustainability;
  - a whole-school/whole-institution approach;
  - teacher/educator training and professional development, as well as youth worker training.
- The potential impact of the Erasmus+ programme in the field of education for environmental sustainability.

One objective of this work was to ensure that the selection of case studies also reflected the wide variety of different Erasmus+ programme types. As a result, the case studies vary in length and depth, reflecting the broad range of projects in terms of scope, set-up, duration and outcomes.

Case study 1:
Love Every Drop

Summary

Case study: Love every Drop

- **Erasmus+ programme type**
  Key Action 2 SCHOOL EDUCATION: PRIMARY LEVEL
- **Project reference number**
  2017-1-LT01-KA219-035229
- **Project implementation period**
  Start: 04-09-2017 – End: 03-07-2019
- **Sector(s) covered**
  School education
- **Project coordinator**
  Šalčininkų rajono Eišiškių Stanislovo Rapolionio gimnazija (Lithuania)
- **Project contact information**
  Emilija Zuzienė, emilijazuzo@gmail.com
- **Project website (if applicable)**
  http://www.drops.rapolioniogimnazija.lt/

Short description of the project:

The 'Love Every Drop' project aimed to provide students 11-14 years old with an introduction to the importance of water locally and globally and to raise the students' awareness of how simple actions can substantially reduce water consumption. The focus was for students to carry out water audits in their schools and homes, as well as of local rivers and lakes. Thus, students were made to understand the value of clean water in their local environment and they developed knowledge about the importance of water by analysing its role in the past, present and future. The activities resulted in a raised awareness for students and the local communities, as teachers noted a significant change in the habits of their students, students' families and local communities.

The project was showcased in the School Education Gateway (an online platform for teachers, school leaders, researchers, teacher educators, policymakers and other professionals working in school education).(40)

Relevance to learning for environmental sustainability:

The 'Love Every Drop' project focused on water conservation and water ecology as an important aspect of environmental sustainability. The project highlighted the importance of preserving of water and protecting local water sources in the project partners' neighbourhood as a precondition for supporting local biodiversity. They were inspired by the European Union's objectives in this field and the EU Water Framework Directive.

Specific focus:

- Multidisciplinary approach
- Partnerships and cross-sectoral cooperation
- Link between formal/non-formal learning

(40) Education for Sustainable Development: how do you teach a lifestyle? (schooleducationgateway.eu)

Background, rationale and key objectives of the project

The project partners became engaged in water conservation based on their geographical locations near water sources and they wanted to instil in their students an awareness of the importance of water preservation; water was understood as a valuable element of the landscape and a key factor for the existence of life on earth. Before undertaking the project, the project coordinators researched the topic and were further inspired by the European Union's objectives in this field and the EU Water Framework Directive.

The key objective of the project was to make students understand the value of clean water in their local environment and to develop students' responsible attitudes and their knowledge about the importance of water by analysing its role in the past, present and future. The project partners wanted to show students how, in their everyday life, they could protect and conserve water, and how they could be facilitators of change and new habits regarding water consumption and water pollution in their families and local communities. Engaging in an Erasmus+ project further offered opportunities to improve students' language skills and intercultural knowledge and gave occasions for students to integrate into the European society as active participants and potential future decision-makers.

The project-targeted students aged 11-14 in six schools, their teachers and families and local communities and authorities. It had a wide reach, as students in the project arranged activities for younger students and organised local activities that helped spread the lessons learnt.

Students demonstrating and explaining water conservation issues to primary school pupils, World Water Day in Lithuania, 2018

Type and scope of the project, methods used and key activities

The coordinating partner was the Lithuanian school Šalčininkų rajono Eišiškių Stanislovo Rapolionio gimnazija. In addition, the following project partners were involved:

- Dunavarsányi Árpád Fejedelem Általános Iskola (Hungary);
- Istituto Comprensivo Statale 29 Miraglia - Sogliano (Italy);
- Agrupamento de Escolas do Forte da Casa (Portugal);
- Základná umelecká škola Štefana Németha - Šamorínskeho - Németh - Šamorínsky István Művészeti Alapiskola (Slovakia);
- Işıklı 60 Yıl Ortaokulu (Turkey).

The partner schools were connected via the eTwinning platform. Teachers and students from the partner schools met four times during the project at different schools. During these meetings, the schools arranged both formal and non-formal learning activities for students and teachers. The learning activities included:

- visits to local colleges and authorities (for example, participants visited the Šalčininkai district government, Lithuania, and introduced the goals and activities of the project);
- lectures by professional chemists;
- games; experiments; cultural events.

Simple drip irrigation system: Activity for conserving water at home

Besides visits between project partners, each of the partner schools developed its own activities. These activities were shared with the other partner schools using Padlet and the project website. The activities were incorporated into the curriculum of the subjects that students were already taking. A goal was to embed non-formal activities and formal learning in a student-centred approach in teaching. For instance, students were encouraged to find topics and problems connected with water conservation that they wanted to learn more about. Subsequently, they were assisted by teachers to explore these topics further, for instance, by visiting water suppliers and meeting with experts in the field, e.g., in one instance, an Air Force meteorologist.

Most activities were active and participative; they used digital tools, educational platforms, and virtual workplaces. Starting with local geographical particularities, links were made to common problems at the European level, and the students worked in international teamsto create suggested solutions and learn from their peers in other countries.

Box: An example of a learning activity initiated by one partner([41])

The partners from Hungary gave the task to prepare a short film (max. 3 min) with a stop-motion technique for a learning and teaching meeting. Using recycled materials was recommended. The paticipants could choose from three topics:

- The course of water from the spring (where it originates) to the glass;
- Climate change, its effects and consequences;
- Effects of water pollution on humankind.

Click on the link below to find the students' point of view on this essential issue: https://edu.glogster.com/glog/save-water-videos/37a80291cii

The link leads to six short videos made by the students.

The students offered concrete solutions to the identified problems utilising methods such as brainstorming, formulating problems through questioning, small case studies and projects related to the problem. For example, the schools established 'water detective' teams of students, who checked the taps each week and advised other students. Students also monitored water usage in their private homes. This motivated them to adjust their habits at home in order to reduce water use.

The schools would also celebrate international events, such as Earth Day and World Water Day, at each of their locations. Students would write articles, plan events for their communities or younger fellow students, for instance puppet theatre, and carry out questionnaires on water consumption habits. The school project coordinators reported that students, even as young as seven, implemented the lessons learnt during the project period via these events enshrining them in their everyday habits and lifestyle.

(41) http://www.drops.rapolioniogimnazija.lt/en/news/2019/04/water-is-life

Key outcomes of the project

The key outputs of the projects included:

- a letter to local authorities from the students representing future generations;
- a Charter of the Water-Conscious Citizen;
- a project website and innovative educational units, for instance, the water detective Teams;
- an exhibition of photographs featuring different types of irrigation and the landscape surrounding these irrigation systems;
- tools for teachers to use in an interdisciplinary learning programme focusing on water;
- a water conservation booklet; and
- a conference with experts.

Towards the end of the project, the project coordinator organised seminars for teachers in the region who were introduced to the methods, activities and results of the project.

The interviewed students and teachers agreed the project objectives had been reached. In particular, students spoke highly about the international friendships they had formed. They found that their knowledge of water conservation had been significantly improved. They also recofnised they could have a pivotal role as changemakers in their families.

The students in the target group reported that the project had a lasting impact on their knowledge of water conservation and other related ecological matters. They and their families still abide by some of the good habits they learned in the project: students use the shower instead of a bath, pick trash they see in nature, walk or use public transportation and encourage their friends and families to do the same. They also stated that their English skills have improved, and they have a better knowledge of other cultures. Some of the international friendships formed still last. The involved partners reported the competencies developed in the students included problem-solving, working as a team towards a common goal, knowledge of and respect for their local culture, and others.

One teacher reported that the project schools still keep in contact, especially on Earth Day, which is still celebrated at the schools. Covid-19 dampened follow-up activities as many of the involved schools closed down temporarily. However, many of the teaching materials and ideas are still in use, and the project coordinator has started a new Erasmus+ project with a focus on learning about environmental sustainability.

Specific focus

Multidisciplinary approach

The project partners worked together to incorporate the objectives and teachings of the project into the curriculum. This required collaboration between project coordinators and the individual teachers: Teachers teaching different subjects at schools were set to collaborate, and teachers within the same subject between partners' schools likewise collaborated. The subjects in which the project was incorporated included English classes, Russian language, biology and geography. Students were asked to formulate problems for water conservation they wished to explore further and use a multidisciplinary approach to address these problems.

Partnerships and cross-sectoral cooperation

The project partners tackled this objective by not only facilitating partnerships between the schools and teachers involved, but also putting a top emphasis on a direct transnational cooperation between students from different countries. The cooperation allowed the students to see themselves as active citizens joining forces to resolve a general problem that will affect Europe in the years to come. The schools also looked beyond formal education and their existing school network to locate and start cooperation with other local partners such as professionals in the field, local authorities and universities.

Link between formal/non-formal learning

The 'Love Every Drop' project developed several activities that incorporated both formal and non-formal learning. Visits outside the school to companies and local authorities were a key activity. In addition, the project applied a learning-by-doing approach in many activities, and students were carried out hands-on activities such as a cleanup on a local beach and the production of films showcased on the website([42]).

Challenges and barriers for promoting learning for environmental sustainability

The project partners faced some unwillingness from their local communities in the first months of the project. It was difficult to motivate local citizens and parents to change their habits. It was likewise difficult to motivate teachers to incorporate learning for environmental sustainability into their curriculum, as well as putting in the extra efforts that the project required. Likewise, many of the involved teachers were not used to integrating non-formal elements into their teaching and helping them do so required involvement from project coordinators.

The project was the first European project for the project coordinators, and they faced some challenges in communication and in aligning the expectations among the partner schools, but these challenges were quickly overcome as the project progressed. Throughout the project duration, the project team was restricted by the budget, which did not cover all the activities that the project partners wanted to realise.

(42) https://edu.glogster.com/glog/save-water-videos/37a80291cii

Lessons learnt, recommendations and transferability

A key success factor for the project was that it maintained a long perspective on the lessons that the partners wanted to impart to the students. The same key messages were taught day by day, which led to developing new habits in both students and community members. Having a lifelong learning perspective in which parents were learners as well, helped project partners to integrate both formal and informal learning during the project, and ensured that partners and individual teachers were working towards the same goal.

Having a student-centred approach helped motivate students as they questioned the problems presented and tried to solve them in various activities. The students learnt to work as a team. As stated by an involved student: *'Everything starts with us. Everyone can change the environment for the good. It is not just the rich and powerful'*. Another success factor was that students were taught to bring about a change and inspire by leading by example.

Project partners' main recommendation for other schools that would want to engage in education for environmental sustainability in a European setting is the encouraging message: 'Go for it!'. Erasmus+ offers a great opportunity for students to have an international experience that they will always remember. It is important to support teachers who may be hesitant to take on the additional tasks to engage in international projects. If the school management can give teachers time to work on projects, it is an obvious benefit. The project should be complementary to the day-to-day work but bring in a new perspective to the usual practices.

If project partners want to engage in education for environmental sustainability, and more specifically in water issues, they should learn about how this topic relates to the bigger picture of basic human rights to clean water, and extend the perspective on dependencies between countries and across borders. To engage students, it will be important for them to learn that Europe is our home, and we live here together. What they do will have effects in other countries, and they can influence decisions beyond their local community. For the project to be a success, schools have to have a powerful team that follows the same idea and motivated teachers.

The potential impact of the Erasmus+ programme in the field of education for environmental sustainability

The project partners encouraged Erasmus+ to place higher importance on education for environmental sustainability and its specific topics (water conservation, waste management, etc.). Likewise, they wished that the Erasmus+ programme would encourage projects that look beyond school-to-school partnerships and embraced cooperation with a diverse composition of partners including, e.g., NGOs, research institutions, local authorities, local universities, businesses and other actors. Project representatives believe that projects with diverse types of partners would imply more learning while enabling the introduction of new perspectives as well as more innovative outputs. Finally, the project coordinators encouraged the Erasmus+ programmeto help interested institutions to find responsible partners. They wished for more advice or help on how to make sure involved schools would be responsible partners.

Happy Water Day 2019! ECO friendly activities in Hungarian school

Sources

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- Project webpage: http://www.drops.rapolioniogimnazija.lt/ (accessed on 28-06-2021)
- Leaflet produced for the project: https://ec.europa.eu/programmes/erasmus-plus/project-result-content/ef972ade-b6ca-4026-8259-6a498e0a7cab/love every drop brochure.pdf (accessed on 28-06-2021)

Case study 2:
Improving education for sustainable development through the development of school culture (ECORoad)

Summary

Case study: Improving education for sustainable development through the development of school culture (ECORoad)

- **Erasmus+ programme type**
  Key Action 2 SCHOOL EDUCATION: PRIMARY LEVEL
- **Project reference number**
  2016-1-FI01-KA201-022692
- **Project implementation period**
  Start: 01-09-2016 – End: 31-08-2018
- **Sector(s) covered**
  School education
- **Project coordinator**
  Hönttämäki School (Finland)
- **Project contact information**
  Project coordinator – Dr Seppo Saloranta seppo.saloranta57@gmail.com
- **Project website (if applicable)**
  https://ecoroad.weebly.com/

Short description of the project:
Four schools took part in the ECORoad project, and the ultimate goal was to change the actors' way of life to a more sustainable one. There were four target groups: pupils, teachers, project schools, as well as other schools nearby and far. Through local and international training sessions, teachers learned new skills in designing and delivering education for sustainable development to their pupils. The goal of the project was for partners to integrate education for sustainable development into the mindset and culture of the schools. Based on Saloranta's model of ESD (education for sustainable development) schools (2017) and Schoen theories of school culture(2005), project partners looked into four dimension defining school culture: Professional orientation; Organisational structure (leadership and management); Teaching and learning; and Student-centred focus. They worked throughout the project to implement education for sustainable development in all four dimensions. There were four teachers' training programmes, meetings between project partners and the project partners developed a roadmap for schools wishing to provide ESD schools.

The project had a long-lasting and deep impact on running of the schools involved and the curriculum taught. It also influenced the attitude towards sustainability among pupils, pupils' families, teachers, school leadership and the wider community.

Relevance to learning for environmental sustainability:
The central idea of the ECORoad project was to provide children with education on environmental issues and all the different dimensions of sustainable development. School

experiences affected the environmentally responsible and pro-social behaviour of pupils and guided them towards a more sustainable way of living. The project used inspiration from the United Nation's 17 sustainable development goals and taught students that every moment we make choices, and that each choice determines the impact we have on the planet.

Specific focus:

- Partnerships and cross-sectoral cooperation
- Teachers/educators training and professional development
- Whole-school/whole-institution approach

Background, rationale and key objectives of the project

The schools involved in the project have all worked with the concepts of environmental education and education for sustainable development before the project started. In the project, the partners worked not only with education for *environmental* sustainability, but applied a broad understanding of sustainability, and also included social and financial sustainability in the project and teachings.

The project strived to develop the schools into ESD schools, which the project partners defined as *an educational institution whose values and school culture are based on the idea of sustainable development*. The most important task for ESD school is to give pupils the necessary knowledge, skills, values and attitudes and so to empower them to promote sustainable development. ESD schools should lead by example and minimise their environmental impact. Too often, schools' effort towards environmental learning is an 'add on' and only taught in a single subject, or as a topic for a single week during the school year. Instead, it should be an essential part of school culture to educate pupils towards a sustainable way of life.

The partners were recruited by the project coordinator because of their experience in the field with the objective that the schools could learn from each other and further develop and integrate education for sustainable development.

The key objective for ECORoad was to change pupils', their families' and the entire community's way of life to a more sustainable one and integrate education for sustainable development into the schools' heart, mindset and curriculum. Four different and interlinked target groups were addressed in the project: pupils, teachers, project schools as well as other schools, and communities nearby and far.

Type and scope of the project, methods used and key activities

The project was coordinated by the Hönttämäki School in Finland. The other project partners included:

- Ártúnsskóli, Iceland;
- De Wereldreiziger, Belgium;

ECORoad gardening in Belgium

- MOS (a programme focusing on sustainability, nature and environment for primary and secondary schools), Belgium;
- St. George´s Primary and Nursery School, UK.

All schools were recruited by the principal and project manager at the coordinating school. All the partners had a strong history with teaching environmental sustainability, but different areas of expertise in education for sustainable development. It was important to the project partners that all could not just share their experiences but also learn from each other. Each school also had a local specialist partner to support the schools' work in the education for sustainable development implementation, help network with relevant organisations in the area, and disseminate the results of the project.

The schools worked in a whole-school approach and the goals were to incorporate education for sustainable development in the curriculum across all subjects and workings of the school. Schools would, for instance, set a plan for all the grades and design the school curriculum in such a way that pupils can work with different topics of sustainability each year.

There were five project meetings, four of which focused on a specific area of school culture. School culture was looked at from four different angles: professional orientation; organisational structure (leadership and management); teaching and learning; and student-centred focus. Before each project meeting, the schools would complete a self-evaluation about the current practice in the specific area of school culture. During the meetings, schools would share the results of their self-evaluations, identify their strengths and areas for development and, in consultation with their partner schools and

specialist partners, draw up an action plan with three targets for further development. These targets were then implemented at the schools and the outcomes were shared at the following project meeting. This kind of working methodology proved to be efficient, and it structured the envisaged tasks while dividing them into smaller parts. The approach was developed to allow schools to take one step at a time rather than 'trying to eat the whole elephant at once'.

In between the project meetings, ECORoad also organised four teachers' training sessions on different education for sustainable development aspects. Their themes were: health and wellbeing of our establishment; outdoor education; living to learn or learning to live; and school's ecological daily life. Each participating school organised one training together with itsspecialist organisation. Training programmes included workshops on various education for sustainable development methodologies, job shadowing, visiting different schools and nature related activities. Teacher training was useful for the entire project because, after the training sessions, more participants took ownership of the ECORoad project.

During and at the end of the project, each participant also developed their dissemination plan, which included, e.g., consultations with stakeholders, presentations, articles for dissemination. The key messages in dissemination events have been: education has an important role in promoting sustainable development; the school culture affects how sustainable development is implemented in teaching and the school's daily life; and Roadmap to an ESD school, which shows some steps to be taken toward this type of school.

Key outcomes of the project

The key achievement in the project has been the transformation of the four involved schools into ESD schools. Thismeans learning for sustainability has been incorporated into the curriculum of all grades, a sustainable mindset and school culture have been developed and teachers and school leaders have learned how to organise activities based on education for sustainable development. The schools would discuss how they could incorporate a sustainable mindset into all aspects of school life, from the curriculum, garbage management, to the type of school lunches served.

Goals were set for each of the four target groups. For pupils, the goal was that they should experience different areas of education for sustainable development. The project partners focused mainly on developing the pupils' values and attitudes towards sustainable topics as well as creating a change in their everyday habits. They carried out activities that were hands-on so that pupils would develop a deeper understanding of nature and have strong memories of what they had tried out than it would be possible with classroom-based education. For teachers, the project aimed to strengthen their ability to organise activities based on education for sustainable development; not just teach students creating things out of recycled materials, but looking wider at systems supporting sustainability. At the schools' level, the project took a whole-school approach. During the project, the partners focused on improving each participating school's culture to enable and support teachers' work and the school's daily life within education for sustainable development.

Through local and international training, teachers learned new skills in designing and delivering education for sustainable development for their pupils. It was especially important to involve school leaders in the project, as they were the key change-makers of the school's mindset. The schools were also mindful of involving the entire teaching staff in the project, and not just those teachers that were part of the project meetings. Those teachers who had been to training sessions abroad

ECORoad: Outdoor education in Finland

would share results with their colleagues, discuss plans at teacher meetings at the school and use the material and knowledge from the teaching training to also train their colleagues. The interviewed representatives from a partner school reported that the school and whole teaching staff have gained a broader background in education for sustainable development from the project, and pupils have gained a more holistic experience, as they were taught sustainability not only in one subject.

Finally, the project partners strived to involve and get support from parents and the wider community. Schools arranged activities for parents, organised parent-teacher meetings focused on the project, advertised the project in local newspapers and carried out activities in their communities.

The main output of the project was a booklet, 'A Roadmap to an education for environmental sustainability school', that encourages and supports other schools to embrace education for sustainable development. The booklet is a comprehensive guide on how to develop a school culture that supports education for sustainable development, as well as providing details on several activities undertaken in the project.

Specific focus

Partnerships and cross-sectoral cooperation

The project had a very active partnership, and each participating school had an active role in sharing their expertise and developing teacher training sessions. The schools were also supported in implementing education for sustainable development by a local specialist partner. These partners would also help the schools' network to team up with other relevant partners in their community for both short-term and longer collaborations. The Icelandic school, for instance, teamed up with a local grocery store for a class project, where pupils would make reusable bags for grocery shopping and visit the store to teach customers about the benefits of reuse. The initiative received recognition from the Ministry for Environment and Natural Resources in Iceland.

Another example of partnership cooperation was in the United Kingdom, where the school invited the Local Council's (municipal authority) Sustainable Commissioning Officer to a teacher staff meeting to talk about issues related to sustainable development affecting local and global environments. Parents were also invited to the event. The goal of the meeting was to create a knowledge base for staff (and governors) that will be ingrained into the school culture.

Teachers/educators training and professional development

Teachers' professional development aiming to support education for sustainable development was one of the central pillars of the project. ECORoad organised four teachers' training sessions on different education for sustainable development aspects. Those themes were: Health and wellbeing of our establishment; Outdoor education; Living to learn or learning to live; and School's daily ecological life. Each participating school organised one training together with their specialist organisation. Training programmes included workshops on different education for sustainable development methodologies, job shadowing, visiting different schools and nature-related activities. Besides the activities within the project, teachers were also encouraged to take part in other associated and relevant training courses. For instance, five teachers from the Finnish partner school took part in various outdoor education courses, such as 'Outdoor learning' and 'Moving School', to increase competences in outdoor education.

Whole-school/whole-institution approach

The project took a whole-school approach by addressing the very core of the school's values, culture, and themes embedded in the curriculum. The project set the following principles for implementing a whole-school approach in education for sustainable development:

- To be an ESD school, all school stakeholders must share the school's values and ethos. The key values to promote sustainable development are universalism and benevolence.
- The culture of any organisation dictates the behaviour, the attitude, the performance and the decisions it makes. Research shows that when the values and principles of sustainable development are embedded into a school's culture, the themes of sustainable development are more often realised in the school's everyday workings. This also influences the school's curriculum and its core functions, e.g., energy use, building design, purchases, etc.
- Themes of sustainable development in teaching and school practices: ESD schools have school cultures that support and encourage the staff to promote sustainable development both in education and in the school's daily life. In this ECORoad project, the 17 sustainable development goals of the 2030 UN Agenda for Sustainable Development were referenced and categorised into 10 themes under four headlines:
  - Ecological daily life:
    - Saving energy and water
    - Food and drink
    - Consumption and waste reduction
    - Travel and traffic
  - Outdoor education:
    - School building and grounds
  - Health and well being:
    - Mental and physical wellbeing
    - Prevention of bullying and discrimination

- Living to learn – learning to live:
  - Equality
  - Global citizenship
  - Preservation of cultural heritage

The themes were implemented in teaching and school practices.

Challenges and barriers for promoting learning for environmental sustainability

The key challenges faced by the project were related to a lack of time and funding for all the activities and initiatives foreseen in the project. However, the project partners did not report severe barriers. Though it took some efforts to convince teachers, they managed to involve the entire teaching staff, and most teachers were positive about and engaged in the project.

Lessons learnt, recommendations and transferability

The success factor in the project was the strong focus on developing school culture. Partners engaged in the project created a substantial change at their schools going beyond a time-limited project. The most important person for developing a school's culture is the school leader, hence the involvement of school leaders was crucial for project success. Another key success factor was that the entire teaching staff was involved and engaged in the project's implementation. Several teachers attended teachers' training sessions, and they still have exchanges with colleagues abroad and benefit from these meetings and discussions.

Recommendations for other schools is to incorporate a whole-school approach and involve teachers and school leaders in the change while taking time for all discussions about what such a change requires. Lessons learned were that each school had their own culture and organisational structures, curriculum and traditions. This could make it difficult for project partners to understand each other. It proved important to give space for each school to do their own thing. Partners can inspire each other, but each school must find their own way, how to make a sustainable change in their school to work.

The potential impact of the Erasmus+ programme in the field of education for environmental sustainability

The project coordinator advised the administrators of the Erasmus+ programme to give extra points to those projects that aim at a lasting change, which look beyond the project level and take on a whole-school approach. Projects focusing on sustainability should also receive extra points. When there are more green schools in Europe, they have the potential to influence each other. Schools can become leaders for the whole municipality in promoting education for sustainable development and environmental sustainability. Schools do not just teach students but also teach families through students and, consequently, entire communities.

ECORoad: Outdoor education in United Kingdom

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Case study 3:
CliMates – together for the better

Summary

Case study: CliMates – together for the better

- **Erasmus+ programme type**
  Key Action 2 SCHOOL EDUCATION: SECONDARY LEVEL
- **Project reference number**
  2017-1-DE03-KA219-035678
- **Project implementation period**
  Start: 11-09-2017 – End: 10-08-2019
- **Sector(s) covered**
  School education
- **Project coordinator**
  Benedikt Maria Werkmeister Gymnasium (Germany)
- **Project contact information**
  Alexandra von Bargen, e-mail: alexandra.bargen@werkmeister-gymnasium.org
  Regine Crüwell, e-mail: regine.cruewell@werkmeister-gymnasium.org
- **Project website (if applicable)**
  https://climateserasmus.wordpress.com/, https://twinspace.etwinning.net/43806

Short description of the project:
Five partner schools (from Estonia, France, Germany, Hungary, and Spain) developed a GPS-based 'CliMApp' on environmental issues in their specific regions. It was developed as a kind of scavenger hunt combined with a multiple-choice quiz. The goal was and still is to foster knowledge on environmental issues in the students' local environment and to see how the climate change and environmental challenges affect different geographical regions of Europe and overseas (Martinique, Tenerife). The project furthermore developed a transnational interdisciplinary 'spiral curriculum': it contains information on how to produce the CliMApp; but also on how to foster intercultural learning between the schools. In addition, hands-on activities were organised in each partner's school (e.g., collecting garbage, planting, beach cleaning).

Relevance to learning for environmental sustainability:
The main project output, the CliMApp, has had a big impact on environmental learning in the partner institutions because it provides information on climate change effects and environmental challenges in the geographical region of each partner school. The learners visit specific 'points of interest' (POIs) in a scavenger hunt (on foot or bikes, duration 1-2 hours) and answer multiple-choice questions; the GPS-based app guides the learners from one POI to the next facilitating theoretical and active environmental learning on the different sites.
A couple of students ('climate ambassadors') organised additional activities and awareness-raising presentations on environmental issues in their schools (e.g., on energy saving, meat consumption) for other classes that did not actively take part in the CliMates project.
A logo competition,,a competition on nature-related pictures, poster exhibitions and project presentations to local organisations/municipalities were organised in each partner school to continually inform the entire school about the project activities.

Specific focus:

- Multidisciplinary approach
- Partnerships and cross-sectoral cooperation
- Link to key competences

Background, rationale and key objectives of the project

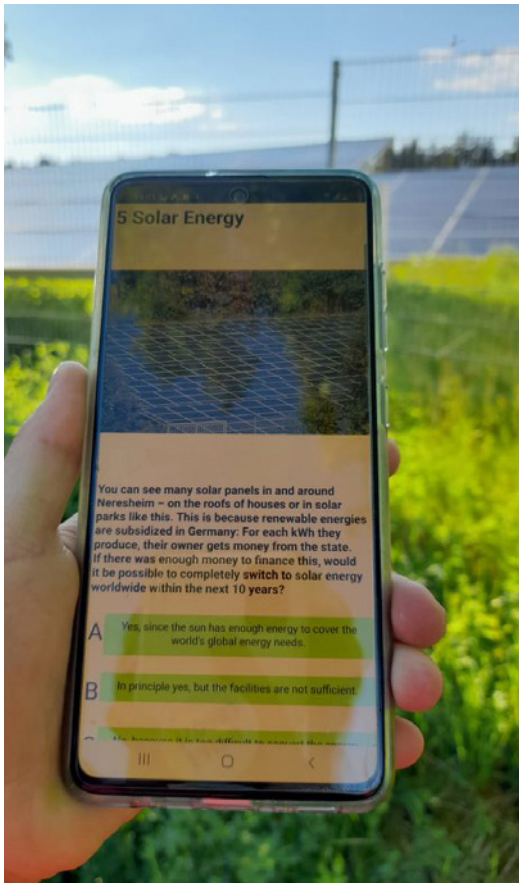
The German coordinating institution Benedikt Maria Werkmeister Gymnasium, a grammar school, had only ever done a Comenius project before. The idea for the project was to develop a digital app to combine digital learning with theoretical and practical environmental learning.

The CliMates partnership comprised the coordinator, a German grammar school, Benedikt Maria Werkmeister Gymnasium; an Estonian primary school, Pärnu Kuninga Tänava Põhikool; a Hungarian grammar school, Budapest XIII. Kerületi Ady Endre Gimnázium; a Spanish high school and a vocational school from Tenerife, ES San Juan de la Rambla; as well as a French middle school on the island of Martinique, Collège Edouard Glissant. Each school was chosen because of a specific geographical region and specific climate change challenges: Neresheim in Southern Germany represents a small rural town, Budapest is a big city in Hungary, Pärnu a medium-sized town at the Baltic Sea in Estonia, San Juan de la Rambla a seaside village in Tenerife, and Le Lamentin a medium-sized town in Martinique.

The key objectives of the project consisted in raising environmental awareness, increasing the attractiveness of science subjects, improving foreign language and ICT skills as well as promoting intercultural competence, European integration, transfer of best practice and cooperation between teachers.

The target groups of the CliMates project were students representing different school systems and different ages.Another target group were local communities of each partner school, other schools in the neighbourhood and/or environmental organisations.

Energy puzzle hunt – peer teaching



CliMApp question

Hands-on activity

Type and scope of the project and methods used and key activities

To motivate students to take part in the CliMates project, a 'Climate Corporation' for students was founded. All involved teachers presented the CliMates project goals to their classes and invited interested students to take part in the 'Climate Corporation', which would meet once per week for 1–2 hours to work on the project goals. Motivated students from different grades joined the 'Climate Corporation' (e.g., 30 in Germany); some of them also joined an IT team for programming the CliMApp run by an IT teacher from the German school. Altogether, about 130 people joined the CliMates project, mostly students and some teachers.

The key method used in the CliMates project were programming the digital CliMApp by the IT team composed of of teachers and students from partner schools, who started their work in two transnational workshops. The 'Climate Corporation' student teams from each partner school developed the ideas for the content of the different apps, which included climate change related topics in the specific region of each partner country. This was mostly done by the students with some support from the teachers. The topics for the CliMApp were turned into bits of information and combined with multiple-choice questions. When following the individual route of each CliMApp tour, the GPS-based tool leads the students' groups to specific 'points of interest' where they are given information on items the group is actually seeing in front of them.

Another important aspect was improving English language skills because the students and teachers involved in the CliMates project had to communicate with each other in English. Intercultural learning through intercultural experiences played an important role throughout the project.

A second part of the project consisted in the development of a 'spiral curriculum' and led to additional environmental, language and intercultural competences by setting up regular communication processes between the participating students of all five partner schools throughout the two-year project.

The 'spiral curriculum' describes the basic requirements for developing an app focusing on environmental learning accompanied by a method for students of grades 6/7 and 9/10 to foster their English language skills and increase their environmental knowledge. This took place during English lessons: While younger students (grade 6/7) would share personal information and information on environmental topics in their specific regions by using a messenger tool, older students (grade 9/10) would produce short 5-minute videos on environmental challenges and peculiarities in their specific regions and send them to partner school students. The students who received the videos could ask three questions, which had to be answered by producing one-minute videos and vice versa.

Other key methods were peer-learning activities between students; two students were appointed to be 'Climate ambassadors' and organised an 'energy puzzle hunt' for younger students with theoretical input on climate topics and practical activities to foster sustainable thinking/behaviour in their school (e.g., demonstrating the climate effect with a water bottle test, doing interactive games, talking about the climate change).

The project also included school visits that enabled intercultural learning when meeting students from different countries and experiencing another culture on-site. After each schoolvisit, the participating students shared their newly gained environmental knowledge and experiences by doing presentations for other classes during their English lessons, which also improved their language skills. To enlarge the environmental activities, the partner schools involved organisations from their local communities during the two-year project; they visited organisations involved in fostering ecological thinking, started cooperation with other schools or local municipalities. The CliMates participants also regularly presented their project activities at schools by poster exhibitions, organising a logo competition for the CliMApp, producing 'photo walls' with all involved teachers and students and by presenting the final project results to all teachers, students, parents and local authorities in a final project event.

Key outcomes of the project

The short-term outcomes of the CliMates project were the production of five different GPS-based CliMApps in five languages (Estonian, French, German, Hungarian and Spanish) for use in the partner schools for environmental scavenger hunts. The app not only increased the knowledge of teachers and students who were involved in the development of the ClimApp and raised their awareness on sustainability issues; it also had a long-term impact because it is still used in the partner schools to date, where students regularly make an environmental learning tours.

During the school visits, students also did the CliMApp tours at the partner schools to increase their knowledge about climate change challenges in the partner countries and regions. In addition, hands-on activities fostering sustainable development within each school were integrated in each school

visit (e.g., beach cleaning in Martinique). Another short-term outcome that turned into a long-term impact for all partner schools was the idea of an 'energy puzzle hunt' where older students are appointed as 'climate ambassadors' and organise peer-learning activities for younger students.

Along with the CliMApp, the 'spiral curriculum' led to active communication processes between individual students of the partner schools. Younger students got to know each other and sometimes even formed long-term friendships.An important long-term impact of the CliMates project was that four out of the five partner schools applied and received an 'eco certificate' for schools([43]). Nowadays, all partner schools engage in regular teaching and practical activities on education for environmental sustainability.

School cooperation is still ongoing, e.g., the German coordinating school attends regular meetings with other 'eco-schools' where best practice examples of sustainable behaviour/activities are shared. Not only had the partner schools implemented the ClimApp in their school activities, but other local schools as well. The partner school from Martinique had never done an Erasmus+ project before and was so motivated by the CliMates project that it has started other Erasmus+ projects since. The CliMates project received the national eTwinning quality label 2019 by the German National Agency for EU programmes in the school sector.

Follow-up activities of the CliMates project involve cooperation with other schools/organisations, an annual CliMApp tour at all partner schools and other local schools, students acting as 'Climate ambassadors' who still organise 'energy puzzle hunts' in their schools, closer ties to the municipalities and school authorities. Communication between some partner school students is still going on,'Climate Corporations' are still existing where students engage in environmental projects and teachers regularly meet local partner schools to discuss best practice examples for education for environmental sustainability.

Apart from the participating teachers and students, the work on the CliMates project and its results impacted the entire schools. Many teachers and students are proud to have become an 'eco-school' and are willing to engage in environmental sustainability activities in the future.

Specific focus

Multidisciplinary approach

In the partner schools, CliMates project teachers regularly embedded environmental topics in their lessons (e.g., IT, Biology, French, English, German, Spanish) reaching all students and not only those taking actively part in the project. In all partner schools, the CliMApp tour was and still is discussed and organised during various lessons at least once per year.

Project activities and project results were presented by the teachers in subjects like Biology, French or English, and participating CliMates students shared their transnational experiences with other students as well.

(43) The Hungarian partner school had already been a certified eco-school.

Formal/non-formal learning

The 'Climate ambassador' students presented environmental topics to fellow students and combined them with concrete activities like measuring the personal CO2 footprint and organising recycling activities. In addition, hands-on activities were organised during the school visits to combine theoretical input on sustainability issues with practical actions to foster environmental learning (e.g., collecting waste, cleaning a beach). In the German partner school, participation in the CliMates project was even mentioned in the individual students' certificates as a non-formal addition to the formal learning achievements. All interviewed teachers and students stressed the interesting combination of formal learning with non-formal learning competences they gained throughout the project.

Partnerships and cross-sectoral cooperation

During the CliMates project, each partner school launched partnerships with other local schools and organisations to foster environmental learning and environmental behaviour (e.g., getting an eco-certificate for the whole school and regular meetings with other eco-schools, organising environmental/sustainable activities like collecting waste, planting plants, checking CO2 footprint, cooperating with schools in the neighbourhood). The schools also contacted their local municipalities to inform them about the CliMates project and presented interim and final project results. In addition, many CliMates partner schools have also established partnerships with organisations. For example, the German school cooperated with the Aalen University or with an environmental NGO, they also inspired other schools in their local region to found 'Climate Corporations' to invite students to engage in environmental activities.

Link to key competences

Important key competences that were achieved during the CliMates project were new digital skills (programming/designing) for teachers and students who developed the ClimApp. This went along with new competences in researching and preparing the environmental topics for the digital apps that, according to the interviewed teachers and students, had an enormous impact on their environmental awareness and changed their behaviour. The school visits and communication with partner students from other countries led to improved English language skills and improved intercultural competences. Some students highlighted their new skills gained by organising peer-learning activities for fellow students and an increase in their planning and organisational skills. The students also referred to new competences developed through preparing poster exhibitions and presentations on the CliMates project and by producing short videos as a means of communication.

Challenges and barriers for promoting learning for environmental sustainability

One challenge identified was rather technical and referred to the programming the digital geo-based CliMApp. In the end, a suitable example of an existing app called 'Klima Tracks' was identified, which is used in several cities in North Germany for digital environmental education tours. The CliMApp was originally planned to be programmed for Android smartphones but during the project, it turned out that in Estonia students mostly use iPhones, which led to an increased workload.

Lessons learnt, recommendations and transferability

Success factors for learning for environmental sustainability

The participating teachers stressed the fact that practical activities on environmental topics, combined with digital learning, motivated the students and was a big success factor for the project. Another important point were the school visits where students could meet students from other countries/cultures in person, thus they gained a lot of personal experiences during the project activities and during their stay with host families. The students enjoyed these school visits immensely. Some established new personal friendships that are still lasting; some described the broadening of their environmental and intercultural horizons as an essential experience. Leaving the local community and seeing a completely different region as well as learning about climate challenges at the same time changed their way of thinking. The interviewed teachers stressed the importance of clearly defined project goals as an important success factor as well.

Another success factor was that the CliMApp could easily be integrated into all school lessons to implement education for environmental sustainability in the future. Peer learning among students was also described as an effective learning approach. The same applies to environmental hands-on activities where the students could do something for the environment.

Lessons learned/recommendations

The support by the individual National Agencies was described as working well. Nevertheless, some requirements were seen as too demanding because they meant an enormous additional workload. Therefore, it was suggested to implement a kind of general feedback system for schools on the work experience with their National Agencies. Some schools described the number of evaluation requirements consuming too much time It was also proposed that the coordinating teachers should receive more money for the tremendous time they invested.The German coordinators recommend reducing the number of cooperation partners to two or three at most, as otherwise too much energy is spent on administration and communication issues.

Technical recommendations

The eTwinning tool that was proposed to be used for Erasmus+ projects for organising digital collaboration and digital documentation was described as ‘unsuitable’. The recommendation is to improve the logic and the uploading processes. The eTwinning logic was defined as confusing; the video conferences did not work. The same applied to the communication between the students of the partner schools. A massive problem was to find a suitable messenger tool. The coordinators tried to find a system working for all partners but since the suggested EU messenger did not work out and WhatsApp is not permitted in German schools, an alternative messenger service had to be found which was not for free (‘Edmodo’). Therefore, the recommendation is to find a messenger tool that is actually working and is officially allowed all over Europe.

Recommendations for promoting learning for environmental sustainability for other schools

As prerequisites for a good Erasmus+ project, the interviewed teachers mentioned the clearly defined goals to foster environmental learning, a good (time)management system and functioning communication processes (e.g., to make sure that e-mails are answered within a certain amount of time). Effective communication was stated as the ‘golden rule’ for Erasmus+ projects. Another recommendation was not to define too many project goals, to focus rather on quality than quantity. An important recommendation for fostering environmental learning processes was the combination of digital and innovative learning tools with practical activities for the environment. Teachers and

Public presentation in Germany

students described this as an extremely motivating learning approach. Active environmental learning was seen as one of the key factors for the long-term success of the CliMates project. This also applies to peer-learningteac activities between students, which intensified the environmental learning approach as well. Here, the mix between theoretical input and hands-on activities (e.g., energy puzzle hunt) deepened the learning process. Another recommendation for fostering environmental learning includes the entire school involved in environmental activities or applying for an eco-certificate that inspires all teachers and all students to engage in environmental learning activities.

The potential impact of the Erasmus+ programme in the field of education for environmental sustainability

One of the interviewed teachers stressed the need to demonstrate the advantages and positive effects of taking part in an Erasmus+ project in the field of education for environmental sustainability to school headmasters and school authorities. A kind of 'marketing strategy' might reduce their doubts.

The German coordinator wished for a decrease in the administrative workload related to implementing Erasmus+ projects which was described as somewhat overwhelming. It was also mentioned that the new Erasmus+ programme rules for schools were perceived as somewhat confusing.

Challenges arising from participation in Erasmus+ projects

The communication process in English was described as a challenge because of the very different language skill levels of the participating teachers. Sometimes, also intercultural misunderstandings were at play.

Sources

Websites

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- Project website: https://climateserasmus.wordpress.com/ (accessed 01-06-2021)
- eTwinning website: https://twinspace.etwinning.net/43806 (accessed 01-06-2021)
- School website: https://www.werkmeister-gymnasium.de/climapp.html (accessed 01-06-2021)

Project Results

- A short video on the German version of the CliMApp: https://twinspace.etwinning.net/43806/pages/page/619844 (App is GPS-based, therefore only works on-site)
- The 'Energy puzzle hunt': https://twinspace.etwinning.net/43806/pages/page/619806
- Spiral Curriculum for younger students: https://twinspace.etwinning.net/43806/pages/page/523818 (accessed 01-06-2021)
- Spiral Curriculum for older students: https://twinspace.etwinning.net/43806/pages/page/312428 (accessed 01-06-2021)
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- Presentation of the CliMates project results in the European Parliament: https://twinspace.etwinning.net/43806/pages/page/613054 (accessed 01-06-2021)

Case study 4:
Teaching in Europe: Freshwater crisis

Summary

Case study: Teaching in Europe: Freshwater crisis

- **Erasmus+ programme type**
  Key Action 2 SCHOOL EDUCATION: SECONDARY LEVEL
- **Project reference number**
  2017-1-DE03-KA219-035464
- **Project implementation period**
  Start: 01-09-2017 – End: 31-08-2019
- **Sector(s) covered**
  School education (kindergarten, primary, secondary)
- **Project coordinator**
  Stadtteilschule Arheilgen (Germany)
- **Project contact information**
  Ms Sybille Schaldach, sschaldach@aol.com
- **Project website (if applicable)**

Short description of the project:
The project sought to improve school pupils' language and learning competences, as well as their knowledge about freshwater, and to make them aware of the transnational impact of their actions. The project partners developed learning tools and activities based on the topic of freshwater. Participating students prepared exhibitions, guidelines and presentations, made drawings and created picture stories, world maps and games, carried out awareness-raising actions and competitions, developed their own views and exchanged and reflected upon them, explained complicated correlations by visualisation and more.

Their teachers developed a concept for project classes where pupils from four partner schools worked together on project-related issues for one week. They got insights into the school and family lives as well as leisure-time activities of their peers in other countries.

Relevance to learning for environmental sustainability:
The project materials explain clearly that 70% of the Earth is water (and yet only 3% of it is fresh), providing drinking water, delivering food through fishing and crop irrigation, helping sanitation and health care, generating power and being habitat of an incredible range of biodiversity.

Specific focus:

- Multidisciplinary approach
- Link to key competences
- Teachers/educators training and professional development
- Learning and teaching pedagogies with a focus on participatory and experiential approaches
- Whole-school/whole-institution approach

Background, rationale and key objectives of the project

Most of the project partners had already collaborated and were keen to continue teaching pupils about responsible and sustainable behaviour. The partners had worked together in 2011-2013 on a Comenius project about global warming, and in 2014-2017 on an Erasmus+ project 'Teaching values at kindergarten and schools'. Once they finished this latter project, they decided to work on a new one about freshwater. The aim was to cultivate in students an awareness of nature and an understanding that freshwater is a limited natural resource that should not be taken for granted.

Using the common topic of freshwater, the project aimed to make pupils more capable to articulate and share their ideas, communicate, reflect upon and connect old and new knowledge, perceive the world in new ways and generate solutions. They wanted pupils to be more capable to build their own experiences and to develop as independent-minded and autonomous persons, who do not just adapt and use other's patterns of thought and action. Good language competence and creative competence were the preconditions for this.

The project also sought to get more insight into teaching at other schools and to gain new ideas.

Type and scope of the project, methods used and key activities

The coordinating partner was a comprehensive cooperative school for pupils 10–16 years of age in Darmstadt in Germany. Project partners included an elementary school for pupils aged 6–15 in Blansko in the Czech Republic; a comprehensive language school in Sofia in Bulgaria that offered primary and secondary education for pupils at the age of 7–18; a preschool for pupils at the age of 3–6; and a primary school for age 6-11 in Iasi in Romania; a secondary school for age 11–15 in Mersin in Turkey; and a primary school for age 6–12 and a preschool class in Edsbyn in Sweden. The schools varied in size, their location within Europe and the number of pupils from families of different cultural and social backgrounds and economic statuses. Their catchment areas differed from a more rural environment to large cities. They were located in different types of landscapes, climate zones, and cultural environments. The project activities were also adapted to different age groups.

To improve the learners' competences, their knowledge about freshwater, and to make them responsible in acting and thinking in a transnational context, the project partners developed activities dealing with words, proverbs and pieces of wisdom related to water, water footprints and freshwater biotopes. They also developed lessons around rivers as lifelines, water cycles, reports on life in water-stressed areas, legends and fairy tales about the forces of water, virtual water and more. The project also introduced a European dimension by focusing on the Rhine river and its flow through multiple European countries.

Each participating country had their issues related to water, so each partner school had different objectives and tailored the materials and lessons to their needs. Similarly, the partner schools had different age groups of pupils, so the activities were tailored accordingly. The work was divided into smaller units (18 subject areas). The teachers were given broad guidelines in terms of the subject area but they had the freedom to develop new ways of thinking about the topic. Teachers in all partner schools prepared dedicated lesson plans, tested them, and sought to integrate them into their mainstream subjects – especially into sciences, languages (national languages and English), art, social studies and mathematics. The teaching was activity-oriented, subject-oriented and supported problem-solving learning. The pupils worked on their own, in pairs and in teams with teachers that

helped them to prepare exhibitions, drawings and comics, world maps and games, all using English as a common language. The teachers also had their own work sessions and discussed details of the project work, ideas for additional activities related to freshwater, and how to implement them in the best way. Where possible, the project partners also sought to involve parents, particularly in extracurricular activities, such as trips to the mountains to view freshwater sources.

Key outcomes of the project

The key achievement and output of the project was the online guide 'Teaching in Europe: Freshwater Crisis. Guide for Kindergarten and School Teachers.' The guide contains 118 lesson plans which were tested during the project. They are still available to be downloaded by teachers and other stakeholders who are interested in teaching about freshwater and environmental sustainability.

There were differing follow-up activities between the project partners. One project partner said that teachers were generally more conscious about issues around freshwater and they conveyed this to the students in their teaching. Another partner highlighted some students were still in contact with the friends from the partner schools. They presented the project outcomes to the parents and teachers from other schools, while in the own school, they installed water-saving sensors and overhauled the school's water usage, so that students could also water their own herb garden with purified water. Another partner highlighted that younger children in kindergarten and primary school were especially keen to spread the message to their families and friends about the importance of freshwater. The overall impact of the project was difficult to measure though; because of the Covid-19 related closures of schools and the move to online learning, changes in learners' and school's behaviour were more difficult to observe.

Learners in the project partner schools developed civic, linguistic, scientific and IT competences.

Specific focus

Multidisciplinary approach
The project used the topic of freshwater to improve competences across a range of subjects, including linguistics, science, history, geography and cultural studies. Dedicated lesson plans were integrated into the mainstream lessons.

Link to key competences
The teaching was activity-oriented, subject-oriented and supported problem-solving learning and competence development across a range of subjects and disciplines.

Teachers/educators training and professional development
The project visits between participating schools allowed teachers to observe teaching practices in other countries and educational settings. Kindergarten teachers found it easier to devote time to learning on the topic and to find or create new resources for their learners because they are not required to teach a core curriculum.

Learning and teaching pedagogies with a focus on participatory and experiential approaches

Project partners emphasised the importance of getting learners to experience nature and freshwater in real-life contexts, either by visiting rivers, lakes and mountain springs or a water treatment plant.

Whole-school/whole-institution approach

Project partners highlighted the support from school management as a key factor for the project's success. The materials produced by the learners, e.g., posters, drawings, songs, etc., were showcased at their schools to raise awareness of freshwater issues and to prompt behavioural change.

Challenges and barriers for promoting learning for environmental sustainability

A cross-cutting challenge was that teachers had to find the right way to create an intrinsic motivation for the topic within their learning groups. Elder children, i.e., teenagers, were harder to motivate than younger children who were naturally more interested in their immediate physical environment. For teachers themselves, it was sometimes difficult to find time and motivation to incorporate the new learning material into an already busy curriculum. Clear leadership from school management would help to overcome this challenge.

Another cross-cutting barrier was understanding the scale of the problems faced in preserving freshwater. This is an issue spanning many sectors of society and it cannot be just considered in science classes; it requires a more interdisciplinary approach.

While the project partners were instructed to adapt the course to best fit their needs and specificities, the differences in the geographical location and catchment areas of the schools meant that some activities were harder to perform than others.

Lessons learnt, recommendations and transferability

Project partners identified the following success factors of this project:

- support from school management;
- the help of many teachers and parents and project backers from outside the schools who were involved in particular project activities at certain times;
- the committed work of the learners.

The collaboration between schools also contained a slight element of keeping up appearances between the project partners, and this helped to apply high standards.

The topic of freshwater itself was an important success factor. The previous project that the partners collaborated on focused on values, which was a hard concept for learners to understand. In contrast,

the freshwater topic was easily understood by learners, and it helped to foster more participatory and wide-ranging approaches to teaching and learning.

In terms of recommendations to other interested schools, the project partners all gave the same advice: just do it! 'There is no such thing as a small project. Every effort counts.' The teacher has to make learning 'full of colour' – that means not just teaching theory but letting learners do things on their own and 'get their hands dirty' in nature. Learners must be allowed to directly come in contact with the environment, for example, by going on trips to rivers, lakes and mountains, and to experience things in real-life contexts, for example, a school visit to a water treatment plant.

The potential impact of the Erasmus+ programme in the field of education for environmental sustainability

The project coordinator recommended the establishment of classes/courses focusing on sustainability at schools all over Europe, which would be integrated into the regular curriculum and would involve project work in the catchment areas of the schools. This would then snowball creating links with classes in other schools. Interschool visits could follow the concept outlined in this project's Erasmus+ learning activities:

- Ice-breaking activities;
- Work at school on topics regarding the project;
- Common activities outside school regarding the project;
- Trips to special places in the area/the country;
- A day (or afternoon) prepared by the host family;
- Free time (the common programme ends early afternoon and the pupils plan on their own what they want to do – mostly in smaller groups). This free time element contributes a lot to the informal atmosphere of school visits and leads to creating deeper links between students.

Such meetings should ideally involve a maximum of 24 host guest pupils. This makes the organisation of events much easier, and the interactions of hosts and guests (communicating in English) are more spontaneous and help build a positive group feeling and more relaxed atmosphere.

In terms of recommendations for the Erasmus+ programme for the future, one project partner noted that the amount of administrative work and reporting requirements has increased throughout the years. The financial reporting requirements are now well understood and do not cause problems. Funds are disbursed quickly and schools do not face financial difficulties. However, the reporting requirements are viewed as being excessively onerous and they make the projects less attractive to organisations that might consider applying.

Sources

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- Project website: https://www.sts-arheilgen.de/201718/comeniusprojekt/ (accessed 01-06-2021)
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Case study 5:
Leaf by Leaf

Summary

Case study: Leaf by Leaf

- **Erasmus+ programme type**
  Key Action 1 YOUTH: EUROPEAN VOLUNTARY SERVICE
- **Project reference number**
  2016-2-BG01-KA105-024056
- **Project implementation period**
  Start: 01-10-2016 – End: 31-12-2017
- **Sector(s) covered**
  Youth
- **Project coordinator**
  Obshtestven centar za okolna sreda i ustoichivo razvitie /OCOSUR/ (Public Environmental Center for Sustainable Development) (Bulgeria)
- **Project contact information**
  -
- **Project website (if applicable)**
  https://ecovarna.info/en/portfolio-items/list-collection-fund/
  (description of ongoing 'Leaf by Leaf' initiative on coordinator website)

Short description of the project:
The Public Environmental Center for Sustainable Development, an environmental NGO in Varna, is the coordinator of the Erasmus+ project 'Leaf by Leaf'. It invites one EVS volunteer to come to the Bulgarian city of Varna for one year to help to recycle waste paper from the local community (kindergartens, schools, institutions, companies, municipalities, households). The collected paper is brought to a recycling facility. The money raised through this activity is used to finance a diverse range of projects to foster environmental education and sustainable behaviour in Varna (e.g., planting trees, recycling workshops, ecological summer camps, beach cleaning, awareness-raising on plastic). The volunteer is also asked to organise a personal project related to environmental education that he/she picks and carries out by him/herself.

Relevance to learning for environmental sustainability:
During the project period, the volunteer is offered education for environmental sustainability combined with taking part in environmental awareness-raising campaigns and physical activities related to improving and protecting nature.

Specific focus:

- Partnerships and cross-sectoral cooperation
- Link between formal/non-formal learning
- Lifelong learning perspective

Collecting waste paper for the Leaf by Leaf project

Background, rationale and key objectives of the project

The Public Environmental Centre for Sustainable Development was founded in 1995 by students of environmental sciences to foster environmental awareness and activities in the local community of Varna, Bulgaria. This was an important goal because all activities in this field 'had collapsed' after the fall of the iron curtain. According to interviewees, there are still few environmental NGOs present in Bulgaria to date.

The 'Leaf by Leaf' project started in 2005, inviting one volunteer (17–30 years of age, with all kinds of educational background) from a European country to spend a whole year in Varna and help with recycling waste paper and organise various environmental activities. In the beginning, the volunteers were recruited by advertising the project on the Erasmus+ project website. Meanwhile, the Bulgarian coordinator has partnerships with other European environmental NGOs who act as the sending organisations and suggest potential volunteers. Since 2005, 13 Erasmus+ projects have been carried out, of which the period of 2016 to 2017 was chosen for this case study, where the sending organisation was from Spain.

The key objectives were and still are to foster learning as well as sustainable behaviour of the volunteers and the local community in Varna. The long-term objectives of the 'Leaf by Leaf' project are to implement an ongoing environmental campaign, to increase the number of partnerships with different sectors and the local communities, to promote the environmental cause of waste recycling and the conservation of natural resources. Further objectives are to give the volunteers a chance for intercultural learning, basic training in the Bulgarian language, to offer the personal experience

Reforestation campaign in Plovdiv

of living abroad for one year, and to improve not only environmental but also digital, technical and organisational skills.

Type and scope of the project, methods used and key activities

In 2005, a waste paper recycling company was founded in Varna, which offered the NGO the chance to organise the collection of waste paper with the help of Bulgarian volunteers and one Erasmus+ volunteer coming to Varna as part of the European Voluntary Service (EVS). The activities started as a learning-by-doing in kindergarten and over the years, more and more partners joined the 'Leaf by Leaf' project. Today, the Public Environmental Centre for Sustainable Development has about 100 partnerships comprising educational providers, companies from different sectors, private/public organisations and the municipality of Varna.

Volunteers and staff from the NGO usually collect waste paper three times a week using a van, bring it to the recycling facility where it is weighed and a certain price is paid per kilogramme. This money goes into a special 'Leaf Fund' which supports environmental activities (e.g., collecting waste, organising events on environmental sustainability in kindergarten/schools, recycling workshops, ecological summer camps, promoting renewable energy, information campaigns.

The 12-member board of the NGO has only one employee; the other board members are also volunteers. The board meets twice per year to define next year's targets and activities. Another project method is that each Erasmus+ volunteer has to develop and organise a personal project of

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Food workshop

his/her own choice during their stay in Bulgaria. From 2016 through 2017, the volunteer from Spain developed a manual for future volunteers to support them in their stay in Varna.

Key outcomes of the project

Key achievements of the Erasmus+ project 'Leaf by Leaf' are the improved environmental knowledge and conscience of the volunteer(s) (e.g., on recycling paper, on plastic products, domestic houseware and electronic devices). The interviewed volunteers also mentioned their valuable personal experiences of being abroad for one year and having to communicate in another language (English and Bulgarian), which also increased their intercultural awareness. Having to organise a personal project like an environmental activity or an environmental sustainability education event was also said to be a challenge and an important experience.

In the period of this particular Erasmus+ project (2016-2017), 144 individuals actively took part in the 'Leaf by Leaf' campaign and 34 tons of paper were collected, which is equivalent to 575 trees being saved from felling. The money earned for the 'Leaf by Leaf' Fund supported the implementation of a beach-cleaning activity, a conference organised at the host organisation, two educational exhibitions in four kindergarten facilities, one recycling workshop and two ecological summer camps. The volunteer was involved in all these activities, in the planning and the organisational parts.

Long-term effects of the 'Leaf by Leaf' project are that many partners started and are still developing their environmental activities and changed their environmental behaviour spreading the

environmental protection concept to other Bulgarian regions as well (e.g., by school campaigns or through a 'week of plastic' in the organisation).

Between 2005 and 2017, the EVS volunteers recycled 500 tons of paper (which corresponds to 8000 trees) and supported over 30 activities to afforest and clean contaminated sites; 17 eco-camps were organised, over 10 urban eco-workshops, more than50 educational exhibitions and demonstrations on environmental sustainability; finally 13 projects with different citizens of Varna were launched.

One interesting aspect about the 'Leaf by Leaf' project can be mentioned here as well: after their project periods, two volunteers stayed in Bulgaria for good. One of them is now a board member of the Public Environmental Centre for Sustainable Development and lives in a village by the sea, where she works for a community centre and fosters environmental activities (e.g., eco-tourism, awareness-raising on and separating garbage).

Specific focus

Partnerships and cross-sectoral cooperation

Over the years, the 'Leaf by Leaf' project has started over 100 local and national partnerships with educational providers, companies from different sectors, local administrations, other European (environmental) NGOs and institutions. This began with the waste paper recycling strategy and expanded gradually to many other environmental initiatives.

Link between formal/non-formal learning

After the one-year stay, the volunteers receive an Erasmus+ Youthpass certificate, signed by the coordinator and the EVS volunteer. It describes the work done for the 'Leaf by Leaf' project (e.g., role and tasks of the volunteer, attended training activities), and the key competences that were gained (e.g., foreign language skills, basic competences in sciences and technology, digital and social competence, sense of initiative and entrepreneurship, cultural awareness and expression).

The cooperating schools, VET schools, universities combine their formal learning offers with non-formal learning activities on environmental sustainability topics (e.g., introducing a recycling system, collecting waste paper/plastic bottles/glass/metal, organising concrete sustainability actions like cleaning a beach).

Lifelong learning perspective

Interviewed board members of the coordinating NGO as well as volunteers stressed how much their environmental awareness increased and their environmental behaviour changed thanks to their engagement in the 'Leaf by Leaf' project activities, which they think has a long-term effect on their lives. Another lifelong learning aspect is spreading of environmental learning and sustainable behaviour within the partner organisations of the Public Environmental Centre for Sustainable Development as well as within the local community of Varna and beyond.

Challenges and barriers for promoting learning for environmental sustainability

According to interviewees, a major barrier for the 'Leaf by Leaf' project and for promoting learning for environmental sustainability in Bulgaria was and still is the negative 'attitude of a big part of the Bulgarian population' towards environmental sustainability goals. It was mentioned that after the end of communism, many people aspired to an 'American lifestyle', so that the interest in developing environmental behaviour was described as rather low, in particular among the older population. Although some progress was made in recent years by an increasing number of companies and organisations interested in cooperation, all interviewees emphasised that there is still a 'long way to go' until environmental issues will be an important concern for most of the population (e.g., air pollution in Varna is still high, people hardly recycle waste products). Therefore, the Erasmus+ support for the 'Leaf by Leaf' project is described as an important contribution to a more sustainable lifestyle through environmental education and related activities.

The Erasmus+ programme requirements that the potential volunteers cannot apply for the one-year stay themselves but have to be proposed by a sending organisation, was considered as an administrative barrier. The motivation to join the 'Leaf by Leaf' project would have been much higher when individuals could apply themselves. The volunteers described the language barrier and having to learn Bulgarian as a challenge.

Lessons learnt, recommendations and transferability

Success factors in learning for environmental sustainability in the 'Leaf by Leaf' project refer to the combination of theoretical input and environmental knowledge, and actual practical activities (e.g., collecting waste, planting trees, organising environmental campaigns or recycling workshops). Transferring a clear message and combining it with a positive emotion seems to be a second success factor (e.g., the 'Leaf by Leaf' 'marketing strategy' for companies was: 'You can do something for the environment and save trees by sitting in your office and collecting waste paper').

In 2005, the Public Environmnetal Centre for Sustainable Development combined a workable objective with a bottom-up strategy. By initiating the waste paper recycling in kindergarten facilities, the parents were reached through their children, who collected waste paper also at home and got the parents on board. The next step was that the parents brought the idea into their companies and persuaded their superiors to join the cause. Meanwhile, local organisations and local authorities got interested as well. In the first six months, the 'Leaf by Leaf' campaign was also supported by a local radio station, which gave the project a major boost.

As recommended by an interviewee, before starting education for environmental sustainability in a local community, a 'field analysis' about environmental issues and current environmental challenges is needed; this helps to find a topic that motivates people to take part. Another recommendation was to develop a 'business plan' for the time after an Erasmus+ environmental project ends.

Collecting waste paper – coordinator (left) and a volunteer from Spain

The potential impact of the Erasmus+ programme in the field of education for environmental sustainability

The interviewees steressed their conviction that the Erasmus+ programmes played and still plays an important role in education for environmental sustainability in Bulgaria since the local authorities and most of the population appear not very much interested in this issue yet.

Sources

- Erasmus+ project card: https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-2-BG01-KA105-024056 (accessed 01-06-2021)
- Website of the coordinating organisation: www.ecovarna.info (accessed 01-06-2021)
- Information on the 'Leaf by Leaf' project on the NGO website: https://ecovarna.info/en/portfolio-items/list-collection-fund/ (accessed 01-06-2021)

Case study 6:
Precious Plastic

Summary

Case study: Precious Plastic

- **Erasmus+ programme type**
  Key Action 1 YOUTH: MIXED SCHEMES
- **Project reference number**
  2018-2-PT02-KA105-005287
- **Project implementation period**
  Start: 01-09-2018 – End: 31-10-2019
- **Sector(s) covered**
  School education, youth, others
- **Project coordinator**
  Buinho Associação (Portugal)
- **Project contact information**
  Carlos Alcobia, info@buinho.pt
- **Project website (if applicable)**
  http://preciousplastic.pt/

Short description of the project:
The 'Precious Plastic' project implemented the concept of the 'Precious Plastic' movement in Portugal by creating a plastic recycling and upcycling laboratory and providing training to youth workers, teachers and young people. The objectives included:

- Promoting active citizenship and sense of initiative among young people;
- Enabling disadvantaged young people to have a unique learning opportunity;
- Promoting capacity building of partner organisations and youth workers in the development of innovative programmes in the circular economy and through the acquisition of digital skills;
- Disseminating innovative practices and providing quality content in the field of digital youth work.

Relevance to learning for environmental sustainability:
The activities of the project fostered the know-how connected to recycling and upcycling plastic; it inspired young people, youth workers and local communities to take action to reduce waste and consume less plastic. The project is based on understanding plastic as a 'precious material' that should beexploited to its full potential throughout its lifetime.

Specific focus:

- Partnerships and cross-sectoral cooperation
- Link to key competences
- Youth worker training
- Learning and teaching pedagogies with a focus on participatory and experiential approaches

Background, rationale and key objectives of the project

The 'Precious Plastic' project stems from the Buinho organisation's initiative to contribute to the global 'Precious Plastic' movement in Portugal and in Europe through the Erasmus+ programme. Buinho had been in contact with 'Precious Plastic' as a global movement before obtaining the Erasmus+ funding and was trying to start a 'Precious Plastic' lab and build the plastic recycling facilities in a rural area in Portugal. The Erasmus+ programme provided the opportunity for this.

The project coordinator had first taken part in 'Precious Plastic' activities in Lisbon. It was important to also implement this concept in rural areas and to involve other youth organisations as well as local and international networks.

The target groups included:

- 16-19 years old young people that do not attend university but work in services, construction, agriculture and mining;
- youth workers;
- schools (involved at a later stage as external partners through a crowdfunding effort to build the plastic recycling facilities).

The partnership included:

- Buinho Associação (coordinator, Portuguese non-governmental organisation based in Messejana);
- Asociación Viaje a la Sostenibilidad (Spanish non-governmental organisation based in Zaragoza);
- Ecocenter Alapítvány (Hungarian foundation based in Budapest);
- Artefacts (French social enterprise based in Orleans);
- Comune di Capranica (Italian local public body – municipality);
- Environmnetal Education Centre of Vamos (Greek public service provider based in Vamos);
- Maltepe Fen Lisesi (Turkish secondary and VET school based in Istanbul).

Type and scope of the project, methods used and key activities

The two primary activities of the project were training for youth workers anda youth exchange.

Youth worker training

The youth workers training covered the following topics:

- How to use plastic recycling tools and facilities, how to weld;

- Technical aspects of machine's maintenance and safety (e.g., plastics that should not be recycled, ventilation, etc.);
- How to operate the machines, throughout the production cycle from the collection, separation, shredding, to storage and transformation; and
- How to take initiative and face challenges when you have low skills/abilities in the field.

The training was also an opportunity to exchange practices among youth workers and for mutual learning.

Youth exchange

The youth exchange was an opportunity for young people to develop transversal skills, improve language and communication competences, as well as very specific know-how and competences related to plastic recycling and upcycling. These included:

- Washing and separating plastic;
- Safety in operating recycling machinery;
- Digital skills;
- 3D printing and modelling;
- Creating outputs, physical prototypes.

Other activities included engaging with local communities and volunteering. The project coordinator tried to create dynamic relationships between local communities and project groups so that they understand that there are many actions that they can undertake as a community for wider environmental sustainability, for example, through hydroponics, which can be used for small-scale sustainable agriculture.

Key outcomes of the project

The project exceeded its initial objectives and generated several follow-up activities and impacts. Two or three partners continue implementing the 'Precious Plastic' movement in their communities, and the community recycling centre created during the project in Portugal is now active and open to the public.

Impact on youth workers: initially, none had experience with the 'Precious Plastic' movement but in the end, all of them learned how to autonomously operate the plastic recycling machines and also how to build them.

Impact on young people: the impact on young people included developing important transversal competences for their professional lives, as well as getting to know the different types and characteristics of plastic and how to recycle them. Thanks to the youth exchange, young people developed key competences such as problem-solving and digital skills and how to communicate with local communities to upcycle, transform and reuse waste. They had an abstract notion of what their

role in environmental sustainability could be before the project started, which is now backed up by practical know-how and increased motivation.

Impact on teachers: schools now want to visit the 'Precious Plastic' centre and see the machines that separate plastic, therefore showing a lot of interest in participating. The eco-schools programme([44]) has also reached out to the 'Precious Plastic' movement. Teachers in partner countries, e.g., Turkey, have gained new motivation and tools to communicate with their students about environmental sustainability.

Partner organisation: The Spanish and Turkish partners built the machines to organise 'Precious Plastic' workshops. The Turkish partner got local funding from the Ministry of Youth and Environment to build a 'Precious Plastic' lab (this is yet to be completed because of the Covid-19 pandemic). The lab will be placed in the school but open to everyone, with specific timetables for monthly workshops. This would be the first 'Precious Plastic' lab in Turkey. The Italian partner-hosted circular economy workshops and highlighted the project's activities as an example of good practice in the region. Almost every partner tried to implement follow-up activities after the 'Precious Plastic' project ended; some faced more difficulties because they were smaller organisations.

The partnership with the local community and the local parish that came about in Portugal during the project resulted in creating an educational centre. The project coordinator also started building recycling machines for others; Buinho was invited for instance to build such machines in Sao Tomé for UNDP and went to give workshops there. A related project was also developed in Cape Verde. The tools and machines used were originally built/obtained through the 'Precious Plastic' project funding, so the activities described above can be considered as a spillover of the Erasmus+ programme.

There is an enduring interest in schools in environmental issues and environmental learning, as well as conducting concrete actions for sustainability. The follow-up activities with primary school students concentrate on understanding what recycling is, whereas activities with secondary school students focus on developing ideas and using machines. Therefore, the project is still producing a positive impact.

Specific focus

Partnerships and cross-sectoral cooperation

The 'Precious Plastic' partnership was composed of different organisations, including non-governmental organisations, institutions (municipality of Capranica) and a secondary school (Maltepe Fen Lisesi). Throughout the project, the coordinator and partners have attempted to establish cross-sector cooperation with local communities, including local schools, municipalities and parishes.

Link to key competences

The 'Precious Plastic' project's activities promoted the development of key competences through both the youth workers' training and the youth exchange. Alongside the knowledge and know-how related to recycling and upcycling plastics, participants improved their

(44) https://www.eco-schools.org.uk/

language and communication skills, digital skills, developed a stronger sense of active citizenship and got acquainted with peers from different backgrounds and cultures.

Youth worker training

One of the mainactivities of the project was training for youth workers. The training included practical know-how related to recycling and upcycling plastics (e.g., learning how to assemble and operate the machines along with the necessary safety measures), and non-formal learning methods to facilitate the youth exchange and 'Precious Plastic' workshops.

Learning and teaching pedagogies with a focus on participatory and experiential approaches

The method adopted during the 'Precious Plastic' project is based on a participatory and experiential 'hands on' approach. The major objective of this method was to enhance young people's motivation to take action on recycling and upcycling by providing them with the skills and know-how needed to create something new from waste materials and by showing them tangible results – to which they actively contributed.

Challenges and barriers for promoting learning for environmental sustainability

One challenge encountered during the implementation of the project was of cultural nature: people sometimes do not care about environmental sustainability because they are immersed in the consumer society and do not accept the idea of reducing and changing consumer habits. Changing behaviours is a real challenge. The project coordinator reported that the elderly and children in the community appeared to be the ones that were most likely to get involved, hence the project follow-up activities are now trying to involve adults (e.g., parents). Motivating the public to take part in environmental sustainability activities in rural areas is especially difficult. People also need to see the results, thus the project's 'tangible approach' to recycling; for example, recycling centres give back to the community by providing small pieces of public infrastructure, such as benches. The Buinho organisation is now trying to gain expertise in bioplastics and biodegradable materials to complement the recycling of conventional plastics.

Lessons learnt, recommendations and transferability

The key success factor of the project was its hands-on approach, which allowed participants to take on an active role in recycling and upcycling of plastics and to see tangible results. The project partners recommended adopting a positive communication approach to inspire and motivate the public on matters of environmental sustainability, as opposed to raising fears of climate change.

The potential impact of the Erasmus+ programme in the field of education for environmental sustainability

The Erasmus+ programme has great potential for impact on education for environmental sustainability. The 'Precious Plastic' coordinator made some recommendations on how this potential can be further enhanced:

- More flexibility and space for smaller organisations: the new funding opportunity for small-scale partnerships under Erasmus+ Key Action 2 in the new programme is a step in the right direction, with more involvement of municipalities;
- Encouraging communities to work together;
- Allowing more flexibility in the programme's applications to foster creativity and innovation and minimise barriers for smaller organisations;
- Monitoring and quality assessment should be stricter to avoid plagiarism, and to ensure that applicant organisations implement projects correctly and do not simply use the Erasmus+ programme as a source of income;
- Encouraging follow-up projects to allow successful projects to build on ongoing work and maximise impact.

Sources

- Erasmus+ Project card: https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-2-PT02-KA105-005287 (accessed 26-04-2021)
- Project website: http://preciousplastic.pt/ (accessed 26-04-2021
- 'Precious Plastic' movement website: https://preciousplastic.com/ (accessed 30-04-2021)

Case study 7:
Local in Global

Summary

Case study: Local in Global

- **Erasmus+ programme type**
  Key Action 1 YOUTH: MIXED SCHEMES
- **Project reference number**
  2017-2-DE04-KA105-015426
- **Project implementation period**
  Start: 01-10-2017 – End: 30-04-2019
- **Sector(s) covered**
  Youth
- **Project coordinator**
  Kreisau Initiative e.v. (Germany)
- **Project contact information**
  Elisabeth Kremer, kremer@kreisau.de
- **Project website (if applicable)**
  https://www.kreisau.de/projekte/sozial-oekologische-transformation/local-in-global/

Short description of the project:
'Local in Global' focuses on the thematic field of education for sustainable development. The project comprises two major activities: first, a training workshop for educators, trainers, youth workers and activists, and second, two youth meetings for young people. The project aims to include such participants which are usually underrepresented in the education for sustainability, in particular, disadvantaged youth from more rural/structurally weak areas. The highlight of the youth meetings is the simulation game 'Krapowa', in which participants take on the roles of different actors in a fictional post-industrial town.

The initiative extends beyond the duration of this Erasmus+ project; the first project round within the Erasmus+ framework took place in 2014-2015. Since then, the 'Local in Global' project has received additional Erasmus+ funding, thus the project is still ongoing to date.

Relevance to learning for environmental sustainability:
With its focus on education for sustainable development, 'Local in Global' goes beyond environmental education, as it understands sustainability as a holistic concept, thus also including economic and social aspects.

In the youth meetings, participants learn about themes and challenges of sustainable development and discuss potential solutions. The meetings also include a site visit (e.g., to a farm).

Specific focus:

- Multidisciplinary approach
- Link to key competences
- Teachers/educators training and professional development
- Learning and teaching pedagogies with a focus on participatory and experiential approaches

© Kreisau-Initiative e.V., 2019

Youth meeting in Krzyżowa (Poland), 2019

Background, rationale and key objectives of the project

With its focus on education for sustainable development, 'Local in Global' goes beyond environmental education, as it understands sustainable development as a holistic concept, thus also including economic and social aspects.

The youth encounters taking place as part of 'Local in Globa'l have the overall aim of introducing young people to the concept of sustainable development (awareness-raising) as well as promoting the critical thinking of participants. Many young people are not well informed about issues linked to sustainability (for example, the challenges of climate change) as they do not learn about them in formal education. The project coordinators recognised the need for young people to engage with sustainability while doing this in a safe environment.

The aim of the training for trainers/educators, youth workers and activists is to provide participants with the methods they need to do educational work on sustainability themselves. The overall goal of 'Local in Global' is to bring participants from different countries together to learn about, engage with as well as sharing best practices on the topic of education for sustainable development. Participants shall recognise that they can become active and do something for sustainability and that they can have an impact.

The project has a specific aim to include young people from rural, structurally weak areas, that are not usually involved in similar projects. This target group is underrepresented in international projects on the theme of education for sustainable development in particular.

Type and scope of the project, methods used and key activities

The project is coordinated by the Kreisau Initiative e.V., a non-profit organisation based in Berlin, Germany, which focuses on educational activities in the area of contemporary history and human rights, inclusion and social-ecological transformation. Besides the project coordinator from Germany, the partnership in the 2018 project edition comprised the following non-governmental organisations and foundations: Millennium FER (Armenia), Association for Democratic Education FAR (Bulgaria), EcoVisio (Moldova), Krzyżowa Foundation for Mutual Understanding in Europe (Poland) and Centre for Dialogue and Reconciliation Iskra (Ukraine). With the latest 2020 edition, the 'Local in Global' project added to this partnership a Polish school: Liceum Towarzystwa Ewangelickiego w Cieszynie.

'Local in Global' comprises two main activities: First, there are two youth encounters/ meetings per project round (the project has been taken place every year as Erasmus+ project - since 2014/2015), addressing young people of 15 to 18 years of age. Second, there is one training per project round, addressing youth workers, trainers, facilitators, activists. The activities do not take place at the same time but are spread over one year period. For example, in the 2019 project edition, a training course took place in Moldova in May, and the first youth encounter was organised in Krzyżowa in Poland in September, and the second youth encounter followed in Krzyżowa in November.

The **youth encounters** are of one week duration; 30 people from four partner countries are involved in one encounter (24 young participants – 6 per partner country, 4 supervisors – one per partner country, 2 facilitators/trainers). Thus, overall, 60 people are involved in two youth encounters. The youth encounters are interactive and participatory in their design. This means that theoretical sessions are kept to a minimum; the clear focus of 'Local in Global' lies in a practical, participatory learning approach. At the beginning of the week, participants are introduced to the topics related to sustainable development and learn about problems and challenges. Later on, the focus moves towards discussing and exploring possibilities for change. As part of the participatory approach, participants produce certain outputs during the youth encounters, while using video materials and flip charts, doing online research, preparing presentations. The encounters further include one field excursion, for example, a visit to an eco-farm close to Krzyżowa. The excursion underlines the practical, hands-on approach of the project. Participants engage with the farm owners, help with tasks and learn how the farm works.

The core activity of the youth encounters is the simulation game 'Krapowa', which takes about 2 to 3 days. In this game, participants represent different actors of civil society in a fictional post-industrial city. They take on different roles, have to solve challenges, negotiate their character's interests and take into account the perspectives of others.By playing the simulation game, participants learn how to deal with opposing interests and make compromises.

The **training workshop** for trainers/educators, youth workers and activists aims at familiarising participants with teaching methods on sustainable development. Thirty-two participants from six partner countries are involved in the training (30 participants – 5 per partner country and 2 facilitators/trainers). Similar to the youth encounters, the training is based on a practical approach. Participants bring in their own experiences and learn from the experiences and knowledge of others. The new methods that participants learn at the training course enable them to engage in educational work on sustainable development later on (multiplier-effect).

Youth meeting in Nowina (Poland), 2019

Manual of the Krapowa simulation game

Because of the Corona pandemic, project activities had to be paused; the last on-site activities took place in March 2020. An extension for the current project period has been granted, so activities can take place at a later stage. In the meantime, the coordinators and partners developed the idea of an online forum event as an attempt to address the current situation. This forum took place in March 2021 and it should be added as the third major activity in future 'Local in Global' editions: it allows engaging with education for sustainable development on a deeper level. Such a forum is a 4-day event, addressing stakeholders working in this field from all six partner countries. It provides the possibility to network, exchange ideas and good practices.

Key outcomes of the project

The project includes two main activities:

- Youth encounters (2 per project round); including various participatory activities, a simulation game 'Krapowa', and one field trip;
- Training for teachers/educators/youth workers (1 per project round); also focusing on participatory activities.

Over the years, the 'Local in Global' project directly reached approximately 500 individuals (youth, trainers/educators, facilitators, supervisors). Around 1000 additional 'indirect beneficiaries' have been reached through a multiplier effect: e.g., former participants further engaging with sustainability and organising their activities as well as trainers/educators using learned methods in their educational work.

Training in Trebnitz (Poland), 2020

Participants have the opportunity to provide written feedback at the end of the project, which allows insights into how the participants have experienced the project activities. From this, the project partners infer that the project affects participants' perception towards sustainable development, especially in their daily life. For example, they realise how much water they use while showering or how to recycle correctly. The written feedback shows that for some participants, the project is a kind of an 'eye-opener'. The project brings together people with different backgrounds and level of experience in the field of sustainable development. The project makes them consider each other's perspectives and engage with different views.

One activity at the end of the youth encounters also gives participants the possibility to reflect upon possible changes in their everyday lives that they could implement as from next day.

The project interviewees provided anecdotes about how some participants have engaged in further activities after the lifetime of the Erasmus+ project. For example, two former participants from Moldova and Germany stayed in touch with each other and discussed possible activities linked to sustainability in the future. Another participant took part in a climate demonstration event.

The simulation game developed for the youth encounters is available online as a PDF at the 'Local in Global' project webside of the Kreisau Initiative e.V. (direct link to the publication in the reference section of this case study.). The document provides a detailed introduction and guidance on the game, including goals and learning outcomes, duration, target group, necessary materials, instructions for the facilitator, overall schedule, detailed role profiles, etc.

Capturing the long-term results and outcomes after the end of a project edition is difficult as described by the interviewed partners, since there is no structured monitoring, e.g., through surveys, in place.

Specific focus

Multidisciplinary approach

The multidisciplinary approach of 'Local in Global' is covered by its overall design and understanding of sustainable development as a holistic concept. Sustainable development includes different aspects: the environmental, the economic and the social perspectives. Thus, when addressing topics of sustainable development with participants of the 'Local in Global' youth encounters and training workshops, areas linked to sustainability (climate change, consumption, etc.) are always discussed based on such a holistic concept.

Link to key competences

The approach, content and methods of the 'Local in Global' project stimulate the development of several key competences, such as communication and cooperation, social and civic competences and a sense of initiative. The activities are intended to be participatory, thus participants actively communicate in a foreign language (English), enhance their cooperation skills, raise self-efficacy and their social competences, e.g., finding solutions.

Teachers/educators training and professional development

This objective is covered by the project's training sessions, which focuse on teachers/ educators, youth workers and activists. The training includes teaching methods for education on sustainable development; it enhances competences of participants in this regard so that they can deliver training courses and work in sustainable development on their own.

Learning and teaching pedagogies with a focus on participatory and experiential approaches

Participatory and experiential approaches are the core of all 'Local in Global' activities. The project organisers and facilitators provide the space for learning activities, but all activities (such as the simulation game, the field excursion etc.) are designed to have a participatory focus. All participants are encouraged to actively shape the atmosphere of the weeklong activities.

Challenges and barriers for promoting learning for environmental sustainability

Lack of time for longer, in depth educational processes has been considered as a challenge. The interviewed partners mentioned that education for sustainable development is often considered as a kind of an 'extra topic' that can be addressed if there is some time for it. This goes against the project's idea that the topic is essential.

The diverse backgrounds of participants of 'Local in Global' is understood by interviewed partners to be both a challenge and an opportunity. There is often a gap in participants' knowledge on sustainable development and its themes (such as consumption, economic development), but at the same time, bringing such a diverse group together can be very inspiring and insightful.

One interviewed partner also mentioned limited access to fieldwork and would like to see more field excursions in the future for participants to spend time in nature and carry out practical activities.

Language barriers were described as a possible challenge, when participants do not have the same level of English. Thus, it can be difficult to transmit knowledge as intended, the content has to be limited or activities slowed down. One solution is to involve team leaders/facilitators as translators in small group activities. This, however, can change the dynamic of the group.

Lessons learnt, recommendations and transferability

According to the interviewees, one of the project's success factors results from its underlying idea to bring in a global perspective when addressing sustainable development, and they recommend this approach to other institutions. They should not be afraid to 'think big', when considering the local level; it is learning about local solutions for global-scale issues.

Another success factor and recommendation for other organisations is the project's focus on participatory and experiential methods.

A lesson learned for the project coordinators and partners was to bring diverse groups together and open up a space where people with different opinions can meet and exchange views.

The potential impact of the Erasmus+ programme in the field of education for environmental sustainability

The interviewees identified a need for follow-up activities after the project end. They currently lack both the financial and time resources to do this work. They put forward an idea that support within the Erasmus+ framework, making funds available for such follow-up activities in the next programme round, could provide a boost in the quality of projects.

Such follow-up activities in the 'Local in Global' project was online sessions, taking place after the youth encounters and training, enabling participants to discuss and exchange ideas and to support their own actions.

The interviewees welcomed that the new Erasmus+ programme promotes the use of more sustainable travel options, by providing more funding in such case. They suggest that the European Commission could extend and apply this aproach also to other aspects in the programme implementation

Sources

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Case study 8:
Talent in biodiversity: Innovative education and new skills to increase engagement in science

Summary

Case study: Talent in biodiversity: Innovative education and new skills to increase engagement in science

- **Erasmus+ programme type**
  Key Action 2 VET SCHOOLS
- **Project reference number**
  2016-1-BE02-KA202-017356
- **Project implementation period**
  Start: 01-09-2016 – End: 31-08-2019
- **Sector(s) covered**
  Vocational education and training, school education, adult education, higher education
- **Project coordinator**
  Institut Royal des Sciences Naturelles de Belgique (Belgium)
- **Project contact information**
  Isabelle Van de Velde, ivandevelde@naturalsciences.be
- **Project website (if applicable)**
  http://biotalent.myspecies.info/

Short description of the project:
The main objectives of the project were: to support educators and students in acquiring the right knowledge and skills; to foster personal development; to raise professional competences; and to integrate biodiversity issues at a higher proficiency level in their everyday work, both in educational and in conservational activities. The project aimed to do this by creating an open-source virtual learning platform to deliver a pilot blended e-learning course on biodiversity.

Relevance to learning for environmental sustainability:
The right training and capacity building need to be provided today to improve competences of teachers, educators and other professionals in the sector and to enhance the quality of biodiversity education. Such education should be effective at raising the level of biodiversity literacy for teachers and students, as well as motivating them to engage in conserving Europe's biodiversity.

Specific focus:
- Multidisciplinary approach
- Partnerships and cross-sectoral cooperation
- Teachers/educators training and professional development
- Lifelong learning perspective
- Learning and teaching pedagogies with a focus on participatory and experiential approaches

Fieldwork botany, Crete, May 2019

Background, rationale and key objectives of the project

Four of the five project partners are members of the Consortium of European Taxonomic Facilities (CETAF AISBL). It is a consortium of 65 natural history museums, botanical gardens and research institutes, as well as a working group on training and e-learning on taxonomy. These partner organisations wanted to exchange best practices on internet-based education and to conduct a project that was in line with the EU Biodiversity Strategy, and the European strand of the Convention of Biological Diversity (CBD).

The target group of the project was practising and trainee biology teachers, educators in museums and botanical gardens, nature wardens, etc. The course was, however, open to anyone interested, and in the end, over 500 learners from all over the world took part. The project aimed to improve teachers' competences in biodiversity and teaching, and to provoke their scientific curiosity.

Type and scope of the project, methods used and key activities

The University of Crete and the Natural History Museum of Crete, both project partners, are specialists in inquiry-based learning; they identified the Biotalent course as an excellent opportunity to pioneer this approach in an online setting. The Edufor Training Centre in Portugal, an organisation that trains secondary school teachers, also played an important role in developing the pedagogical aspects of the course. The course was based on 40 learning hours to be completed over three months, but it allows learners to learn at their own pace within these parameters. The learners had to carry out research based on the online resources provided by the experts. They shared their

experiences and findings on padlets; it is a form of an online notebook that is used to digitalise classrooms, which learners then evaluate for each other.

Twenty participants who completed the online course successfully and who were connected to the project partner organisations, subsequently took part in a one-week residential course in Crete. This was an intense and immersive experience for those who participated. The learners had direct access to a team of experts on botany, herpetofauna, ornithology, geologists, etc., and they carried out field trips to experience biodiversity in real life.

Feedback from the learners on this course was very positive. They found the course materials to be highly professional and well conceived, even for those who had prior knowledge and expertise in biodiversity. They appreciated the flexibility offered by the online learning approach, with one learner completing her course while commuting to work. However, learners also appreciated the fact that the course had a final deadline and an assessment element to it. This gave them a sense of purpose and achievement in completing the course.

Key outcomes of the project

The online resources are the main immediate achievement and output of the project. These materials were specially designed for the online course and they are still available to learners who wish to take the course. For the learners themselves, the key results have been the new skills gained in examining contemporary issues using a scientific approach. They acquired new knowledge and skills as well as enriching their personal development and improving their professional expertise and employability. However, while the project partners monitored the project closely during its implementation, they did not carry out an ex-post consultation exercise, and they do not have longitudinal data on whether learners could access better employment.

In terms of follow-up activity, the project partners now have permission from the University of Crete to adapt the platform for Greek learners, including translating all the content into the Greek language. The Natural History Museum of Crete has a special training centre, and it wants to build on its experience of hosting the online Biotalent platform, both for Greek students as well as for international students. CETAF also operates the Distributed European School of Taxonomy (DEST), which is hosted by a Norwegian organisation, and they will now continue to deliver the training through DEST.

Learners who are themselves teachers identified the impact of the course on their students as the most relevant outcome, i.e. those teachers are more competent who can teach their students better. Other learners have decided to change careers and to become more involved in biodiversity-related professions, for example, as a tour guide in a biodiversity-rich area.

Specific focus

Multidisciplinary approach

As one learner stated, the course topic itself, biodiversity, is a multidimensional and multidisciplinary topic that is directly linked to societal and climatic changes. This was especially clear during the one-week course in Crete which saw experts from different scientific fields – e.g., botany, herpetology, or taxonomy, collaborating.

Partnerships and cross-sectoral cooperation

The project partners sought to merge the biodiversity expertise of natural history museums with the pedagogical expertise of other partners to produce both an online and face-to-face learning offer to learners worldwide.

Teachers/educators training and professional development

The blended e-learning course specifically targeted biology practicising and trainee teachers from secondary education, as well as educators in science museums, botanical gardens, science centres and nature organisations. Other professionals such as biologists, rangers and conservation managers seeking to improve their competences on the topic also benefited from the course.

Lifelong learning perspective

One learner welcomed the fact that the course did not have an upper age limit on participation – i.e., people over 35 could take part in the project, and this helped to encourage lifelong learning. She also appreciated the fact that in the face-to-face part of the course that took place in Crete, people of different ages could exchange and debate ideas and experiences. Another learner said that the online nature of the course allowed him to take part in lifelong learning despite living in an area with few educational institutions available to him.

Learning and teaching pedagogies with a focus on participatory and experiential approaches

The e-learning platform integrated innovative services, such as padlets, with an inquiry-based learning approach and effective multimedia to deliver learning experiences that mirrored real-world practices.

Challenges and barriers for promoting learning for environmental sustainability

Project partners considered that working in one language – English – could be difficult. They did question whether they should translate everything, but finally decided against it. They also identified insufficient internet access and IT competences as barriers to running the course. It is assumed that everyone has good IT access and competences, but this is not always the case. Partners also said that it was difficult to provide learners with enough adequate and easily accessible high-quality online resources. They were conscious of the risk that learners might try to find the resources on their own, which would be unsuitable, and collecting resources for learners to use was a challenge.

Fieldwork herpetology, Crete, May 2019

The course participants identified a range of barriers to promoting learning for environmental sustainability. In Hungary for example, there are fewer and fewer science teachers in schools. The competition from the private sector for STEM-educated people makes teaching a less attractive profession. Now there is more emphasis on environmental sustainability in schools, but less teachers who are knowledgeable and enthusiastic about the subject. Children can feel when this is the case and they are less inclined to learn about the subject. Outside of school, the financial support for environmental NGOs had been reduced and they are increasingly put under political pressure regarding their activities.

Another participant said that people and communities are tired and weary of hearing negative disaster stories about the state of the environment; there needs to be a positive and hopeful message, too. This is where the use of online learning can help to reach young people and explain some positive aspects that exist, especially as the Covid-19 pandemic has reawakened interest among people in the value of nature to their wellbeing.

Lessons learnt, recommendations and transferability

As a general recommendation, the project partners highlighted the importance of identifying the right call for proposals under the Erasmus+ programme to respond to. Consortia should use their strengths and interests for what they are, and not try to squeeze them unnecessarily to respond to an unsuitable call. The project coordinator highlighted the support she received from the National Agency that hosted information sessions and answered questions on how to draft the proposal.

Fieldwork herpetology, Crete, May 2019

The project had an experienced partner to run the IT aspects of the project. The project had its own website up and running right from the beginning, and this was found useful.

Project partners and learners highlighted the important role that museums can play in learning for environmental sustainability. These institutions do not just 'show dead things'; they help to bring nature to life for schools and students. They called for greater investment in training teachers and museum staff, as these are the people who transmit information and awareness about environmental sustainability.

The potential impact of the Erasmus+ programme in the field of education for environmental sustainability

Project stakeholders said that Erasmus+ could improve the language capability of learners. It could also focus more on inquiry-based learning, especially for STEM education. Experiential learning is an effective type of learning, which differs greatly from teacher-based learning – it gets into the learners' minds and remains there for years. It is good for Erasmus+ to take advantage of networks like CETAF and leverage high level expertise. The project coordinator has tried to create links with the European Schoolnet network and has offered qualified training to teachers on biodiversity issues. However, this requires extra funding, and here is where the Erasmus+ programme could support such synergies.

Museum collections-based workshop, Crete, May 2019

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Case study 9:
Healthy food choices for a sustainable future

Summary

Case study: Healthy food choices for a sustainable future

- **Erasmus+ programme type**
  Key Action 2 VET SCHOOLS
- **Project reference number**
  2016-1-FI01-KA202-022712
- **Project implementation period**
  Start: 01-09-2016 – End: 31-10-2018
- **Sector(s) covered**
  Vocational education and training
- **Project coordinator**
  Espoon Seudun Koulutuskuntayhtymä Omnia (Finland)
- **Project contact information**
  Oona Haapakorpi, project manager,e-mail: oona.haapakorpi@omnia.fi
- **Project website (if applicable)**
  http://www.healthyfutureproject.eu/

Short description of the project:
The 'Healthy food choices for a sustainable future' project focused on the subjects of healthy food, climate change and vegetable enhanced diet and networking between vocational schools and enterprises. The target group were students from the hotel, restaurant, and catering industry in three European countries. The project used innovative digital tools as open badges and social media to enhance learning. The use of badges and online portfolios provided stronger recognition of learning outside the formal school setting, while breaking down barriers between formal, non-formal, and informal learning. The learning materials were made with vocational students in mind and designed to be used outside formal educational settings. The open badges were developed based on the experience from pop-up events, learning trips and local workplace interactions. Two e-books about sustainable food and social sustainability have been developed, based on the project. The participants got competences for their future careers using open badges, which contained clear-cut information about sustainability.

Relevance to learning for environmental sustainability:
The badges and e-books introduce a wide understanding of sustainability and covers many aspects of sustainability. The 38 open badges developed are divided into three different categories within sustainable development: ecological sustainable development, social sustainable development, food processing and economic sustainable development. By integrating into the project the students' internships, which took place in local workplaces,,students come up with ideas and solutions to sustainability issues. To bring these ideas to life, pop-up events were organised, that gave the students a chance to get an

entrepreneurial experience. The students also developed a marketing strategy that involved them in using social media as dissemination tools.

Specific focus:

- Learning and teaching pedagogies with a focus on participatory and experiential approaches
- Link to key competences

Background, rationale and key objectives of the project

The background for the project was the partners' interest in sustainability, which is close to their hearts. They find sustainability and the need to teach it as an important task, and they implement sustainability approaches in many areas of the school's life. The project applied a broad understanding of sustainability. The project coordinator perceives the Erasmus+ programme as one way to involve partners across Europe in education for environmental sustainability.

The target group addressed in this project were young people pursuing education in the food production and catering area. When starting the project, the project partners discovered that the interest in and knowledge about sustainability were already high among the students. This increased the proficiency level of the learning materials produced by rethinking the examples and content.

Type and scope of the project, methods used and key activities

The project was coordinated by vocational school Espoon seudun koulutuskuntayhtymä Omnia in Finland, and had the following partners:

- Hotelijersko-turistička i ugostiteljska škola (Croatia);
- Centar za odgoj i obrazovanje „Slava Raškaj" Zagreb (Croatia);
- Kotkan-Haminan seudun koulutuskuntayhtymä (Finland);
- Galileo.it S.r.l. (Italy).

The coordinator met consortium partners from Croatia and Italy at an Erasmus+ networking meeting, where potential project partners were invited to present and discuss ideas for future Erasmus+ applications. The partner from Finland was known to the project coordinator before the project. This partner is located outside the capital area in Finland and this helped spreading out the project to different parts of the country.

The consortium took advantage of the different skills in the group and distributed the responsibility for project activities to reflect and draw upon the expertise of each partner involved:The project coordinator was in charge of the e-book content whereas the Italian partner covered the layout of the e-book. The Croatian organisationover-viewed the part about social entrepreneurship and cooking competition, focusing on children with special needs. Finally, the Finnish partner took the lead in the development of the open badges.

Food preparations

The project's activities were all connected and built on each other. This included the pop-up competition, the study trip to Italy and the vegetarian pop-up in Finland. During the first pop-up competition, the students were connected with both the school and local workplaces. Ideas for sustainability were, therefore, founded on theoretical and practical knowledge. They were subsequently compiled and published in the two e-books and the open badges. The study trip in Italy was mainly focused on following the production of ice cream and wine, and how the producers were guided by sustainability thinking when developing these products. The students were encouraged to think about sustainability and come up with new sustainable ideas. Many of these ideas were also included in the e-book. Last, the activities at the end of the project forced the students to think about business ideas for the pop-up competition. This went hand in hand with the use of social media to create a marketing plan.

The interconnected activities were also the foundation for creating the open badges, inspired by the ideas and knowledge that the students gained throughout the project's events. Overall, the badges covered three categories: ecological sustainabile development, social sustainabile development, and economic sustainable development. The badges were reviewed by the local workplaces, who found them useful and of high quality. To be noted, the project was implemented right after a curriculum change in Finland where a new and more sustainable curriculum had been developed with the inclusion of enterprises. This removed some barriers in getting these badges accepted by the teachers, which benefitted the project as teacher involvement and approval were crucial.

All hands on deck for service

Every student followed his/her learning path throughout the project. This included both communication activities by using social media like Instagram and LinkedIn, as well as entrepreneurship training focusing on business creation and social sustainability. Local businesses were involved in this part of the project. They expressed the interest in an online portfolio of the students, which was then implemented during the project.

The materials and the open badges were developed with special needs students in mind. The project partners took into consideration that many students in their area may not enjoy classroom-based teachings, but learned better in a more practical setting. Materials were, therefore, created in such a way that they encouraged competition, pursued more specific learning goals, and involved self-learning through exploration.

Key outcomes of the project

The key achievements in the project are:

- Outputs: 38 open badges and four meta open badges in four different languages (Croatian, English, Finnish, and Italian) in three categories: ecologically sustainable development, social sustainable development, food processing and economic sustainable development; creating 32 climate and environmentally friendly meal options, while minimising carbon footprint; e-book for consumers with climate-friendly meal options and information on climate-friendly food consumption; and an e-guide on how to enhance entrepreneurial skills;

- Long-term impact: sustainability and entrepreneurial skills and knowledge that can be used in future careers;

- Follow-up activities: making entrepreneurial activities, sustainable development and operating in a digital environment mandatory in existing vocational education.

As described above, both the interest in and knowledge of sustainable issues were already high for the target group, which resulted in an upgrade and revision of the educational materials produced in the project to make them more ambitious and up to date. The focus on social media and business/social sustainability, along with entrepreneurship, equipped the students with knowledge, abilities and know-how within these fields.

The wide approach to sustainability provided the students with tools not only within the food production and catering but also in many other areas. They took some experiences home to change their private lives and their careers. The focus on how to use social media and portfolios is still paying off for the students to date. Many of them are still actively using them even though they graduated four years ago. Therefore, the project is assumed to have a long-term impact as the project participants have been using the developed skills in their further careers. The project coordinator exemplified this with one of the former student involved in the project: after finishing his education, he got a job at a Michelin restaurant and created a blog about sustainability to inspire others.

Another outcome is that the open badges, created in the partners' native languages and in English, have been spread further since the project ended. The coordinating school enabled other schools to gain access and disseminate the open badges to their students. In Finland, five schools have introduced open badges in their education. The partners estimate that hundreds of students have already used them.

As follow-up activities, the project partners have integrated entrepreneurial activities promoting sustainable development and operating in a digital environment as mandatory areas in their existing education. This is implemented through e.g., pop-up events. A new optional vocational education unit called the 'restaurant and catering sustainable development expert' has been created. It builds on the open badges and entrepreneurial skills development as practiced in the Erasmus+ project.

Specific focus

Link to key competences

The project addressed two competences: sustainability and entrepreneurship, which the project coordinator considered as key competences for their students. This aligns with the Council Recommendation of May 2018, which includes entrepreneurship as a key competence. The project further combined entrepreneurship with the focus on sustainability, green and digital transformation, which can be also found in the Recommendation. The latter was addressed through implementing the open badges, which implied learning for environmental sustainability on a digital platform. The entrepreneurship competence was further enhanced by the pop-up events: the students developed business ideas and a business plan combined with social media marketing campaigns. This involved many aspects of entrepreneurial learning based on hands-on experiences.

The two e-books created during the project focused on both, environmental and social sustainability, which were also addressed during the project.

Learning and teaching pedagogies with a focus on participatory and experiential approaches

The participatory and experiential approaches used in the project were addressed in different ways. As mentioned above, the activities in the project are built upon each other. This was combined with the involvement of local workplaces. Pop-up events and a study trip provided the students with a participatory and an experiential way of learning. Entrepreneurship was the cornerstone, both for the sustainability as well as the use of the open badges. Hands-on activities which involved creating business ideas and models, were combined with using social media marketing as central parts of the project's learning activities. The school, students and the local workplaces developed and shaped the open badges and the two e-books in close collaboration. The open badges were developed in such a way that students with special needs could access them as well. These badges are still being used and have spread to other schools in Finland.

Challenges and barriers for promoting learning for environmental sustainability

The biggest challenge and barrier for the project partners overall was the implementation of sustainable learning in all areas covered by the project, including in their organisations. Sometimes it can take a long time to convince other actors to make changes, especially when it comes to sustainability.

Concerning the implementation of the open badges in an educational setting, the partners outside Finland had not had a similar experience in using the kinds of online tools before the project. This caused challenges in integrating the badges in their curricula during the two-year duration of the project.

Another challenge was the differences between the partners, noted at the starting point, in understanding sustainability and technology development. The coordinating partner, who brought in deeper expertise in working with sustainability, saw a steep learning curve for the other partners, who did not have as rich an experience or understanding of sustainability issues. However, this was an opportunity to help each other in the process of sustainable development.

Lessons learnt, recommendations and transferability

The biggest success factors, according to the project manager, were the partners' teamwork, cooperation and the involvement of the local workplaces. One of the project partners pointed out that good project management was important for the success as well. When different countries, languages and methods are involved, a strong 'captain of the ship' was crucial to make everybody work in the same direction.

Also, the teamwork between the students and the teachers was an important success factor. The students gave feedback on the material produced, the open badges, and the design of the project overall. This provided the project leaders with an opportunity to improve their methods throughtout the project. The students' feedback, therefore, played a big role in shaping the project. The project coordinator linked this approach to the schools' view about their general role as being a tool for

Participants in the pop-up restaurant

the students to grow and succeed in the future. In short, the coordinator's general perception of the project as being primarly developed for the students was a big success factor.

One of the most important lessons learnt from the project was to have the entire school, teachers, and organisations involved. According to the interviewed project manager, 'if these actors do not understand what you are doing and why you are doing it, it creates a big barrier'. He also pointed out that the project started at the right moment, because of the changes in the curriculum within the relevant educational field in Finland. This made it easier to get support for the project, because the new curriculum was based on recommendations from professionals and teachers. However, despite the good overall conditions and support, it still required a lot of reminders to get the teachers and education institutions on board. Some teachers, not part of the project consortium, were involved in some events and pop-ups during the project, and many of them were involved in the last part of the project. This made them spread the word which made it easier for gaining the support from now on.

The coordinating organisation recommended that it would be important for future projects to find the right partners. They pointed out that a common understanding of sustainability between the partners was important. This is especially true in case of a smaller consortium. Differing views and understanding could be interesting for broad debates when more partners are involved. In smaller consortiums, a common understanding is beneficial for developing methods and materials relevant for all the involved partners. Another recommendation was to be clear in the project application on what the project is meant to achieve. Things can be read and understood in different ways, so make sure that what you write is also what you want to say.

The potential impact of the Erasmus+ programme in the field of education for environmental sustainability

The recommendation for the future Erasmus+ programme concerns financing Erasmus+ projects; this has improved over time, but the budget was still not enough to perform all the tasks planned in the project. As an example, amounts foreseen for project management and implementation were inadequate to cover all the related tasks. It is necessary to have own funding besides the Erasmus+ funding to ensure quality, or carry out evaluation and dissemination activities to the standards that are required.

The current development in the Erasmus programme to focus on sustainability is a step in the right direction, according to the project coordinator. Forcing actors who plan to apply for Erasmus+ funding to think about sustainability regarding all the activities they suggest is a good method.

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Case study 10:
Partnership for biodiversity protection in viticulture in Europe

Summary

Case study: Partnership for biodiversity protection in viticulture in Europe

- **Erasmus+ programme type**
  Key Action 2 VET SCHOOLS
- **Project reference number**
  2015-1-DE02-KA202-002387
- **Project implementation period**
  Start: 01-09-2015 – End: 31-08-2018
- **Sector(s) covered**
  Vocational education and training
- **Project coordinator**
  Bodensee Stiftung (Germany)
- **Project contact information**
  Kerstin Fröhle, kerstin.froehle@bodensee-stiftung.org
- **Project website (if applicable)**
  https://www.bodensee-stiftung.org/en/partnerschaft-zum-schutz-der-biologischen-vielfalt-im-weinbau-in-europa-2/

Short description of the project:
The primary target group of the project was winegrowers – farmers producing grapes in vineyards. The project aimed at adapting wine-growing practices to protect, enhance and promote biodiversity in vineyards. This was achieved through a transfer of knowledge between the partners, to train each other and to develop high-quality training materials for winegrowers. The outputs of the project for winegrowers and biodiversity training comprise 'Biodiversity fact sheet', 'Biodiversity guide in viticulture', educational videos, 'Biodiversity check' and 'Biodiversity action plan'.

Relevance to learning for environmental sustainability:
The project addressed biodiversity and sustainability through a broad approach that explored several aspects of sustainability in agriculture. The project looked into environmental sustainability at the farms, and also explored indirectly its economic and social aspects. The project also examined how nature conservation and ecosystem services such as pollination and biological control could both strengthen biodiversity and provide benefits for the winegrower.

Specific focus:
- Multidisciplinary approach
- Lifelong learning perspective

Adaptation of the 'Biodiversity check' and training of a farmer in Turkey

Background, rationale and key objectives of the project

The rationale behind the project lie within the challenges concerning species extinction and loss of ecosystems caused by human influences. Agriculture is considered the most important land use in Europe, but it also contributes to the decrease in biodiversity and ecosystems – an impact that has only grown as agriculture has become increasingly extensive and the diversification of fields has lessened. The project specifically focussed on vinticulture because the EU is the leading producer of wine. Biodiversity is not directly a part of farmers' professional education; further training is given as consultation directly to farms. Winegrowers do not carry out systematic analyses of their impact on biodiversity on their farm either. This project, therefore, focused on creating learning for environmental sustainability for winegrowers in Europe. The central aim was adapting vine-growing practices to protect, enhance and promote biodiversity in vineyards. The key objective, therefore, included an increase in the winegrowers' knowledge about biodiversity and environmental sustainability. A lot of knowledge about biodiversity in agriculture, and viticulture in particular, was already available, but it was not articulated in a language that farmers would actually need. To make necessarychanges, farmers required direct help in the field with concrete tools, which would be easy for them to implement in their daily work.

The project was inspired by a former initiative that the German coordinating partner had implemented in a national context; hence, the Erasmus+ project's goal was to extend the dissemination beyond Germany and upgrade the activities, training modules and outputs produced in the previous initiative, as well as developing new teaching materials.

The partnership comprised eight partners: tandems between nature conservation organisations and farmer/winegrower associations in Germany, Portugal and Spain,as well as of an organic agriculture company in Turkey.

At the beginning of the project period, the target group was limited to organic winegrowers. However, as the project developed, the project partners also looked at non-organic vineyards, and how good practices for biodiversity could be implemented in these types of farms, as well.

Type and scope of the project, methods used and key activities

The project was coordinated by the German nature protection organisation Bodensee Stiftung and involved the following partners:

- ECOVIN Bundesverband Ökologischer Weinbau e.V. (Germany);
- Global Nature Fund Stiftung (Germany);
- A.D.V.I.D. Associação para o Desenvolvimento da Viticultura Duriense (Portugal);
- Quercus - Associação nacional de Conservação da natureza (Portugal);
- Fundacion Global Nature (Spain);
- La Unió de llauradors i Ramaders del País Valencià (Spain);
- Rapunzel Organik Tarim Urunleri (Turkey).

The key approach in the project was the transfer of knowledge between partners, to train and learn from each other. The organisations from different countries had different areas of expertise that they could share with their fellow partners. The German project coordinator, for instance, had expert knowledge in organic wine production, while the Spanish partner could share tools used for calculating the value of farmland for nature. The nature conservation organisations contributed with their knowledge in biodiversity and nature conservation methods, while winegrower organisations could contribute with their expertise in wine production, the practices used at vineyards, and what it would take to motivate farmers and make training materials useful for this target group.

The project partners highlighted that the level of experience within the topic that each partner brought in contributed to very fruitful meetings. The partners were all very committed, and the project had many open discussions. They met physically four times during the project period, but they also had regular online conference calls to monitor ongoing activities and discuss outcomes. A successful aspect of this blended approach was that discussions in physical meetings predominantly focused on the core topics: environmentally sustainable approaches and how to best impact the target group, and less on administrative issues. The deep involvement of winegrower organisations meant the materials would be constantly reviewed and improved so they would speak to the context and realities of those working on vineyards and would be more easily used by the farmers. The materials were also tested by winegrowers, who the project team visited throughout the activities. A project partner highlighted that it was important to involve them; the farmers visited gave important feedback on the language used in the materials, whether the materials were tangible and whether farmers could actually make use of them.

Exchange of knowledge between the partners in Turkey

Key outcomes of the project

The project put together the collective knowledge exchanged between partners in a few key documents for winegrowers to support them in integrating biodiversity into their work. All results are available in five languages. The outputs were:

- 'Biodiversity fact sheet' for winegrowers: explains biodiversity, shows links between viticulture and biodiversity and names best practices;
- 'Biodiversity guide' in viticulture: helps farmers identify the species they find when working in the field. The guide introduces, on approximately 60 pages, typical species in vineyards and gives some interesting facts. Icons explicitly developed for that purpose show the relevant areas in the vineyards where these species live and provide measures to protect them;
- Educational videos: introduce important measures for maintaining biodiversity in viticulture and outline advantages of biodiversity for making good quality vines and sultanas;
- 'Biodiversity check': with this tool, comprehensive individual training on biodiversity is facilitated, to assess potential negative effects and give recommendations for improvement where necessary;
- 'Biodiversity action plan': a catalogue of possible measures for all viticulture/grape growing relevant areas. It enables winegrowers to manage their biodiversity activities.

It was important for the project partners that the materials could be used in different types of vineyards regarding sizes and organisational setup and in different geographical areas, that varied in

climate, landscape, type of soil, etc. Materials were, therefore, continuously adapted throughout the project as they were tested by farmers in the fields.

There have been many biodiversity training modules available at the end of the project, along with the educational materials. The feedback from farmers has been very positive as they gained a deeper understanding of biodiversity and how it affected and could benefit their production. They learnt how to do biodiversity self-assessment at their farms, and what measures they could take to protect biodiversity. Project partners experienced a change of habits in the farmers and found that they showed a greater concern for the overall production process. They would not just focus on what they could do at their own farms, but would also look into their suppliers and the environmental impact of their products and production processes.

Because of the project, project partners sharpened their profile in all aspects of biodiversity and viticulture and became national specialists in carrying out biodiversity training modules. In addition, all partner organisations included the project outputs into their own training programmes and continued to work in this area. One of the project partners, for instance, still uses the materials when collecting bio-indicators in vineyards and the organisation is currently developing a sustainable action plan for winegrowers while building on the knowledge gained in the project. The project coordinator is also a partner in a new project application under the Erasmus+ programme focusing on, amongst others, producing an online self-assessment tool for winegrowers to tackle climate change and environmental issues.

One of the project partners highlighted that the educational materials were an particularly good tool to start discussions with farmers when they, as a nature protection organisation, would visit them and try to start a collaboration.

Specific focus

Multidisciplinary approach

The project took a multidisciplinary approach when developing a catalogue of possible measures for all viticulture/grape growing relevant areas. The around 110 actions – most of which tested and applied for years as best practices – have been complemented by research carried out by the partners, and they include measures from several different disciplines. The project also applied a wide outlook at sustainable development and did not just focus on its environmental but also economic and social aspects when producing outputs for the farmers. This was done so that the actions suggested would be tangible for farmers to implement in their everyday workings, and not only in the theory.

'The biodiversity action plan' for vinegrowers is a good example of the multidisciplinary approach used in the project, as it provides 110 concrete action points for farmers that touch upon diverse aspects and disciplines such as: Strategy/Management; Cultivation and protection in the vineyards; Ecological infrastructures in the vineyard / ecological compensation areas; Harvest / Cellar / Vinification; Bottling/packing; Sales and logistics; Energy and water management; and Marketing and communication. Concrete actions varied from using recycled materials in packaging to using organic fertilisers and carrying out soil analysis every 3 years.

Lifelong learning perspective

One challenge the project faced was that its target group, farmers and winegrowers working in the field, seldom have time to take part in lectures or upskilling training and education once they left their formal training. They cannot leave their fields unattended even for one day. Therefore, they are hard to reach, and up- and reskilling training needs to be implemented while working in the fields. The materials produced in this project have been designed with this challenge in mind, and can be used in a variety of ways: as a source of information for teachers, trainers, technicians, etc.; for training units to explain biodiversity and the relation between agriculture and biodiversity; for farmers to use by themselves without joining further training activities; for raising awareness among winegrowers.

Challenges and barriers for promoting learning for environmental sustainability

Budget constraints were the key challenge in the project implementation, as the funding received for management and dissemination was very limited. As dissemination activities are very important for spreading the experience and results of the project, the small budget for this activity also limited further promotion of learning for environmental sustainability. It was, for instance, difficult to reach out and transfer knowledge to a wider geographical area than those covered by the project partners. This also lowered the possibility of creating cooperation and partnerships with other stakeholders as a follow-up, though other actors might have benefited from the project's results. In addition, the Erasmus+ format does not allow as much flexibility in the project implementation as it might have been needed.

Though some farmers still have a sceptical view on biodiversity and often see biodiversity as a hindrance to their production, as weeds and vermin attack their plants, the project partners had little difficulty in getting in touch with winegrowers willing to take part in and contribute to the project. This potential challenge was overcome by the involvement of winegrowers' associations, which acted as multipliers for getting the farmers on board.

Lessons learnt, recommendations and transferability

The knowledge exchange between partners having a high level of expertise in the field of biodiversity and with the target group was a huge success factor of the project. It was also beneficial that all the partners knew or had prior knowledge of each other, as it meant that communication between them was easy from day one. Taking the time at the start of the project for partners to meet physically and gain an understanding of each other benefitted cooperation in the project process as well.

Likewise, all the project partners had an active network of relevant stakeholders, which hugely helped with the dissemination of the results. Involving target group actors, especially the farmers working in the field, as part of the project, also had a positive impact on the usability of the materials produced. The most efficient way to inspire change is when it is taught from peer-to-peer, so having champions from the target audience engaging with and talking to other farmers, was a success factor in the project.

Ground covers in vineyards in Portugal

Especially in learning about environmental sustainability, the various stakeholder groups (nature protection organisations and farmers) need to come together, discuss possible solutions while learning more about the context and realities that each stakeholder group lives by, and what needs to be addressed for initiatives to be tangible. Finding a common language and goal to work for and creating a good workflow is also important.

For learning about environmental sustainability, it is also important to have a broad understanding of sustainability. To achieve tangible change, all economic, social and environmental aspects and concerns must be considered. To further disseminate learning for environmental sustainability, it is also important to not just work with the champions in the field (in this case, organic winegrowers), but also to address a wider group of the target audience, to achieve even minor changes everywhere. For instance, in viticulture, not all farmers can be organic, as the conditions in their fields do not allow for it. However, implementing a few good practices from organic vineyards such as some ecosystem services can also bring positive results for biodiversity overall. When promoting learning for environmental sustainability, we should keep in mind that any few small steps or initiatives count.

The potential impact of the Erasmus+ programme in the field of education for environmental sustainability

A larger allocation of funds for project management and dissemination in Erasmus+ projects could greatly foster the promotion of learning for environmental sustainability. Project partners also found that it would be interesting if the Erasmus+ programme could facilitate a meeting between different Erasmus+ projects working in this field. According to them, there was limited information available that consortiums such as theirs could apply for and receive funding in Erasmus+.

Vineyard slope with vegetation

One project partner with extensive experience in European programs further suggested that Erasmus+ would be a perfect complement to other European funding programmes that focus less on the dissemination of results and the creation of partnerships. According to their experience with Horizon 2020 projects, many interesting results never made it past the project partners' computers. Using Erasmus+ to establish partnerships and finding ways for utilising the knowledge gained in a Horizon 2020 project could be very interesting, as partners' level of expertise is high at the end of such a Horizon project, but the knowledge gained is not always shared. When you have produced high-level materials, it is worth investing in the communication of such results.

Sources

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- Project webpage: https://www.bodensee-stiftung.org/en/partnerschaft-zum-schutz-der-biologischen-vielfalt-im-weinbau-in-europa-2/ (accessed 24-06-2021).

Case study 11:
European Network for Advancement of Business and Landscape Education (ENABLE)

Summary

Case study: European Network for Advancement of Business and Landscape Education (ENABLE)

- **Erasmus+ programme type**
  Key Action 2 HIGHER EDUCATION
- **Project reference number**
  2016-1-NL01-KA203-023013
- **Project implementation period**
  Start: 01-09-2016 – End: 31-08-2019
- **Sector(s) covered**
  Higher education
- **Project coordinator**
  Erasmus Universiteit Rotterdam (the Netherlands)
- **Project contact information**
  Eva Rood, project coordinator, erood@rsm.nl
- **Project website (if applicable)**
  https://www.rsm.nl/enable/home/

Short description of the project:
The European Network for Advancement of Business and Landscape Education (ENABLE) was created by a partnership comprising academic partners, private businesses, the public sector, and NGOs. The overall objectives of the project were to:

- create an inter- and transdisciplinary educational framework with innovative e-learning components about economy and ecology and establish landscape management and restoration industry;
- teach and train business students in higher education to become generators of sustainable value for business and society at large and to work towards an inclusive and sustainable global economy;
- start and facilitate dialogue and debate among all the actors in the areas related to global social responsibility and sustainability and the prevention of landscape degradation.

The project developed two online courses (MOOCs). Five teaching cases, as well as an online platform for experts in the field and an experimental learning module, were produced. The project partners garnered very positive testimonials from participants.

Relevance to learning for environmental sustainability:
Land degradation is a serious and widespread problem across Europe. It is not just an environmental problem but also a social and economic one. Degradation of land is linked to

other major contemporary issues that Europe will have to tackle, including climate change, food and water security, and a decline of biodiversity. These problems are directly related to well-being, security, poverty, and migration. This makes restoring and conserving landscapes one of the most important tasks of our time. To make sustainable change for land restoration, it is not enough to factor in environmental concerns. Economic and business aspects will also need to be considered to sustain the restoration. The project set out to create tools, including a viable business model, and train students while making it possible for them to bridge the two fields of expertise and build large-scale landscape restoration projects that can be self-sustaining.

Specific focus:

- Multidisciplinary approach
- Partnerships and cross-sectoral cooperation

Background, rationale and key objectives of the project

The inspiration for the project came from a previous partnership between the two partners, Commonland Foundation and Erasmus Universiteit Rotterdam, that had developed a pilot sustainable business model. The project partners had too often experienced that restoration projects would end after the initial funding period, and the positive impacts it had delivered would be lost, as the long-term economic sustainability of the project had not been factored in. The rationale of the project was that if graduates of business education and business professionals had a better understanding of the potentially negative impact of economic activities on nature, and of the actions that can be taken to restore and conserve landscapes, they would be better equipped to plan and carry out business activities without degrading the landscape or build self-sustaining landscape restoration. Likewise, ecology students and professionals could build more sustainable projects for land conservation when they have been trained in the economic viability of such projects.

ENABLE developed inspiration and tools for education on integrated landscape management based on sustainable business models; it built bridges between ecology and business to create awareness about the functioning of ecosystems and the benefits of sustainable landscape management. The primary target group in the project was business students in higher education, but the materials have also been used and inspired further training for business professionals as well as ecology students and professionals.

Type and scope of the project, methods used and key activities

The ENABLE project was a partnership of organisations from the private, public, and non-profit sectors. It was coordinated by Erasmus Universiteit Rotterdam (the Netherlands), and included the following partners:

- Landbúnaðarháskóla Íslands (Iceland);
- Commonland Foundation (the Netherlands);
- Gd-Estoril Institute Associação Para a Promoção Do Diálogo Global (Portugal) ;

ENABLE-project: Promotion materials

- Universidade Nova De Lisboa (Portugal) ;
- Consejo Superior de Investigaciones Científicas (Spain).

Each partner contributed with a distinct set of resources, knowledge, and skills; this made it possible to establish a European education platform to create awareness about the functioning of ecosystems and the benefits of sustainable landscape management. Partners drew from experiences and expertise built up in previous projects. Project partner CSIC-CEBAS (biodiversity and soil expert centre, Spanish national research council), for instance, used the Erasmus+ project to disseminate findings from a Horizon 2020 project dealing with land conservation, which they had been previously involved in. The Erasmus+ project enabled CSIC-CEBAS to get out knowledge of the Horizon 2020 research to work on the ground and create change. However, all the educational materials and tools had to be built as the project was going on, as there were no materials previously available that would bridge both areas of expertise: business and ecology.

The partners sustained a very open approach to the development of the project and project outputs. Many exchanges were held at the beginning of the partnership, where they discussed the core of both fields: business and ecology, the thinking behind, the language used by professionals, and how the two fields depended on and were important for each other. By using an interdisciplinary approach, the project partners brought two different worlds together.

As none of the project partners had prior experience with online courses, they hired help from external experts that guided them in the development of two MOOCs: the design process, writing a script and creating a storyline – while focusing on only one core idea to be taught in each MOOC.

ENABLE consortium at kick-off meeting at Erasmus University Rotterdam, the Netherlands, September 2016

Both MOOCs and the teaching cases were tested by business and ecology students. Each partner handled the development of a teaching case that explored a land conservation issue relevant to their specific geographical area.

Key outcomes of the project

The main achievement in the project was to strengthen links between education, research, and business to promote excellence and regional development. There was active cooperation between the higher education sector and partners from outside academia: enterprises, professional organisations, business, and local/regional bodies. The partnership developed activities that help to attune curricula to current and emerging labour market needs; this equipped the young generation with transversal skills, such as entrepreneurship. The outputs of the project were:

- The creation of an inter- and transdisciplinary educational framework with innovative e-learning components, such as MOOCs, and online/interactive cases that will help bridge the gap between economy and ecology, business and environment, theory and practice, global and local level, as well as helping establish a landscape-restoration industry. The partners developed two MOOCs, and as of May 2021, the MOOCs had been completed by respectively 6300 and 3400 students. Both MOOCs are still available online, and one of them has recently been updated. The MOOCs covered the following headlines:
  - MOOC 1: A business approach to sustainable landscape restoration;

- MOOC 2: Business model innovation for sustainable landscape restoration.

- A knowledge exchange platform:

The platform is an online space for a growing community of people involved in large-scale landscape restoration based on a holistic 'four returns approach' – developed by the project partner Commonland Foundation. The 'four returns approach' look into four key returns of landscape restoration (inspiration, social capita, natural capita and financial capita) over the last 20 years, to provide actors in the field with a common language for co-creating a vision of the restoration. The platform is continuously updated and maintained by the project partner Commonland, with funding from the IKEA Foundation. The platform contains tools (business models, story maps, interactive maps), inspirational stories of restoration projects, and a facility to enable exchange in the community. The goal of the platform is to inspire people via stories, equip them through tools, and connect them through a network of professionals.

- A sustainable business model built on the principles of the 'four returns approach': Mapping 4 returns for farms or estates | four Returns. A recent version of the model was launched in June 2021 after the test phase.

- Five teaching cases for students to work on real-life problems using their academic training. The teaching cases were developed to reflect the diversification in the location/setting and the type of problem tackled in the case. The cases explored the main issue faced by landscape restoration in each case location and would, for instance, address community engagement or the relationship between governmental authorities and civil society.

Participants in the project indicated that they gained more awareness and a deeper understanding of the complexity of the issues and the need to combine multiple perspectives. Ecology students learned how to use business methods for an ecological problem; they could see that incorporating business aspects in their measures could create more sustainable solutions. Business students learned that to build and run a successful company or reach the goals they want to achieve in their career, they depend on sustainable natural resources available. The project partner, Commonland noted that multiple students, who had been involved in the project, had subsequently taken a second master's degree in the environmental subject to complement their business degree, which would equip them for interdisciplinary work in their future careers.

The Covid-19 pandemic limited the follow-up activities of the project. Many of the outputs are still available online and are continuously maintained by the project partners. The project partners, Commonland Foundation and Erasmus Universiteit Rotterdam are currently exploring a new Erasmus+ opportunity to further develop the knowledge alliance platform created in the ENABLE project.

Specific focus

Multidisciplinary approach

A multidisciplinary approach was at the heart of the project as the project partners strived to build bridges and links between the two disciplines of ecology and business. Partners did not just aim to teach aspects of the expertise areas side-by-side but wanted to develop

teaching materials, lessons and tools that combined the two professions. The five teaching cases developed would use examples of real-life problems for students to work on, and for which they had to factor in aspects from several fields of expertise: economy, business development, management, motivation of workers, communication, climate change projections, studies on population density and expected growth, etc.

The project was also inspired by different forms of teaching in each field of expertise (such as field experiments used in ecology, or teaching cases and business models developed in the economy). Classroom teaching, online teaching and problem-based teaching were also used.

Partnerships and cross-sectoral cooperation

The ENABLE project created a partnership of organisations from the private, public, and non-profit sectors. Each partner contributed with a different set of resources, knowledge, and skills; this made it possible to develop a holistic and applicable high-quality education platform for business-driven landscape restoration. A focus at the beginning of the project was for the partners to share their expertise and create a common language and a goal to work together for. It was important to ensure that they did not work in their own silos throughout the project but indeed strived to build a bridge between their areas of expertise.

The project also focused on building partnerships and cross-sectoral cooperation outside the project team, by setting up the knowledge exchange platform to enable a global community of academics, practitioners, policymakers, environmental and business professionals to meet each other and to share and exchange their knowledge, expertise and first-hand experiences with landscape restoration.

Challenges and barriers for promoting learning for environmental sustainability

The main barrier for the project was the tight budget in the Erasmus+ programme, as project partners needed to invest considerable resources and time themselves to achieve the planned outcomes.

Project partners also experienced difficulty in getting access to students, as the curriculum of higher education is rigidly planned, whereas the lessons in the project are interdisciplinary and not part of the core subjects. During the project, the partners also found out that working with two different types of expertise was difficult and required many discussions so that they could understand each other and find a common language. For instance, when they discussed diversification, ecologists would think of crop diversification, and business students would think of portfolio diversification.

Lessons learnt, recommendations and transferability

The project coordinator highlighted that the success factor of the project was the good relationship between project partners. The consortium had many open talks with very passionate people from different fields of expertise, and they agreed to the ambitious goals of the project. This made them go beyond what they would normally do on a project of this kind. They designed all the project activities and tools from the ground up rather than reusing and adapting already developed

ENABLE project: Experiential Learning module in Spain, led by CSIC-CEBAS

materials in their fields of expertise. The partners took the time early to have an open discussion on the goals and activities of the projects, which was beneficial for the creative process overall.

Recommendations for others include the advice to combine expertise from different academic and professional fields and work on real life-based problems. The project partners also encouraged projects dealing with learning for environmental sustainability to go into nature, and really experience it in a way, that cannot be done from behind a computer. 'To know what nature truly is, you have to feel it, live it. Only if you go out and see and experience examples of environmental damage first-hand in nature, can you understand and appreciate what economic 'damage', such environmental change can cause', as one project partner stated. Another project partner suggested for research centres, educational institutes and interest organisations to take on an outside-in and inside-out thinking when setting up partnerships, and think about how you can disseminate your knowledge out of your organisation and bring others in. As noted by the project partner, 'when you combine academic knowledge and experiences, with practical insights from professionals working in the field and researchers, there is a lot of potentials for partners to grow and innovate.'

The potential impact of the Erasmus+ programme in the field of education for environmental sustainability

The project partners recommended that the sustainable development goals could be incorporated into the applications for Erasmus+ funding. All applicants should reflect upon their project's impact in terms of the sustainable development goals. Erasmus+ is a fantastic opportunity to showcase that developing an understanding of environmental sustainability issues should always be present. All students, no matter what their area of expertise, should understand their dependency on nature and the environment, and how their fields of activity impact environmental issues. The Erasmus+

ENABLE-project logo

programme could support schools in instilling such an environmental mindset into all students in Europe. Project partners likewise reminded others, not just to focus on environmental sustainability, but also factoring in and teaching other forms of sustainability (financial and social), as all three forms of sustainability depend on each other. A project partner further suggested that the Erasmus+ programme could prioritise project applications that strive to combine academic disciplines and address real-life problems concerning sustainability. Such an approach would better prepare students for how to tackle these problems once they leave school.

Project partners finally suggested better and more active dissemination of other European funding schemes' results. The project partners found that, for instance, dissemination in the Horizon programme is often limited to building a project website and providing presentations on a few workshops. This is a lost opportunity. Instead, partners in Horizon 2020 should look into how they can, e.g., develop training and create an impact by the research and knowledge gained. Following Horizon research with an Erasmus+ project could be a way to create such an impact.

Sources

- Erasmus+ project card: Erasmus+ project card | Erasmus+ (europa.eu) (accessed 24-06-2021)
- Project webpage: Home - Rotterdam School of Management, Erasmus University (rsm.nl) (accessed 24-06-2021)
- Knowledge exchange platform: https://4returns.earth (accessed 24-06-2021)

Case study 12:
Working towards more environmentally friendly ways, especially in the city

Summary

Case study: Working towards more environmentally friendly ways, especially in the city

- **Erasmus+ programme type**
  KA1 ADULT EDUCATION
- **Project reference number**
  2018-1-FR01-KA104-047274
- **Project implementation period**
  Start: 21-10-2018 – End: 20-10-2019
- **Sector(s) covered**
  School education, adult education, youth
- **Project coordinator**
  Asparagus – l'empreinte nature
- **Project contact information**

- **Project website (if applicable)**

Short description of the project:
The 'Working towards more environmentally friendly ways, especially in the city' project was organised by a non-profit organisation, Asparagus. It aimed at exchanging good practices in the field of environmental sustainability, with a focus on biodiversity and urban solutions, between the twinned cities of Dessau (Germany) and Argenteuil (France).

The project comprised a 6-day visit to Dessau (21-26 October 2018) where participants gained insights into the city's practices to promote urban sustainability. Its aim was to bring back to Argenteuil ideas and good practices and present them to the local decision-makers.

Relevance to learning for environmental sustainability:
The project provided an opportunity for a group of volunteers to learn about good practices on biodiversity and urban sustainability in the city of Dessau, which equipped them with a new outlook to apply in their own community in Argenteuil.

Specific focus:
- Multidisciplinary approach
- Partnerships and cross-sectoral cooperation
- Teachers/educators training and professional development
- Learning and teaching pedagogies with a focus on participatory and experiential approaches

Background, rationale and key objectives of the project

Asparagus is a non-governmental organisation based in Argenteuil (France) active in education for environmental sustainability. They were looking for inspiration and good practices in this area as applied in neighbouring Germany. For this purpose, they organised an extended visit to the city of Dessau, which is twinned with Argenteuil. The project participants explored several aspects of urban sustainability, such as green mobility (e.g., cycling lanes, electric power transportation), biodiversity, as well as waste management. The project put them in contact with a local network of organisations and actors that contribute to implementing sustainable practices in the city of Dessau. The objectives of the project included:

- The professional development of Asparagus' staff and volunteers in education for environmental sustainability;
- Establishing a network of organisations and individuals to act together for the environment.

The primary target group was the staff and volunteers of Asparagus.

Type and scope of the project, methods used and key activities

The project's major activity was a visit to Dessau, Germany, by a group of eight adults – staff members and volunteers – from Argenteuil, France. They took part in several meetings with local organisations, institutions, stakeholders working on environmental sustainability, willing to showcase and share good practices. These included:

- Local authorities (the Dessau-Argenteuil twinning committee and the Federal Environmnetal Agency);
- A consumers' organisation to discuss better and sustainable food choices;
- The Dessau Museum of Natural History and Prehistory, which twice a year organises training courses open to the public to discuss environmental sustainability;
- An organisation working on renewable and green energy; the activities included a comparison between the energy systems in Germany and France and a discussion on how to educate citizens on sustainable energy consumption;
- A cyclists' organisation (ADFC Dessau) to discuss sustainable urban mobility and to compare the cycling lanes networks in the two cities; and
- Two biodiversity conservation organisations (Initiative for the Elbe and Gardens' Empire and a beekeepers' association) to discuss the issues related to the use of pesticides, and to reflect on the threats to biodiversity in urban environments.

All these activities aimed at providing participants with an array of inspiring practices to be implemented in their city, such as improving green mobility, preserving urban biodiversity and green spaces, urban awareness-raising campaigns against climate change, including through citizens' actions targeted at local decision-makers. Following the project visit, participants drafted a document addressed to local policymakers presenting a series of recommendations to make Argenteuil more sustainable, based on the exchange of practices in Dessau.

Key outcomes of the project

The 'Working towards more sustainable ways, especially in the city' project had a very positive impact on different levels.

For the participants: the eight participants gained a range of new competences. Some of them have taken on a more active role asvolunteers in Asparagus. All of them have continued their work on environmental sustainability, and have gained valuable tools to engage local stakeholders (decision-makers, organisations, businesses) on the subject.

For Asparagus: Asparagus and its staff gained new know-how from the coordination of the project, and now feel more confident in applying for new funding to further develop their vision. Because of the project, the organisation has also improved its ability to transfer lessons learned and good practices from one action to the next.

The project also affected the organisations and actors that interacted with the group in Dessau. Thanks to the project, they have strengthened their network and are planning to organise a series of visits to Argenteuil to continue the exchange of inspiring practices.

Specific focus

Multidisciplinary approach

The project's activities covered an array of topics that are connected with the urban dimension of environmental sustainability: from biodiversity to sustainable mobility, and energy consumption.

Partnerships and cross-sectoral cooperation

Throughout the project visit, the participants interacted with stakeholders and organisations working across different sectors playing a role in the city of Dessau's efforts to achieveurban sustainability.

Teachers/educators training and professional development

The participants in the project visit included volunteer educators who collaborate with Asparagus in implementing activities for children in Argenteuil. Asparagus's mission is to raise awareness and educate Argenteuil's public on matters related to environmental sustainability, especially biodiversity. To achieve this objective, they regularly organise non-formal learning activities for children and young people within schools or outdoors for them to discover the local biodiversity and to learn about their impact on the environment and how to reduce it.

Learning and teaching pedagogies with a focus on participatory and experiential approaches

The participatory approach in the project was evidenced by the multiple meetings that characterised the project visit in Germany. Participants experienced first-hand the work of local organisations through on-site visits, non-formal activities, debates and reflections on the transferability of their practicies.

Challenges and barriers for promoting learning for environmental sustainability

The project coordinator pointed out a few challenges to spreading the message of environmental sustainability and that it needed to be given more relevance in the public debate, especially from policymakers. Environmental sustainability should be a priority and, for example, activities with children should be backed up by involving the families, to ensure long lasting positive behaviours and the spread to decision-makers.

Lessons learnt, recommendations and transferability

Because of the project, Asparagus has developeda document including recommendations for local representatives and decision-makers to tackle environmental sustainability in the city of Argenteuil.

From the grassroots point of view, the recommendations included creating a network among different actors in the community to discuss and action environmental sustainability. This was also considered crucial to increase the bargaining power of citizens with local authorities to bring about change.

Sources

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- Powerpoint presentation: Restitution du stage ERASMUS du 21 au 26 octobre 2018 à Dessau Rosslau en Allemagne

Case study 13:
A Tale of Two Futures

Summary

Case study: A Tale of Two Futures

- **Erasmus+ programme type**
  Key Action 2 ADULT EDUCATION
- **Project reference number**
  2016-1-UK01-KA204-024544
- **Project implementation period**
  Start: 01-09-2016 – End: 31-08-2019
- **Sector(s) covered**
  Adult education
- **Project coordinator**
  The Surefoot Effect CIC (UK)
- **Project contact information**
  Euri Vidal, euri@surefoot-effect.com
- **Project website (if applicable)**
  https://www.tales2futures.eu/

Short description of the project:
The project 'A tale of two futures' aimed to support adults in learning key skills to reduce the negative environmental impact. The project provided educators in the non-formal learning sector with the knowledge, basic skills and key competencies to train groups of people to take action against climate change and how to conserve energy and resources. The project equipped people with lifelong learning skills for sustainability by providing: a space to think; time to explore motives and feelings regarding more sustainable lifestyles; and leadership that inspires action.

Relevance to learning for environmental sustainability:
The project tackled environmental sustainability by creating a forum to explore concrete actions for participants to reduce their carbon footprint. By providing communities with a space to reflect and explore possible collective and individual actions, the project empowered and motivated participants to take ownership of environmental sustainability and commit to it in a way that is compatible with their needs and daily lives.

Specific focus:
- Link between formal/non-formal learning
- Link to key competences
- Teachers/educators training and professional development
- Lifelong learning perspective

Young participants from 'carbon conversations' taking part in 'Fridays for Future' protests in Vilnius

Background, rationale and key objectives of the project

The idea for the project came from a pilot carried out atthe University of Edinburgh to develop innovative practices to save energy on campus. This pilot was designed and implemented by the project coordinator. It aimed to save energy through behavioural changes rather than investment in infrastructure. The initiative recouped the money invested in only eight weeks, began expanding and led to the university creating sustainability and social responsibility department. The project coordinator was part of this new department and appreciated that it gave people the space and platform to discuss and find their energy-saving solutions for their specific situations. Following this experience, he started documenting similar projects around Spain so that information could be disseminated and people could replicate them.

In this project, the project coordinator the Surefoot Effect CIC from the UK created a partnership with:

- a Lithuanian partner: Zilniu Kodas, Vilnius, which is a mostly adult education-oriented non-profit organisation working with people in rural areas, the elderly, people with disabilities through different European programmes;

- a Spanish partner: Dom Spain Consulting, Tarragona, is an SME whose main activity is teaching English at different levels.

The project sought to build on the experience of the 'Carbon conversations' programme: a pre-existing long-term individual action programme in the UK and other EU countries, where participants learn to reduce their carbon footprint. People responded positively to this programme; it was based on the premises that

Lithuanian partner Ziniu Kodas disseminating the project in Lithuania

providing information about environmental sustainability was often not enough because it did not lead to action. People needed to have a personal drive, which is what 'carbon conversations' promoted.

These two experiences (the energy-saving pilot project at the University of Edinburgh and 'carbon conversations') were combined in this Erasmus+ project: 'A tale of two futures'. The initiative primarily focused on adults, but it also worked with schools and teachers to include the concept in their lessons, for example, thus indirectly reaching younger target groups as well.

Type and scope of the project, methods used and key activities

The project's approach was characterised by two main methodologies resulting in three intellectual outputs: the 'carbon conversations' country guides, the online open interactive educational platform, and the 'carbon conversations' handprints programme.

'Carbon conversations'

Methodology: The 'carbon conversations' methodology developed in Cambridge 15 years ago is based on the idea that by creating the space for groups, people can discuss environmental issues and relate them to their identities, emotions or values. Key activities comprised training courses for facilitators in Spain and Lithuania to deliver the programme to more people. Each pair of participants trained within the training facilitated two groups of 'carbon conversations'. The 'carbon conversation' groups were composed of 11-12 people and some started their own projects afterwards.

Inventory of projects and good practices

The project partnership documented 400 initiatives instead of 200 planned. The documented projects were gathered on an online interactive map to serve as a catalogue of good practices. Creating such a space was the key to success because people want to do something but often lack a space to come up with their ideas.

Key outcomes of the project

Impacts

The project had a positive impact on partners and coordinators, exceeded its targets and started more activities than initially foreseen. This was the first environmental project for the project partners and the first time that they received Erasmus+ funding. The organisations have since become points of reference in their communities as environmental projects, and they are now recruiting people to work on such projects.

The partners were positively surprised by the positive response they got from people participating in 'carbon conversations' and this resulted in a lot of follow-up activities (see below). The project had a great impact on individual participants: people were inspired to make slight changes and implement small activities, and teachers began employing the materials in their classes. The 'carbon conversations' aspect of the project ended two years ago, and now partners are organising events on environmental issues using the community of interested people who previously took part in the project's regular group encounters and conversations. The Facebook group is still active and being used.

Follow-up activities

In Spain:

- A teacher, who took part in the 'carbon conversations' workshops in Spain, created a food garden in her school.
- Other teachers have included 'carbon conversations' in their English lessons and have embedded some activities carried out during the project in their daily work. They asked their students to analyse their carbon footprint and to make a pledge to reduce their environmental impact. They also get access to hundreds of interested people through online programmes.
- Other ongoing school projects have expanded to other schools, e.g., involving students in local TED talks on the topic of environmental sustainability.

In Lithuania and the UK:

The cooperation between Surefoot Effect from the UK and Ziniu Kodas from Lithuania has continued in other Erasmus+ projects on environmental sustainability. They both grew as organisations and now they run three environmental education projects. This has also had a big impact on the staff, e.g., it changed their approach to energy saving at home and in the office.

Specific focus

Multidisciplinary approach

The project created a link between formal and non-formal learning by introducing non-formal learning methodologies and activities in the 'carbon conversations' groups and facilitators' training, and by creating synergies with schools and teachers. Non-formal learning methods derived from the project have been implemented in different formal education settings.

Non-formal learning activities linked to the three topics: energy, travel and food were part of the facilitators' training. They were also discussed in the 'carbon conversations' groupswhere the participants of different age-groups reflected upon their carbon footprint and how to reduce it through open communication, cooperation, creative thinking and community building in a relaxed atmosphere.

Link to key competences

The project addressed key competences, especially active citizenship. By bringing people together, the 'carbon conversations' groups created spaces for participants to develop their communication and listening skills, to gain awareness of environmental issues and their role as active citizens and communities.

Teachers/educators training and professional development

Through the 'carbon conversations' training for facilitators, the project provided a platform for professional development of several teachers and educators (including adult educators). The methodology introduced by the project helped teachers and educators to gain a renewed focus on their role and develop their skills as facilitators, supporting students to form own conclusions and ideas on climate change and environmental sustainability.

Lifelong learning perspective

The project had a strong lifelong learning perspective regarding target groups and follow-up activities. The focus was on adult learners, however, through the activities, the project has reached all age groups from schoolchildren to young people and adults.

Challenges and barriers for promoting learning for environmental sustainability

The project coordinator and partners reported that, in general, they did not experience any major challenges when implementing the project, but a few minor ones emerged.

One partner found it difficult to move away from their experience as a teacher with formal education methods and to become a 'carbon conversations' facilitator, which meant guiding groups of participants to discover things for themselves.

In the pilot project at the University of Edinburgh, the initial challenge was trying to change the habits by telling people what to do, which is not an engaging type of communication. The approach finally adopted was the opposite: giving people the opportunity to come up with own solutions that were relevant and feasible. Thus changing the approach from top-down to bottom-up.

Non-formal learning activities during a facilitators training session

Lessons learnt, recommendations and transferability

One of the main lessons learned from the project is that the first step is to always find out what is already happening, what methodologies are out there at the local and EU level, and to invite people to have a discussion/reflection as part of a group, and then start pooling ideas together. That involvement will not be from everyone, but there will always be somebody who is motivated; organisations/projects can create the space for those people to sign up and interact with one another as well as sharing ideas. Being invited and integrated into a group is important for people to take action, and it does not take a lot for someone to be that spark that is going to start something new. People want to take action, but they need the opportunity to become empowered.

One recommendation that emerged from the project is that communication about environmental sustainability is often about what you can do individually for the environment, but there is no community perspective. The project showed that people need a space – whether online or in person – to come together and explore ideas and actions in a group. The bottom-up approach ensures that people feel empowered and motivated and develop a deeper understanding of the benefits of taking action.

Participants to the facilitators training

The potential impact of the Erasmus+ programme in the field of education for environmental sustainability

The Erasmus+ programme has great potential in the field of education for environmental sustainability. One suggestion that emerged is that long-term projects would allow for more continuous work. It is also more impactful if local people get involved, which was the case during this three-year project.

Sources

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- Project website: https://www.tales2futures.eu/ (accessed 20-05-2021)
- Carbon conversations: http://www.carbonconversations.co.uk/p/materials.html (accessed 26-05-2021)

Case study 14:
One World Learning

Summary

Case study: One World Learning

- **Erasmus+ programme type**
  Key Action 2 YOUTH
- **Project reference number**
  2017-1-MT01-KA201-026967
- **Project implementation period**
  Start: 01-09-2017 – End: 31-08-2019
- **Sector(s) covered**
  Adult education, youth
- **Project coordinator**
  Sarah Brady
- **Project contact information**
  owleducation@birdlifemalta.org; Sarah.Brady@birdlife.org
- **Project website (if applicable)**
  https://owleducation.org/

Short description of the project:

The Erasmus+ project 'One World Learning' (OWL) brought together ideas, best practices, innovation, research and experience from five environmental non-governmental, non-profit organisations. The project created a network for partner organisations to learn from each other, share ideas and know-how as well as materials (e.g., handbooks). Resources from other organisations from the BirdLife International network, which have not been part of the original project partnership, have been later added to the project website. The shared and developed training materials are used for environmental education activities designed for young pupils (3 to 11 years old).

Relevance to learning for environmental sustainability:

The project has a clear focus on sharing expertise on environmental learning and improving the know-how and capacities of the involved project partners in facilitating such educational activities. The activities and resources of the 'One World Learning' project are aimed at connecting young children with nature.

Specific focus:

- Multidisciplinary approach
- Partnerships and cross-sectoral cooperation
- Link to key competences
- Teachers/educators training and professional development

'One World Learning' transnational meeting in Malta 2017

Background, rationale and key objectives of the project

The 'One World Learning' (OWL) project aimed at developing a platform for organisations and educators to share both resources (e.g., handbooks) and expertise as well as to supporting one another in enhancing their work in environmental education. The coordinating institution of the project was BirdLife Malta, which is part of the BirdLife International network, focusing on conservation work and environmental education programmes. The 'One World Learning' partnership comprised environmental non-governmental/non-profit organisations, including BirdLife Malta, Learning through Landscapes (UK), Stichting BirdLife Europe (the Netherlands), the European and Central Asian Division of BirdLife International), SPEA – Portuguese Society for the Study of Birds, Polish Society for the Protection of Birds (OTOP) as well as one public body, the Maltese Ministry for Education and Development. Every partner brought in different expertise. For example, the UK partner was a technical consultant, while BirdLife Malta has strong expertise in environmental educational activities.

'One World Learning' is closely linked to the existing education programme 'Dinja Wahda' of BirdLife Malta, which has been running with Maltese schools for a long time. With its environmental education resources and activities, BirdLife Malta reaches around 75 per cent of Maltese schools (corresponding to approximately 90 schools).

Overall, the project identified eight objectives to be reached with the 'One World Learning' project:

- Strengthening partnerships and networks between European countries in the field of environmental education;
- Developing an international environmental education programme based on best practices and European standards;

- Promoting positive environmental behaviours, citizenship, critical thinking and innovation among children and youth;
- Strengthening teacher and leader professional development in the field of environmental education;
- Fostering diversity and intercultural exchange through language learning for children;
- Promoting renewed interests in science learning through practical outdoor activities;
- Raising international awareness of the educational and health benefits of learning in the natural environment, using both local and international research findings;
- Connecting outdoor learning and social inclusion.

Regarding the objective of strengthening partnerships, the project led BirdLife Malta to recognise that the work of many organisations mainly focuses on conservation work, and to a very small extent, on environmental and nature education. This means that their educational activities are mostly limited to awareness raising through communication campaigns. On the other hand, BirdLife Malta also focuses on educational activities aming to change the behaviour of children to be more environmentally conscious, by connecting them with nature. Thus, the project sought to strengthen educational approach and outreach for the project partnership as well as in the entire BirdLife International network. For BirdLife Malta, the project was furthermore an opportunity to evaluate their existing environmental learning activities.

The target groups of 'One World Learning' were the participating organisations and educators, who shared and created educational materials as well as participating in teacher/educator training sessions. All resources shared and developed within the partnership were addressed to primary education children (3 to 11 years old). The materials of the project were also tested at pilot schools with children of this age group.

Type and scope of the project, methods used and key activities

During two years, the 'One World Learning' project realised key activities such as:

- transnational meetings took place in Malta, Belgium and Poland, each with a different focus: introduction, team building, planning and risk management (Malta); communications, branding and engagement planning (Belgium); intellectual outputs and defining 'One World Learning' Europe programme (Poland);
- teacher training with all partners in the UK (focus on making physical changes);
- development of digital outputs (project website);
- development of final 'One World Learning' programme;
- dissemination activities (e.g., local and international multiplier events);

'One World Learning' transnational meeting in Brussels, 2018

- final event hosted by BirdLife Europe and Central Asia;
- two transnational meetings (in the UK and Portugal).

The project supported pilot schools in Malta to test teaching resources and activities. The pilot schools also provided feedback, both from teachers and pupils, which helped to improve the activities.

Key outcomes of the project

An overall outcome of the project was that it initiated an understanding throughout the BirdLife network that education is very important and that it should be included by conservation organisations as one of their work pillars.. BirdLife Malta keeps stressing the relevance of educational work, e.g., they have prepared an environmental education strategy for BirdLife International. Education was previously regarded as a local responsibility of network partners, but BirdLife Malta believes it can be supported at an international level, via international collaboration.

Key outcomes of the project further include all resources that have been collected and developed during the project duration. They have been made available on the 'One World Learning' project website and comprise handbooks and activity guides. BirdLife Malta produced a 'Maltese action guide' after the project end, that is also available on the project website.

The results of the project are further reflected in the learning processes during the pilot school activities, where the education materials were tested. The children developed and enhanced competences in the areas of creativity, communication, teamwork, social skills, and mathematical/ scientific skills. Both teachers and pupils of the pilot schools provided feedback afterwards. In terms of the activities, teachers appreciated the enhanced opportunities for creating a direct link to nature. They were also motivated to learn more about nature themselves.

The Maltese 'One World Learning' project team can currently build on their gained experiences, insights and lessons learned in their new Erasmus+ project called TIP (Teach, Inspire, Protect).

Specific focus

Multidisciplinary approach

The project integrates and combines environmental education with curriculum subjects such as mathematics, science, languages. The project resources developed, such as the action guide, create links to those subjects. In this sense, learning through natural processes is used as a teaching methodology that can be applied to many different areas.

Partnerships and cross-sectoral cooperation

The partnership included both environmental non-governmental organisations (from Malta, the Netherlands, Poland, Portugal and UK) and one public body (the Maltese Ministry for Education and Development). The partners brought in their different expertise. For example, the UK partner acted as a consultant to support BirdLife Malta staff working on school grounds and transforming spaces for children to learn and play. The partner from the Netherlands (Stitching BirdLife Europe) provided expertise in marketing and communication/ social media.

Link to key competences

The learning activities of the project promote and enhance children's literacy, mathematical and scientific competences, citizenship and the environmental aspect of cultural awareness (being aware of the local nature). They also strengthen creativity, communiction, team work and social skills. Further, the digital skills (social-media/ marketing skills) of the partners have been improved during training courses as well as through the work onthe digital outputs of the project (project website).

Teachers/educators training and professional development

One of the principal aims of the project was to strengthen the professional development/ competences of teachers/educators and involved partners in environmental education (e.g., through learning, teaching, training sessions).

Challenges and barriers for promoting learning for environmental sustainability

One challenge in the project implementation was that there were not enough capacities to accommodate all the ideas that the project coordinators developed for the project. Originally, the

'One World Learning' training in Winchester, 2018

project team applied for three years of Erasmus+ co-funding but was finally granted a two-year project, so the planned ideas had to be implemented in a much shorter timeframe. For example, setting up the project website was very time-consuming and, as a result, it could not be updated as regularly as originally planned.

A general barrier to environmental education that organisations and actors in this fields regularly face is a lack of understanding and insufficient awareness of what it is about and why it is important.

The size of school grounds to carry out activities can be a challenge as well. BirdLife Malta does not recommend regular outdoor nature trips (outside the school grounds) as this might be environmentally disruptive. However, working on the school grounds is difficult in small countries such as Malta; they are mostly designed without nature education in mind, often appearing as concrete yards with very little scope for such activities.

A further challenge comes with the different focus and funding schemes of involved non-governmental environmental organisations. On the one hand, these are organisations that traditionally focus on the conservation work, and the way they are funded does not allow them to carry out activities on school grounds (e.g., in Poland and Portugal). Some organisations can facilitate environmental learning within schools (UK and Malta), however.

Lessons learnt, recommendations and transferability

BirdLife Malta had to slightly scale back their ambitions on 'changing the world' within the project, in that sense that not all their ideas for the project partnership and activities could have been implemented in the given timeframe and with the available resources.

One strength of the project was that project coordinators did not dictate to partners what they were supposed to do. The project rather relied on a process of collaboration between the partners, including consultations, piloting outputs and adapting resources accordingly to the feedback from testing.

During the project, BirdLife Malta further experienced how important it is to keep records and build on their research/evaluation capacity, to provide evidence of why they are engaging in environmental education and why the work is so relevant (for instance, the documentation of all pilot schools' activities and the feedback received).

The potential impact of the Erasmus+ programme in the field of education for environmental sustainability

Overall, the project team was content with the organisational and funding aspects of the Erasmus+ framework; however, they mentioned that there was a lack of information about the available dissemination platform for Erasmus+ projects. They would have wished to receive support on how to use these platform.

Sources

- Erasmus+ project card: https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-MT01-KA201-026967 (accessed 14-05-2021)
- BirdLife Malta: https://birdlifemalta.org/ (accessed 29-05-2021)
- BirdLife Europe and Central Asia: https://owleducation.org/birdlife-europe-and-central-asia/ (accessed 02-06-2021)
- Project website: https://owleducation.org/actions-page/ (accessed 02-06-2021) (link to resources/ activity guides/handbooks)
- The most up-to-date version of the action guide: https://birdlifemalta.org/environmental-education/schools/dinja-wahda-plus/ (accessed 11-06-2021)

Case study 15:
STS education models to transmit to society the challenge of global change in the ocean (EDUCO2CEAN)

Summary

Case study: STS education models to transmit to society the challenge of global change in the ocean – EDUCO2CEAN

- **Erasmus+ programme type**
  Key Action 2 MORE THAN ONE SECTOR
- **Project reference number**
  2016-1-PT01-KA201-022952
- **Project implementation period**
  Start: 01-09-2016 – End: 31-08-2018
- **Sector(s) covered**
  School education
- **Project coordinator**
  Associação Portuguesa de Educação Ambiental (ASPEA)
- **Project contact information**
  Joaquim Pinto; e-mail: educoceano@aspea.org
- **Project website (if applicable)**
  https://www.educo2cean.org/

Short description of the project:
This EDUCO2CEAN project aimed to experiment with Science-Technology-Society (STS) education models that could be developed and applied across the EU to explain the impact and mitigation of climate change in the seas and oceans. The project had a special focus on the Atlantic Ocean and the Baltic Sea. It resulted in the publication of an e-book with educational resources to be used inside or outside the classroom, and an online platform to ensure the dissemination, transferability and sustainability of the project and its products.

Relevance to learning for environmental sustainability:
EDUCO2CEAN's objective was to promote students' interest in the topic of oceans, to support their ability to communicate their personal commitment to the challenges of sustainable management of the seas, climate change and reducing the impact of CO2, as well as giving them an active and leading role.

Specific focus:
- Multidisciplinary approach
- Partnerships and cross-sectoral cooperation
- Teachers/educators training and professional development

Project workshop on European Maritime Day

Background, rationale and key objectives of the project

The objective of the EDUCO2CEAN project was to promote school students' interest in oceans, to support their ability to communicate their personal commitment to the challenges of sustainable management of the seas, climate change and reducing the impact of CO2, as well as giving them an active and leading role. The students' youth, creativity, and enthusiasm would provide a fresh outlook on the challenges of conservation and sustainability of the seas, thereby contributing to raising people's awareness and stimulating a wider discussion about these issues in society. Besides the students, the project sought to improve teachers' competences in these areas and to provide them with tools and materials to use when teaching about ocean sustainability.

Type and scope of the project, methods used and key activities

The project was coordinated by the Portuguese Association of Environmental Education (ASPEA) and involved the following partners who worked with students to carry out activities and/or to produce content for the e-book:

- IES Virxe do Mar, a secondary school;
- IES Ribeira do Louro, a secondary school;
- The Portuguese National Agency for Scientific and Technologic Culture – Ciência Viva;
- Universidad de Vigo, a scientific partner;
- Marine Alliance for Science and Technology, a scientific partner;
- Caretakers of the Environment International, a Poland-based network of NGOs.

The role of the scientific partners was to produce high-quality scientific material about climate change issues affecting the oceans. The educational partners then adapted this material so that it could be easily read and understood by school students and other non-scientific audiences.

Project partners meeting

More concretely, the project sought to develop a collaborative model in the Science-Technology-Society (STS) pedagogical framework. The project created a website that would allow educational communities in partner countries to generate, evaluate and improve pedagogical ideas, experiences and educational initiatives related to the project.

The project partner from Poland brought in a usefull different perspective to the other partners, which were predominantly based on the Iberian peninsula. During the project, the COP 24 meeting took place in Katowice in 2018, and this helped to build for the project and its participants some momentum and motivation.

Key outcomes of the project

The achievement of the project is the e-book containing eight didactic units, such as climate change at different time scales in earth's history, the effect of climate change on aquaculture and fisheries, as well as ocean acidification. The e-book helps understand the impact that climate change is having on oceans and coastal areas, and the challenges which humanity faces to reduce the carbon footprint in the sea. The didactic units include flexible and adaptable teaching methodologies, for example, using a Moodle/online platform and theatre as teaching tools and strategies that can be transferred to any curricular area in European secondary education..

The EDUCO2CEAN project continued to develop after the completion of this Erasmus+ funded STS element. The project has developed to include students at all levels of education, from the first cycle of basic education to secondary education, and is composed of dynamic activities for the exploration of content, debates, experimental science, research, pedagogical games, among others. The workshops of the EDUCO2CEAN programme focus on three key themes, each dedicated to one of the main threats faced by oceans while considering the students' school curricula: pollution, mainly caused by plastic waste; climate change, the warming and acidity of the oceans; and the overexploitation of marine resources.

Some activities included in the EDUCO2CEAN e-book have since been made available to the Network of European Blue Schools, which ASPEA is a part of, resulting in wider dissemination of the project's work.

Specific focus

Multidisciplinary approach

The entire premise of the project is based on the need for social and life sciences to 'talk to each other', and then to explain/show their findings to society. This is reflected in the composition of the project partners, that include scientific organisations, NGOs and educational institutions.

Partnerships and cross-sectoral cooperation

The composition of the project partnership reflects the project's aim to improve the dialogue between the scientific community, education practitioners and wider society. The involvement of an NGO was also viewed as a positive move, as it brought in different perspectives.

Teachers/educators training and professional development

The project partners highlighted the importance of training teachers in the topics. Many of them lack knowledge in this area and therefore need support. Project partners felt that if teachers were given some training and materials to work with, they could easily start teaching these topics in their classes and spreading the message about the importance of ocean sustainability.

Challenges and barriers for promoting learning for environmental sustainability

One of the key challenges in promoting learning for environmental sustainability is trying to convey complex scientific ideas and material in an easily understandable way and instigate behaviour change as a result. The use of language here is crucially important. Climate scientists are increasingly working with behavioural change scientists to explain difficult concepts such as sea acidification and sea-level rise, and in getting people to react to these by changing their behaviour. This is a challenge that this project sought to address.

Another challenge identified by the project coordinator is that politicians and key decision-makers lack the urgency required to deal with the issues facing the oceans. They do not understand the scale of the challenge and the need to move quickly, in the same way as countries moved quickly to respond to the Covid-19 pandemic. The pandemic has shown that people can be persuaded to do things quickly and can absorb scientific data if it is conveyed correctly. Politicians need to recognise this in addressing climate change. A related barrier identified by the project partners was in getting coverage of their activities in mainstream media and in reaching a wider audience.

Lessons learnt, recommendations and transferability

The creation of the e-book helped to fill in gaps in school textbooks where the issues of climate change and its impact on the oceans were not sufficiently addressed.

Teacher training course

In terms of recommendations, organisations considering developing their own learning initiatives for environmental sustainability should have good channels of communication with their project partners. Project partners need to have regular meetings during the implementation of projects so that emerging issues can be dealt with promptly. Time should also be set aside to 'road test' the materials before disseminating them to a wider audience.

One project partner highlighted the importance of having the target audience involved in a 'steering group capacity' when developing the project and any related materials. In this way, aspiring projects can ensure that their materials will be relevant.

The potential impact of the Erasmus+ programme in the field of education for environmental sustainability

This project showed the importance of interdisciplinary research, i.e. life scientists and social scientists working together, in dealing with the specific problems and challenges faced by the world's oceans. One scientific project partner highlighted the increasing flow of research funding going towards interdisciplinary topics as evidence of this and said that this is necessary to address 'not just the what, but the how' in learning for environmental sustainability.

Future Erasmus+ projects should be linked to the themes of the European Green Deal. The project application process could be divided into a two-step process whereby aspiring project partners could receive some small amounts of initial funding to explore their ideas and future collaboration models in more detail before committing to a full application. Similarly, in the project application,

Project workshop – students at the beach

there should be a budget line dedicated to communication activities so that projects can be sure that they can avail of it. Communications activities are currently covered by other budget lines, and it is not clear if projects can spend money on communications, for example, to hire a graphic designer to develop materials.

It was recommended that the European Commission could organise more thematic events and 'fairs' involving Erasmus+ project stakeholders, including schools and teachers, where projects could showcase their outputs and achievements. This would help to generate more media exposure for these projects and reach wider parts of society. Projects could also do more to promote sharing of good practice, e.g., through an online platform.

Sources

- Erasmus+ project card: https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-PT01-KA201-022952 (accessed 01-06-2021)
- Project website: http://www.educo2cean.org/ (accessed 01-06-2021)

Source: istockphoto.com

Annex C: Sources

Love Every Drop, LT, 2017

Erasmus+ project card: https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-LT01-KA219-035229 (accessed on 28-06-2021)

Project webpage: http://www.drops.rapolioniogimnazija.lt/ (accessed on 28-06-2021)

Leaflet produced for the project: https://ec.europa.eu/programmes/erasmus-plus/project-result-content/ef972ade-b6ca-4026-8259-6a498e0a7cab/love every drop brochure.pdf (accessed on 28-06-2021)

Improving education for sustainable development through development of school culture, FI, 2016

Erasmus+ project card: https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-FI01-KA201-022692 (accessed 25-06-2021)

Project website: https://ecoroad.weebly.com/ (accessed 25-06-2021)

Booklet 'A Roadmap to an ESD School': https://ecoroad.weebly.com/uploads/3/5/3/8/3538216/ecoroad_roadmap_to_an_esd_school.pdf (accessed 25-06-2021)

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Schoen, L. T. (2005). Conceptualising, describing, and contrasting school cultures: A comparative case study of school improvement processes. Louisiana: Louisiana State University.

CliMates – together for the better, DE, 2017

Websites

Erasmus+ project card: https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-DE03-KA219-035678 (accessed 01-06-2021)

Project website: https://climateserasmus.wordpress.com/ (accessed 01-06-2021)

eTwinning website: https://twinspace.etwinning.net/43806 (accessed 01-06-2021)

School website: https://www.werkmeister-gymnasium.de/climapp.html (accessed 01-06-2021)

Project Results

A short video on the German version of the CliMApp: https://twinspace.etwinning.net/43806/pages/page/619844 (App is GPS-based, therefore only works on-site).

The 'Energy puzzle hunt': https://twinspace.etwinning.net/43806/pages/page/619806

Spiral Curriculum for younger students: https://twinspace.etwinning.net/43806/pages/page/523818 (accessed 01-06-2021)

Spiral Curriculum for older students: https://twinspace.etwinning.net/43806/pages/page/312428 (accessed 01-06-2021)

Link to the eco-school certificate 'Green Eel' of the German coordinator school: https://www.werkmeister-gymnasium.de/bildung-fuer-nachhaltige-entwicklung.html (accessed 01-06-2021)

Presentation of the CliMates project results in the European Parliament: https://twinspace.etwinning.net/43806/pages/page/613054 (accessed 01-06-2021)

Teaching in Europe: Freshwater crises, DE, 2017

Erasmus+ project card: https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-DE03-KA219-035464

Project website: https://www.sts-arheilgen.de/201718/comeniusprojekt/ (accessed 01-06-2021)

Teaching in Europe: Freshwater Crisis – Guide for Kindergarten and School Teachers https://ec.europa.eu/programmes/erasmus-plus/project-result-content/0036b277-f71b-4787-8bbb-bbdb85e02610/Water%20Guide%20final%20version%2018092019.pdf (accessed 01-06-2021)

Leaf by Leaf, BG, 2016

Erasmus+ project card: https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-2-BG01-KA105-024056 (accessed 01-06-2021)

Website of coordinating organisation: www.ecovarna.info (accessed 01-06-2021)

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Precious Plastic, PT, 2018

Erasmus+ Project card: https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-2-PT02-KA105-005287 (accessed 26-04-2021)

Project website: http://preciousplastic.pt/ (accessed 26-04-2021

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Local in Global DE, 2018

Erasmus+ project card: https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-3-DE04-KA105-017025 (accessed 20-05-2021)

Website of project coordinator: https://www.kreisau.de/projekte/sozial-oekologische-transformation/local-in-global/ (accessed 20-05-2021).

Simulation game manual: https://www.kreisau.de/fileadmin/kreisau/Publikationen/Local_in_Global_WELCOME_TO_KRAPOWA_Manual.pdf (accessed 20-05-2021).

Talent in biodiversity, innovative education and new skills to increase engagement in science, BE, 2016

Erasmus+ project card: https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-BE02-KA202-017356 (accessed 01-06-2021)

Biotalent website: http://biotalent.myspecies.info/ (accessed 01-06-2021)

Healthy food choice for a sustainable future, FI, 2016

Erasmus+ project card: https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-FI01-KA202-022712 (accessed 25-06-2021)

Project website: http://www.healthyfutureproject.eu/about/ (accessed 25-06-2021)

E-book on sustainability: https://ec.europa.eu/programmes/erasmus-plus/project-result-content/84114746-0026-4a7b-87fa-27c034b1f585/COOKBOOK-hd-15-11-2018.pdf (accessed 25-06-2021)

E-guide on social entrepreneurship: https://ec.europa.eu/programmes/erasmus-plus/project-result-content/5fe22ead-0676-451f-b218-f190b3883cd9/E-guide-HD-15-11-2018.pdf (accessed 25-06-2021)

Partnership for biodiversity protection in viticulture in Europe, DE, 2015

Erasmus+ project card and all the materials produced: https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-DE02-KA202-002387 (accessed 24-06-2021)

Project webpage: https://www.bodensee-stiftung.org/en/partnerschaft-zum-schutz-der-biologischen-vielfalt-im-weinbau-in-europa-2/ (accessed 24-06-2021).

European network for advancement of business and landscape education (ENABLE), NL, 2016

Erasmus+ project card: Erasmus+ project card | Erasmus+ (europa.eu) (accessed 24-06-2021)

Project webpage: Home - Rotterdam School of Management, Erasmus University (rsm.nl) (accessed 24-06-2021)

Knowledge exchange platform: https://4returns.earth (accessed 24-06-2021)

Working towards more environmentally friendly ways, especially in the city, FR, 2018

Erasmus+ Project card: https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-FR01-KA104-047274 (accessed 30-04-2021)

Powerpoint presentation: Restitution du stage ERASMUS du 21 au 26 octobre 2018 à Dessau Rosslau en Allemagne.

A Tale of Two Futures, UK, 2016

Erasmus+ project card: https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-UK01-KA204-024544 (accessed 20-05-2021)

Project website: https://www.tales2futures.eu/ (accessed 20-05-2021)

Carbon conversations:

http://www.carbonconversations.co.uk/p/materials.html (accessed (26-05-2021)

One World Learning, MT, 2017

Erasmus+ project card: https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-MT01-KA201-026967 (accessed 14-05-2021)

BirdLife Malta: https://birdlifemalta.org/ (accessed 29-05-2021)

BridLife Europe and Central Asia: https://owleducation.org/birdlife-europe-and-central-asia/ (accessed 02-06-2021)

Project website: https://owleducation.org/actions-page/ (accessed 02-06-2021) (link to resources/ activity guides/handbooks)

The most up-to-date version of the action guide: https://birdlifemalta.org/environmental-education/schools/dinja-wahda-plus/ (accessed 11-06-2021)

STS education models to transmit to society the challenge of global change in the ocean, PT, 2016

Erasmus+ project card: https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-PT01-KA201-022952 (accessed 01-06-2021)

Project website: http://www.educo2cean.org/ (accessed 01-06-2021)

This annex includes an inventory of 120 Erasmus+ projects that focused on education for environmental sustainability. Each project is briefly described in a tabular format.

Source: istockphoto.com

Annex D:
Inventory of Erasmus+ projects on education for environmental sustainability

This annex includes an inventory of 120 Erasmus+ projects that focused on the topic of education for environmental sustainability. The inventory provided the basis for the selection of 15 case studies identified for further analysis and fieldwork (see Annex B). Each project is briefly described in a tabular format.

The projects cover various Erasmus+ programme strands, including Key Action 1, Key Action 2 and Key Action 3. They also cover various sectors, including primary and secondary-level school education, vocational education and training, adult education, higher education and the youth sector. Project coordinators and partners originate from all 33 Erasmus+ programme countries as well as a number of partner countries neighbouring the EU.

Please note that contact information could only be provided in those cases where project representatives submitted their explicit consent for this data to be published.

1. Ven z lavic (CZ)

Programme strand and sector covered	**Erasmus+ Key Action 1: SCHOOL EDUCATION** **PRE-PRIMARY LEVEL**
Project reference number	2017-1-CZ01-KA101-035294
Project implementation period	01-09-2017 – 31-08-2018
Consortium	● Coordinator: Základní škola a mateřská škola, Okna, okres Česká Lípa, příspěvková organizace (CZ) ● Partner: Kidsa Øvsttun AS (NO) ● Partner: Frostviksskolan (SE)
Project contact information	[No information]
Topics addressed	● Teachers/educators training and professional development
Target group	● Nine teachers from a small primary village school, a primary school, pre-primary school, school club, school canteen took part in the project.
Methodology	**Objectives** The project set the following goals: ● Developing environmental education and a relationship to nature; ● Supporting children in spending save time in nature and increase their responsibility for their health and well-being; ● Teaching teachers how to use nature and surrounding environment in education; ● Increasing the teachers' professional knowledge and skills, e.g., in English, self-confidence, management and organisational skills; ● Improving negotiation skills when dealing with authorities and parents as well as in critical situations.
	Activities and methods To improve the teachers' skills, nine learning mobility projects were organised, among them three job shadowing activities and six outdoor courses. The training courses included e.g., the 'Wilderness First Responder'. In addition teachers could also learn how to organise outdoor activities such as trips, excursions and stays in nature, teach basic skills of surviving in nature while ensuring the safety of children.
Intended outputs, outcomes and impact	● Increased professional knowledge and skills of participants in a chosen field; ● Development of language, organisation and communication skills; ● Improved standards of the entire organisation.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-CZ01-KA101-035294
Project website	[No information]

2. We learn, we act, we change – live better (CY)

Programme strand and sector covered	**Erasmus+ Key Action 1: SCHOOL EDUCATION** **PRIMARY LEVEL**
Project reference number	2015-1-CY01-KA101-011799
Project implementation period	01-06-2015 – 31-05-2017
Consortium	Coordinator: Dimotiko Scholeio Mammari Foti (CY)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Link between formal/non-formal learning ● Teachers/educators training and professional development
Target group	Four teachers with relative previous knowledge on the topic, and with a particular interest and will to spread and share the information.
Methodology	**Objectives** The project set the following goals: ● Shaping a sustainability school of tomorrow; this implies redefining the vision, the values and goals of the school and incorporating the idea of sustainability into every aspect of its operation (e.g., administration, the learning process, the management of buildings, the transportation from and to school); ● Combining environmental protection with culture and tradition e.g., studying local history, tradition, cultural identity; preserving the area while developing environmental awareness and bonding with it; ● Opening the school to its local community and educational authorities (the whole school approach); it strengthens the change if it relies on the collective responsibility of the social forces involved in its operation; ● Gaining know-how and expertise from other countries and experts.
	Activities and methods The project organised regional and national students' conferences on environmental education, set up a folk-art museum in the village. It also developed a booklet with information and activities at six different stops at the village nature trial for children, as well as an internal teacher training. Outdoor environmental education was used as a tool to investigate nature and surrounding environment; its experiential approach to learning enriched the learning process with formal and non-formal learning.
Intended outputs, outcomes and impact	A booklet was published named 'At Mammari's trail…' containing among others different information and activities for children at six different stops at the village's nature trail.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-CY01-KA101-011799
Project website	School website: http://dim-mammari-lef.schools.ac.cy/

3. Sustainability and beyond (SE)

Programme strand and sector covered	**Erasmus+ Key Action 1: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2016-1-SE01-KA101-021871
Project implementation period	17-08-2016 - 16-08-2017
Consortium	● Coordinator: Älvkullegymnasiet, (SE) ● Partner: Srednja medijska in grafična šola Ljubljana, (SI) ● Partner: Srednja gradbena, geodetska in okoljevarstvena šola Ljubljana (SI)
Project contact information	[No information]
Topics addressed	● Partnerships and cross-sectoral cooperation ● Link to key competences
Target group	12 teachers
Methodology	**Objectives** The project set the following goals: ● Developing different teaching methods for a sustainable society; ● Developing new methods of teaching environmental sustainability (in physics, chemistry, mathematics, architecture); ● Developing new methods of teaching cultural sustainability to show how history is essential to understand the future; ● Developing new methods of teaching English to foster integration in a society.
	Activities and methods For reaching the project objectives, a writing blog for everyday events was created, YouTube clips were produced, and a team of teachers formed a plan on how to build a sustainable green city based on the gained information. Furthermore, an international document was produced on how to work with sustainability. The teachers used the method of job shadowing and attended training courses, organised around the three parallel tracks for teaching a sustainable future: environmental sustainability; social sustainability and integration; and cultural sustainability. Three teachers attended job shadowing in Slovenia, in natural science and archaeology; one teacher participated in a course in circular economy in the Netherlands: 'Education for sustainable development into a circular economy; providing effective didactic tools for teaching circular economy in school'. Six teachers completed a course in York on 'Developing intercultural skills, language acquisition and integration in schools'. Whereas two other teachers took part in job shadowing in Slovenia, investigating social sustainability from a cultural perspective: 'Cultural identity and integration: history, sociology, geography, psychology'. They were reflecting upon how teaching takes up cultural identity while discussing issues of humanity and how individual and group identity is based on written sources, traditions, historical and contemporary events.
Intended outputs, outcomes and impact	Intended outcome: ● New pedagogical methods on teaching environmental sustainability in physics, chemistry, mathematics, and architecture; ● New methods of teaching cultural sustainability, i.e., how our history and our buildings are essential to understand the future; ● New methods on how to teach English as part of the integration in a society.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-SE01-KA101-021871
Project website	[No information]

4. Noi perspective asupra invatarii autentice prin utilizarea cadrului natural in mod transdisciplinar (RO)

Programme strand and sector covered	**Erasmus + Key Action 1: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2016-1-RO01-KA101-023553
Project implementation period	01-09-2016 - 31-08-2018
Consortium	• Coordinator: Colegiul Național Petru Rareș Suceava (RO) • Partner: Kinda Lärcentrum (SE)
Project contact information	cnpetruraressv@gmail.com
Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation • Link between formal/non-formal learning • Teachers/educators training and professional development
Target group	16 teachers divided in two groups: The first group included teachers of geography, earth science, physics/chemistry, biology/health, arts, statistics, ICT. In the second group English, Romanian, German languages teachers were present.
Methodology	**Objectives** The project set the following goals: • Developing teacher competences in art, sciences, ICT, language and communication to design curricular and extracurricular activities on education for sustainability as a key component; • Generating change attitudes in students, parents, local communities and the Romanian educational system while raising awareness of human interconnectivity with nature; • Generating transformative learning based on values, critical thinking, cooperation and authentic communication, leading to responsible behaviour towards nature; • Providing inspiration and motivation for creating a sustainable future.
	Activities and methods The project implemented the following activities and methods: The first group of teacher took part in sustainable development training in Greece; the second group did job shadowing in Sweden at the Kinda education centre. Teachers from the 1st group created five outdoor areas nearby the school, as well as 100 educational units to be taught in the educational areas in an interconnected manner through interdisciplinary approaches. They also worked on the best communication methods between teacher:student and student:student to be applied during the lessons. Teacher in the second group worked on theoretical and practical competences in ecological communication. The main focus was on respecting symmetry between the lives of natural systems and involving students in group decision. They developed a school curriculum entitled: 'Sustainability through ecological communication and cultural practices' and organised non-formal learning activities to practice ecological communication. With the help of students they elaborated and tested didactic material such as drama games in nature, stories in our garden, landscape and legends, a guide for non-formal outdoor activities for summer camp activities. An interdisciplinary approach was the main path towards achieving this programme corresponding with the four strategic aims of the school's development plan. Digitalisation of the new units made them accessible to larger communities.

Intended outputs, outcomes and impact	Intended outcomes included teacher's competences in the area of education for sustainability through meaningful experiences in nature; in creating integrated multidisciplinary approaches in curricular and extracurricular educational contexts; in practical competences to design didactical processes and test outdoor areas. Competences of ecological communication, involving students in decision making was the intended outcome as well. All teachers were certified for their linguistic competences with the 'Cambridge Certificate'.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-RO01-KA101-023553
Project website	[No information]

5. La educación ambiental recurso didáctico que motiva el aprendizaje en un contexto Europeo (ES)

Programme strand and sector covered	**Erasmus+ Key Action 1: SCHOOL EDUCATION: Secondary and VET schools**
Project reference number	2015-1-ES01-KA101-014401
Project implementation period	01-06-2015 - 31-05-2017
Consortium	• Coordinator: Instituto de Educación Secundaria Cartuja (ES) • Partner: Tellus Education Group Limited (UK)
Project contact information	[No information]
Topics addressed	• Multidisciplinary approach • Link between formal/non-formal learning • Teachers/educators training and professional development • Whole-school/whole-institution approach
Target group	500 students (secondary education, high school, basic/intermediate/higher VET)
Methodology	**Objectives** The project set the following goals: • Creating a teacher training on environmental education; • Developing a cross-curricular and interdisciplinary programme to promote awareness of the region's environmental heritage (historical and botanical gardens, arboretum, natural and national parks); • Supporting different knowledge areas in daily class work through environmental didactical units; • Interacting with the neighbourhood, strengthening the ties with the school parent association, neighbours' associations, and with the non-governmental organisations working in the area; • Reaching higher employment in high VET and reducing absenteeism and dropouts in compulsory secondary education; • Working for social inclusion through the care of nature.
	Activities and methods During the project, eTwinning was used as a new working method with which some didactic units were created, implemented and evaluated. The project also spread new courses for teachers and set up a plant nursery and a rose garden at the school. The project worked towards reducing the consumption of water and energy at the school by organising recycling workshops. In addition, creating a community Botanical Garden was one of the activities pursued.

Intended outputs, outcomes and impact	Intended outcomes: ● Promoting awareness of the region's environmental heritage (historical and botanical gardens, arboretum, Granada's national parks); ● In the daily classwork: 'globalising' the different areas of knowledge through environmental didactic units (reflected in the schedules of the different levels); ● Setting up a plant nursery and a rose garden at the school; expanding the school garden; ● Reducing the consumption of water and energy at the school (recycling workshop); ● Creation of a community Botanical Garden ('planting our trees that will create our identity').
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2i015-1-ES01-KA101-014401
Project website	http://senderismolina.blogspot.com/

6. Nature @work – bioplastic, new research and learning methods (BE)

Programme strand and sector covered	**Erasmus+ Key Action1: SCHOOL EDUCATION: SECONDARY LEVEL**
Project reference number	2015-1-BE02-KA101-012133
Project implementation period	01-06-2015 - 31-05-2017
Consortium	● Coordinator: Bernardusscholen 2 (37887) (BE) ● Partner: Stichting Wageningen Research (NL)
Project contact information	Bernardus Schools (info@bernardusscholen.be) Mrs Cathy De Maertelaere cathy.demaertelaere@bernardusscholen.be
Topics addressed	● Teachers/educators training and professional development
Target group	12 teachers from science and IT
Methodology	**Objectives** The project set the following objectives: ● Raising awareness about environmental education among teachers and pupils; ● Developing pupils' and teachers' research competencies on bioplastics, and biodegradable plastics in particular; ● Making lessons and learning more interactive through integrating knowledge and skills on the topic in an interactive app to be used in traditional class teaching and/or independent self-guided learning; ● Improving vertical curricular strategies; implementing a new topic in the chemistry curriculum (for third-grade students) about polymer plastics; ● Enhancing foreign language skills and intercultural awareness.
	Activities and methods A new innovative approach in the field of research competences was applied combined with entrepreneurial learning and co-teaching in the science section. In each activity, four participants cooperated and then shared their expertise with the whole group via Google docs and eTwinning. The project activities comprised eTwinning training, external workshops, bioplastic conference, a visit to a company, training to create the app – all taking place in different countries. During the project, an app was created that enhanced IT skills. In the science section, the school strategy to explore research competence was implemented. At the same time, an internationalisation aspect was introduced and broadened in all school sections and the awareness of environmental subjects and environmental education was raised amongst teachers and pupils.

Intended outputs, outcomes and impact	Output: developing and raising skills concerning research competencies of pupils and teachers, in particular in bioplastics and biodegradable plastics. An interactive app was created to be used in traditional class teaching and/or independent self-guided learning.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-BE02-KA101-012133
Project website	[No information]

7. Know, feel, act! Clean water! (MT)

Programme strand and sector covered	**Erasmus+ Key Action 1: SCHOOL EDUCATION** **ALL LEVELS**
Project reference number	2018-1-MT01-KA101-038369
Project implementation period	01-06-2018 - 31-05-2019
Consortium	Coordinator: SMC Senglea Primary (MT)
Project contact information	[No information]
Topics addressed	● Teachers/educators training and professional development
Target group	Teachers and trainers at the coordinator school
Methodology	**Objectives** The project set the following goals: ● Developing teachers' competences on designing, implementing and evaluating educational interventions based on Education for Sustainable Development (ESD) with emphasis on the two topics: marine litter management and non-conventional water resources; ● Train the trainer course of 1 week (for teachers and trainers from schools and educational institutions) on sharing experiences in ESD, in the formal and non-formal education and in fostering professional development.
	Activities and methods The project applied the following activities and methods: The week-long course combined short theoretic sessions as well as workshops, field visits, hands-on interactive learning, and group-work sessions. It included a common 'core' instruction focusing on ESD, the 'Whole Institute Approach' (WIA) within the Sustainable Development Goals (SDGs), followed by two specialisations on: marine litter education, and education on non-conventional-water-resources. Various sustainability challenges were addressed (e.g., the dominant overconsumption paradigm, single-use item culture, circular economy and life cycle approach, recycling and upcycling process, wise management of natural resources). Educational resources developed during the training were uploaded online and disseminated. ESD is an umbrella type of education that develops skills important not only for the school environment but constitute life skills that are critical for tomorrow's responsible and active European citizens (like respect, critical and future thinking, and participation in decision making). ESD introduces participatory teaching and learning methods that motivate and empower learners to change their behaviour and to take action for sustainable development.
Intended outputs, outcomes and impact	The project shed light on how ESD is applied within the Greek formal system (primary and secondary schools, Centres of Environmental Education-CEEs) and the non-formal learning system (non-governmental organisations, NGOs, museums and research centres). The course participants, coming from many European countries, added value to the course content by bringing in experiences from their countries.
Evidence of outputs & impact	[No information]

Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-MT01-KA101-038369
Project website	[No information]

8. Zöld Árnyalatok a szakképzésben és a munkaerő-piacon délen Zold (HU)

Programme strand and sector covered	**Erasmus+ Key Action 1: VET SCHOOLS**
Project reference number	2017-1-HU01-KA102-035718
Project implementation period	01-06-2017 - 31-01-2019
Consortium	• Coordinator: Miskolci Szakképzési Centrum Martin János Szakközépiskolája és Szakiskolája (HU) • Partner: Associação Intercultural Amigos da Mobilidade (PT)
Project contact information	[No information]
Topics addressed	• Link to key competences • Teachers/educators training and professional development
Target group	40 VET students 18 vocational staff members
Methodology	**Objectives** The main objective was to foster new skills, technical knowledge, key competences, and improve employability of VET students. Further objectives were: • Enhancing environmental and health consciousness; • Increasing the connection between the school subjects, and applying an integrated approach of teaching and learning; • Development of innovative personalised pedagogical methods, fostering of social inclusion, decreasing early dropouts in the field of practice-based work; • Forming an environmental-friendly Mediterranean park in the school's garden; • Improving the school profile.
	Activities and methods The project activities included training in modern technologies in different VET areas and concentrated on energy-efficient solutions, environment and biodiversity protection, the use of natural materials, recycling and green digital technologies (e.g., greener upholsteries, jigger in pottery, health-conscious product concepts in baking, digital systems in a tailored workshop, or automatised greenhouse systems for farming). Outcome-oriented training programmes for different professions were developed, with quality teamwork and collaboration. Specific emphasis was put on studying personal learning ways and strategies of labour market employment techniques. IKT tools were used, workshops were held, foreign languages were practised.
Intended outputs, outcomes and impact	The most powerful effect was developing environmentally friendly healthy lifestyle and a changed view of the future among students. Their confidence improved: they started looking into future with trust and faith in their professional success while knowing what and how they have to change to reach it. They developed quality professional knowledge in their fields and became more open towards learning about new technologies and processes. New skills, technical knowledge and key competences contributed to improving employability. This experience strengthened their cultural awareness and broadened horizons as responsible citizens of the EU.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-HU01-KA102-035718

Project website	[No information]

9. ECVET phase 3, integration, apprenticeships/traineeships, Europass mobility: Innovative catering with respect to the environment, climate and tradition (SE)

Programme strand and sector covered	**Erasmus+ Key Action 1: VET SCHOOLS**
Project reference number	2018-1-SE01-KA102-038823
Project implementation period	01-06-2018 - 31-05-2020
Consortium	● Coordinator: Ester Mosessons gymnasium (SE) ● Partner: Stichting Regionaal Opleidingencentrum van Amsterdam (NL) ● Partner: Helsingin kaupunki (FI) ● Partner: Light on the Path LTD (UK) ● Partner: Izobraževalni center Piramida Maribor (SI) ● Partner: Lillehammer videregående skole (NO) ● Partner: Berufsschule für das Bäcker- und Konditorenhandwerk (DE) ● Partner: Ninukot ltd (IS) ● Partner: City College Plymouth (UK) ● Partner: Etiler Mesleki ve Teknik Anadolu Lisesi (TR) ● Partner: Lycée des métiers de l'hôtellerie et du tourisme de Saint-Quentin-En-Yvelines (FR) ● Partner: Özel Eresin Mesleki ve Teknik Anadolu Lisesi (TR) ● Partner: Formacion FU SL (ES) ● Partner: Tallinna Teeninduskool (EE) ● Partner: VSIA Rīgas Tūrisma un radošās industrijas tehnikums (LV) ● Partner: VIK Vendéglátó,Turisztikai, Szépészeti és Üzleti Baptista Középiskola (HU) ● Partner: Istituto Professionale per i Servizi Alberghieri e della Ristorazione 'Luigi Carnacina' (IT) ● Partner: Berufsschule für das Hotel-, Gaststätten- und Braugewerbe (DE) ● Partner: South West College (UK) ● Partner: Perho Liiketalousopisto Oy (FI) ● Partner: Provinciaal Instituut PIVA (BE) ● Partner: Tartu Kutsehariduskeskus (EE)
Project contact information	info.mosesson@educ.goteborg.se
Topics addressed	● Link to key competences ● Teachers/educators training and professional development
Target group	20 VET students (catering, bakery/confectionery and butchery students) 14 VET teachers

Methodology	**Objectives** The project set the following goals: ● Broadening the knowledge of apprenticeship models, schools' systems, entrepreneurial learning; exchange of pedagogical methods and networking; ● Improving language skills of students and teachers; ● Developing higher tolerance for other cultures, ethnicities and religions; creating a stronger feeling of belonging to Europe; ● Improving students' capacities of problem-solving and being responsible for oneself when living away from home; ● Increasing students' employability.
	Activities and methods During the project, the main activities and methods were the preparation of 5-month placements for students in the host countries' VET schools followed by a work-placement period. They worked in a kitchen, room/service at quality hostels/restaurants, selected by the hosting school. During the induction month, students received language, culture and individual preparations (e.g., food culture, climate, traditions). Excursions and study visits accompanied the work placement periods. All this inspired entrepreneurial learning at work.
Intended outputs, outcomes and impact	● Improved language/intercultural competences, entrepreneurial learning, problem-solving competences, professional development for higher employability of the VET students; ● Enhanced professional skills/competences of the VET teachers; ● Quality assurance of the work with the European credit system for vocational education and training ECVET; developing a further learning agreement to increase transparency between school systems when assessing students at the workplaces.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-SE01-KA102-038823
Project website	[No information]

10. Les Pionniers du Savoir vert (LU)

Programme strand and sector covered	**Erasmus+ Key Action 1: VET SCHOOLS**
Project reference number	2015-1-LU01-KA102-001327
Project implementation period	01-06-2015 - 31-05-2017
Consortium	● Coordinator: Lycée technique agricole (LU) ● Partner: EUROPEA - Europe de l'Enseignement Agronomique (BE)
Project contact information	Coordinator website: https://www.lta.lu/kontakt/lta-ettelbrueck
Topics addressed	● Link to key competences ● Teachers/educators training and professional development
Target group	94 students (16-19) of three departments: agricultural, horticultural, forestry and environment; and 22 teachers

Methodology	**Objectives** The project set the following goals: ● Boosting in competences and increased open-mindedness; ● Working abroad in a professional environment; ● Continued development of international activities; ● Promotion of students' and teachers' competences alike; ● Fostering a school community that feels equal to tackling the challenge of the environmental sector.
	Activities and methods Lycee Technique Agricole is the only secondary school in Luxembourg teaching in the environmental domain (farming, forestry environmental management, horticulture). A 6-week training period in another European country is a mandatory requirement in the students' new vocational syllabus. The project looked at ways how other countries manage their natural resource and raise environmental awareness among their population. Teachers took part in job shadowing and training courses, study visits to horticultural businesses, nature parks and reservations, farms and specialised institutes.
Intended outputs, outcomes and impact	Students get acquainted with new working techniques, as well as rediscovering old production methods which no longer exist in Luxembourg. Students' linguistic competences improved through socio-cultural exchanges, along with their ability to manage life independently.
Evidence of outputs & impact	An evaluation form and a training certificate were filled in by supervisors, reports were written by the students.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-LU01-KA102-001327
Project website	[No information]

11. Community based ecology and conservation (IE)

Programme strand and sector covered	**Erasmus+ Key Action1: VET SCHOOLS**
Project reference number	2017-1-IE01-KA102-025581
Project implementation period	01-06-2017 - 31-05-2018
Consortium	● Coordinator: C.L. Adult Education & Training Limited (IE) ● Partner: Agencia Estatal Consejo Superior de Investigaciones Científicas (ES) ● Partner: Ecoeduca (ES) ● Ecologistas en Acción (ES) ● Third Sector International S. L. (ES)
Project contact information	[No information]
Topics addressed	● Link to key competences
Target group	24 VET learners(19-23), level 3 award in community development, with some skills already gained through work or volunteering 2 accompanying persons for the first 2 weeks

Methodology	**Objectives** The project set the following goals: ● Developing specialist knowledge and practical skills; ● Fostering employment and/or further training within the community development, ecology and conservation sector; ● Developing vocational, personal, intercultural, and linguistic skills; foster active European citizenship; ● Improving the partners' capacity in transnational cooperation.
	Activities and methods During the project, Spanish organisations acted as host employers providing work placement for project participants. Participants gained practical 'hands-on' experience engaging in local communities and working on local ecology and conservation programmes. Participants could develop skills and learn by working. Core work experience and learning programmes were complemented by ongoing language support and a programme of social and cultural activities.
Intended outputs, outcomes and impact	● Vocational and career development benefits: awareness and understanding of the role of community development within the ecology and conservation sector; ● Progression into employment and further studies within the community development, ecology and conservation sector; ● Vocational, personal, intercultural and linguistic skills improved; ● The assignments during work placements abroad contributed to 'units of qualifications' within ECVET (European credit system)
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-IE01-KA102-025581
Project website	[No information]

12. STEPs 4 learning innovation for education (HR)

Programme strand and sector covered	**Erasmus+ Key Action 1: VET SCHOOLS**
Project reference number	2015-1-HR01-KA102-012799
Project implementation period	01-06-2015 - 31-05-2016
Consortium	● Coordinator: Strukovna škola Gospić (HR) ● Partner: VITALIS Betreuungsgesellschaft für Modellprojekte mbH (DE) ● Partner: Euromind Projects SL (ES)
Project contact information	[No information]
Topics addressed	● Link to key competences
Target group	45 students from three VET school

Methodology	**Objectives** The project set the following goals: ● Providing mobility students with an opportunity for personal growth and professional development; ● Acquiring modern multidisciplinary and applicable knowledge and skills in the field of renewable energy; ● Better cooperation between the partners.
	Activities and methods The project activities and methods included 45 students from three VET schools to get professional experience in a foreign work environment. The latest examples of energy services using renewable sources in companies/schools in the partner countries were introduced to them. They also learned about the application of renewable energy in households, the industry and in transport. They gained insights in new solutions, processes and procedures for the commercial application of products or services. The learning processes and results were monitored.
Intended outputs, outcomes and impact	● Improved self-confidence with new skills and new contacts; ● Increased tolerance for diversity and mutual understanding to foster common European value; ● Better foreign language and social competences.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-HR01-KA102-012799
Project website	[No information]

13. Liverpool Networks of resilience (UK)

Programme strand and sector covered	**Erasmus+ Key Action 1: ADULT EDUCATION**
Project reference number	2017-1-UK01-KA104-036114
Project implementation period	01-10-2017 - 30-11-2018
Consortium	● Coordinator: Liverpool Community Renewables (UK) ● Partner: Col·lectiu Eco-Actiu (ES)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Link between formal/non-formal learning ● Link to key competences ● Teachers/educators training and professional development ● Youth worker training
Target group	20 community educators, staff of the consortium members, experienced and less experienced trainers to ensure maximum effect across the network and educational activities; the majority of the course participants would not have been able to finance the training course on their own.

Methodology	**Objectives** The project set the following goals: ● More inclusive educational activities to be able to engage learners from the target groups difficult to reach; ● Increased awareness of the need for self-care and strategies to support resilience and connection; ● Expanding international networks and building relationships with new international organisations.
	Activities and methods The consortium members were local organisations working with most disadvantaged communities, and focusing on social inequalities and environmental sustainability. The key activities of this project included the development of a 72-hour permaculture course for the participants to gain innovative skills which could be directly applied to urban generation and community agriculture projects in Liverpool. Training courses on regenerative activism deepened self-awareness to support resilient behaviour and socially cohesive communities. Innovation and learner-led methodologies were introduced, such as transformative collaboration to create inclusive educational environments which enhance positive group dynamics and individual empowerment. The participants shared best practices and resources.
Intended outputs, outcomes and impact	According to the Erasmus+ project card, the outputs were a training provision for 20 community educators at a residential course in CEA's training facilities in Spain. These educators felt reinvigorated and re-energised in their community work in disadvantaged regions of Liverpool that led to better outcomes. They also gained a better understanding of practical tools for effective collaboration.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-UK01-KA104-036114
Project website	[No information]

14. Trainers' network of sustainable lifestyle (FI)

Programme strand and sector covered	**Erasmus+ Key Action 1: ADULT EDUCATION**
Project reference number	2014-1-FI01-KA104-000477
Project implementation period	01-07-2014 - 30-06-2016
Consortium	● Coordinator: GEN-Finland (Global Ecovillage Network Finland) Official name in Finnish: Suomen kestävän elämäntavan yheisöt ry SKEY)
Project contact information	[No information]
Topics addressed	● Teachers/educators training and professional development ● Learning and teaching pedagogies with a focus on participatory and experiential approaches
Target group	Three adult educators Four trainers Five educators

Methodology	**Objectives** The project set the following goals: ● Strengthen the trainer network promoting sustainable lifestyle; ● Increase the diversity and number and quality of training; ● Increase the number of ecovillages.
	Activities and methods The Global Ecovillage Network Finland promotes sustainable lifestyle and provides a networking platform for ecovillages in Finland, the Baltic area and Europe. The project activities and methods included the organisation of national training and follow-up training in the municipalities with participatory learning methods.
Intended outputs, outcomes and impact	● Output: the intended output was to send participants to a training course in other EU locations on the topic of sustainable living. These trainers would then organise in the following years four short training courses on sustainable lifestyle at a national level, and short training courses in their home municipalities; ● Outcomes: These training courses and the network of trainers would enable more and more people in Finland to have a chance to get familiar with the sustainable lifestyle, while applying participatory training methods; ● Impact: An increase in the number of ecovillages in Finland and greater support for Finnish society to become more sustainable in general.
Evidence of outputs & impact	The reports written by project participants on their experiences during the project, the notes of project meetings, and a table of sustainable lifestyle trainers can all be viewed here: http://genfinland.weebly.com/keko-verkko.html It is hard to quantify the impact of the project. The reports written by participants (in English) show that they enjoyed the project work, but it is difficult to say that this had any particular impact (apart from possibly on them as individuals).
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-FI01-KA104-000477
Project website	www.rihmasto.fi [Currently unavailable]

15. Working towards more environmentally friendly ways, especially in the city (FR)

Programme strand and sector covered	**Erasmus+ Key Action 1: ADULT EDUCATION**
Project reference number	2018-1-FR01-KA104-047274
Project implementation period	21-10-2018 - 20-10-2019
Consortium	● Coordinator: Asparagus-l'empreinte nature (FR)
Project contact information	e-mail of coordinating partner: asparagus.contact@yahoo.fr
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Teachers/educators training and professional development ● Learning and teaching pedagogies with a focus on participatory and experiential approaches
Target group	Eight employed and voluntary members of Asparagus

Methodology	**Objectives** The project set the following goals. ● Designing a programme for school teaching teams that encourage children to immerse in nature; ● Promoting cycling as a fully flagged ecological mode of transport; ● Promoting organic farming and responsible consumption; raising awareness among low-income families.
	Activities and methods The project provided an opportunity for eight volunteers to learn about good practices on biodiversity and urban sustainability in the city of Dessau (DE), which equipped them with a new outlook to apply in their own community in Argenteuil (FR). The activities and methods included building multidisciplinary teams (ornithology, botany, and dendrology) and the use of an educational apiary. Pedagogical approaches based on sensory experience were applied to attract everyone to the natural science, e.g., through games for children, work camps for families. Night-time immersion in nature and field projects (e.g., installation of swallow nesting boxes to relocate birds that found refuge in abandoned buildings foreseen for demolition) were organised along with nature outings and school workshops (e.g., nature outings for migrants, and opening the Pedagogical Garden to a wider audience). The plans extended to a cycling path between the two twin cities (Dessau and Argenteuil) encouraging decision-makers to leave a significant place in cities for cycling. Workshops were also offered on reducing food waste, seasonal cooking, promoting local products and eliminating plastic and aluminium packaging.
Intended outputs, outcomes and impact	● Output: a series of workshops and activities for the Association's members to broaden their knowledge in a range of fields, such as night-time immersion in nature, promoting cycling, and working with migrants; ● Outcome: the association should be able to organise and offer a broader range of activities with an environmental focus to stakeholders in the future; ● Impact: changes in individual and group behaviour and environmental planning in the project's region.
Evidence of outputs & impact	The project website contains descriptions and photos of some of the activities carried out as part of the project. One of the participants in this Erasmus+ project learned about the dangers of eating overly processed food. She went on to open an organic store with an emphasis on teaching low-income families how they could cook this food cheaply.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-FR01-KA104-047274
Project website	http://www.asparagusnature.fr/

16. Nature exchange two – managing our natural and cultural assets (UK)

Programme strand and sector covered	**Erasmus+ Key Action 1: ADULT EDUCATION**
Project reference number	2014-1-UK01-KA104-000078
Project implementation period	01-01-2015 - 31-12-2016

Consortium	• Coordinator: The Firm of ARCH (UK) • Partner: Scottish Natural Heritage (UK) • Partner: Forestry Commission Scotland (UK) • Partner: Scottish Woodland Trust, RSPB (UK) • Partner: The Scottish Wildlife Trust (UK) • Partner: The National Trust for Scotland (UK) • Partner: Caithness Horizons (UK) • Partner: John Muir Trust (UK) • Partner: SRUC (UK) • Partner Lomond and Trossachs National Park (UK) • Partner: Cairngorms National Park and the Institute of Chartered Foresters (UK) • Partner: Woodland Trust (UK) • Partner: Ochranárske a kultúrne združenie Poiplia (SK) • Partner: Byggðasafn Skagfirðinga (NO) • Partner: Asociatia 'Satul verde' (RO) • Partner: Krajina SK (SK) • Partner: Society for The Coast (EUCC-Poland) (PL) • Partner: Kato Drys Community Council (CY) • Partner: Vitra, center za uravnotežen razvoj Cerknica (SI) • Partner: Høgskolen I Hedmark (HIHM) (NO) • Partner: Tampereen Ammattikorkeakoulu Oy (FI)
Project contact information	[No information]
Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation • Link between formal/non-formal learning • Link to key competences • Teachers/educators training and professional development • Youth worker training
Target group	• 124 adult education staff, industry including seasonal rangers, managers and policymakers
Methodology	**Objectives** The project set the following goals: • Improving the access to innovative, high-quality adult education VET through a programme of structured training courses; • Building experience/capacity and influence policy in nature conservation and cultural heritage management sector; • A sense of being European.
	Activities and methods The project activities and methods included the development of training courses on nature conservation and cultural heritage management, based on identified needs. These courses were organised in different countries and exchanged between the consortium partners via a dissemination strategy.
Intended outputs, outcomes and impact	• Outputs: workshops in different countries around Europe for people working in natural and cultural heritage management; • Outcomes: improved capacity in the Scottish environmental management and conservation sector; • Impact: an improved environment in Scotland.
Evidence of outputs & impact	The archnetwork.org website contains many web pages about the different events that have been organised as part of the programme. There is no information on the impact.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-UK01-KA104-000078
Project website	www.archnetwork.org

17. From delta to delta (BE)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **YOUTH EXCHANGES**
Project reference number	2016-2-BE05-KA105-001988
Project implementation period	01-08-2016 - 31-12-2016
Consortium	● Coordinator: Jeugdbond voor Natuur en Milieu (BE) ● Partner: Young Biologists Association NGO (AM) ● Partner: Youth Association DRONI (GE)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning
Target group	30 young people with different backgrounds, sharing a passion for nature and the environment
Methodology	**Objectives** The project set the following goals: ● Developing solutions/ideas for protection of the Chorokhi delta at Batumi, Georgia; ● Gaining new experiences and skills in a participatory way through a balance between non-formal learning and enjoyment; ● Meeting other cultures and having an adventure; ● Fostering cooperation and self-reflection.
	Activities and methods The youth exchange activities and methods included a camp with youngsters in the forgotten area of the Chorokhi delta at Batumi, Georgia. It is a stopover site for migrant birds and for water management, sustainable fishery and other ecosystem services. The participants tried to develop possible solutions on how progress (the delta is threatened by development plans) and nature can go hand in hand via a balance of non-formal learning and group activities. All collaborative activities, drafted together with participants, were combined with debates, discussions and the common ground of protection of valuable nature. Feedback and inspiration was shared at a daily briefing with all participants. Stakeholders from the local community were involved (e.g., decision-makers, conservationists, hunters, visitors).
Intended outputs, outcomes and impact	[No information]
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-2-BE05-KA105-001988
Project website	[No information]

18. Danish circles (DK)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **YOUTH EXCHANGES**
Project reference number	2018-3-DK01-KA105-059851
Project implementation period	01-01-2019 - 31-12-2019
Consortium	● Coordinator: Danish Sail Training Organisation (DK) ● Partner: Stichting Sail Training Association Netherlands (Nederlandse afdeling van Sail Training International S.T.I. (NL) ● Partner: Sail Training Association Sweden (SE) ● Partner: Elverum folkehøgskule (NO) ● Partner: Atlantic Youth Trust
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Lifelong learning perspective ● Whole-school/whole-institution approach
Target group	38 young people, (15-28) 21 with fewer opportunities (living in very remote places with socio-economic challenges and special medical needs)
Methodology	**Objectives** The project set the following goals: ● Working on sustainability issues and finding solutions beyond personal or cultural differences; ● Long-lasting and self-expanding impact for years from a learning experience; ● An open and tolerant mind-set, believing that the participants can make a difference.
	Activities and methods The experiential learning programme included a combination of sail training and intercultural learning and sustainability-related activities. The 14-day youth exchange took place on board of the sail training vessel 'Wylde Swan' sailing around Denmark and visiting multiple places. Participants interacted with local people, organisations and projects, and cleaned up beaches of Skagen. People from different cultures and backgrounds worked together discovering each other, learning about one's boundaries, gaining new skills and attitudes. Practical sailing skills were connected with personal development and intercultural learning. Additionally, water samples were taken and analysed for plastic particles as part of a worldwide research on plastic pollution, overseen by the 5Gyere institute.
Intended outputs, outcomes and impact	● Output: improved participants' self-esteem and greater awareness of cultural differences and sustainability issues.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-3-DK01-KA105-059851
Project website	[No information]

19. Roots of the future, mapping the traditional fruit tree varieties (SK)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **YOUTH EXCHANGES**
Project reference number	2016-2-SK02-KA105-001013
Project implementation period	10-08-2016 - 09-02-2017
Consortium	● Coordinator: Nadácia Baden-Powella (SK) ● Partner: Hnutí Brontosaurus (CZ) ● Partner: La Red de Semillas Resembrando e Intercambiando (ES) ● Partner: Społeczny Instytut Ekologiczny (PL)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning
Target group	20 young people, mainly students of biological/agricultural sciences, high school students, NGO activists, IT experts
Methodology	**Objectives** ● Agrobiodiversity conservation (mapping and conservation of cultural plants)
	Activities and methods The project activities and methods included field work to map and collect data on which varieties of cultural plants are in danger due to declining biodiversity, and which can be saved or replanted. Five teams prepared reports from seven villages that were presented to the public. The method of non-formal learning was used by discussing strong and weak points of modern intensive agriculture and conservation of agrobiodiversity. Hands-on activities took place as well (e.g., making apple juice, planting trees). Local communities, municipalities and universities were involved in project activities.
Intended outputs, outcomes and impact	A list of local varieties of cultural plants with coordinates and determination of varieties.
Evidence of outputs & impact	Results are available on the EC project card: 'Methods of Mapping', 'Coordinator - mapping results', poster and photos of activities.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-2-SK02-KA105-001013
Project website	[No information]

20. Addressing the environmental footprint in the living room (IS)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **YOUTH EXCHANGES**
Project reference number	2017-3-IS02-KA105-001784
Project implementation period	01-02-2018 - 31-07-2018
Consortium	● Coordinator: Nemendafélag MÍ (IS) ● Partner: ISEC LEPGT Ste Marie du Port (FR)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences ● Learning and teaching pedagogies with a focus on participatory and experiential approaches
Target group	40 Young people (16-19), 4 group leaders
Methodology	**Objectives** The project set the following goals: ● Reflecting upon and addressing issues of sustainable development through the process of non-formal and formal learning methods.
	Activities and methods A youth exchange between young people from Isafjörður, Iceland, and Sables d'Olonne, France, was organised. The project methods included non-formal learning, with focus on engaging with complex issues: 'We are all in it together when it comes to climate change'. Participatory methods explored sustainability through responsibility and democratic values on local and global level. Creativity and reflexive thinking were stimulated. Role plays on the 'common good' were implemented with the active involvement of young people. They explored ideas of benefits and sacrifices (e.g., deciding to act for the common good instead of own personal advantages). Evaluation in form of discussions or in written form has continuously been done before, during and after the exchange.
Intended outputs, outcomes and impact	The long-term impact of the exchange was a deeper understanding of equality when it comes to decision making regarding sustainable development and the complexity of working together for the best of the group. The individual goals that the participants set for themselves were monitored within the frameworks of the Youthpass, with pictures and entries on social media channels.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-3-IS02-KA105-001784
Project website	[No information]

21. Green innovation lab (LT)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **YOUTH EXCHANGES**
Project reference number	2016-1-LT02-KA105-004720
Project implementation period	01-07-2016 - 31-12-2016
Consortium	● Coordinator: Nacionalinis socialinės integracijos institutas (LT) ● Partner: Civic Organization 'Development and Initiative' (Ukraine) ● Partner: SIRIUS, kansainvälinen nuorisoalaitteiden yhdistys ry (FI) ● Partner: GreenRope (IT) ● Partner: Stichting Diversiteitsland (NL) ● Partner: Cooperation Bancaire pour l'Europe (BE) ● Partner: Social Innovation and Entrepreneurship Development Association of Slovakia (SK)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences
Target group	41 young people from 7 countries
Methodology	**Objectives** The project set the following goals: ● Promoting concern of young people about green issues and nature safety; ● Increasing active youth participation in solving their society's problems; ● Creating a safe and interactive environment for youth non-formal learning; ● Ensuring appropriate conditions for hard and soft competencies development; ● Through common activity destroying pre-stereotype about other cultures; ● Strengthening youth responsibility for their living environment.
	Activities and methods The project activities and methods included getting young people involved with local residents and bringing together a range of experts to share their knowledge with the young people. 8-day international visits were organised where learning took place via discussions, workshops and getting to know best practices in Lithuania by visiting green innovations in the city of Vilnius. Collaboration happened in an international team; during the Green Innovation Lab participants created things from used materials, the students also participated in an international social innovation festival (BizZz) and undertook thematic hike in nature.
Intended outputs, outcomes and impact	● One exposition room called after 'Green Innovation Lab' and prepared only from recyclables where teams of participants were making different things for it – from beds made out of pallets, to bed tables made out of old soviet furniture, or even a juice bar made out of old bookshelves; ● Hard and soft skills gained by the participants – from collaboration in an international team to knowledge on how to use power.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-LT02-KA105-004720
Project website	[No information]

22. Youth for climate action now (CY)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **YOUTH EXCHANGES**
Project reference number	2019-2-CY02-KA105-001643
Project implementation period	01-08-2019 - 30-04-2020
Consortium	● Coordinator: Filodasikos Syndesmos Agrou (CY) ● Partner: ADEL Slovakia (SK) ● Partner: Compass Európai Ifjúsági Közösségért Egyesület (HU) ● Partner: Jugend, Bildung und Kulture e.V. (DE) ● partner: Associazione Culturale JUMP IN (IT) ● Partner: Danish Youth Team (DK) ● Partner: Spolek ActiTmel.cz (CZ) ● Partner: Asociația GEYC (RO)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences
Target group	40 Young people (18-28)
Methodology	**Objectives** The project set the following goals: ● Increasing knowledge about climate change; ● Changing the attitude of participants and the local community while promoting the culture of collecting and separating waste in everyday life; ● Empowering active citizenship to enter into dialogue with local authorities, local people and participate in the decision-making process about garbage policy; ● Raising the capacity of the partner organisations for advocating and campaigning about local environmental problems; recognition of best practices.
	Activities and methods The project activities and methods included the organisation of theoretical sessions about environmental problems (global warming, use of renewable energies, garbage sorting, recycling and campaigning). There were practical days organised for participants to communicate with local authorities and campaign. They established a collaboration model where people, local authorities and recycling factories can work together. Group discussions and teambuilding sessions but also tree planting, preparing a catalogue with photographs and cultural events took place. Cleaning days with the local people in the village were combined with spreading flyers and posters to change people's behaviour. Meetings with experts and professionals took place where comparisons were made on how the problem is dealt with in different countries.
Intended outputs, outcomes and impact	● Empowered young people to advocate and to campaign for garbage usage in EU countries; to enter into dialogue and become a bridge between the population, local authorities and the factories for creating the tradition of using and recycling the garbage in the participating countries; ● A pilot project with a model of working together for garbage sorting so that factories will be able to gather the trash and recycle it.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-2-CY02-KA105-001643
Project website	[No information]

23. Build your future3 (DE)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **YOUTH EXCHANGES**
Project reference number	2019-1-DE04-KA105-017892
Project implementation period	01-05-2019 - 31-12-2019
Consortium	● Coordinator: Bochumer Bildungschancen e.V. (DE) ● Partner: EUPHORIA (EL) ● Parnter: Meta Società Cooperativa Sociale Onlus (IT)
Project contact information	Coordinator Website: https://bbz-ev.de/
Topics addressed	● Multidisciplinary approach ● Link between formal/non-formal learning ● Link to key competences
Target group	30 young people (16-24) from disadvantaged backgrounds (socio-economic, education, migration).
Methodology	**Objectives** The project set the following goals: ● Focusing on vocational orientation, ecologically sustainable action and international cooperation; ● Renovating a bird of prey catching station; ● Bringing together and further develop innovative concepts of vocational, short-term educational measures on an international level.
	Activities and methods The project implemented the following activities and methods: Each participant could reflect upon their own dreams, desires, key competences and other (professional) resources. They gained experience in at least three different fields of work while dealing with related professional profiles: crafts, nature education, service and media. Project learning was organised as a company simulation with different departments, a daily morning plenum, presentations, in addition to work camps/workshops with professionals from the surrounding area. Two workshops focused on biodiversity, sustainability and environmental protection. A close contact with birds of prey and owls was a starting point for an examination of species protection and ecological sustainability. The project activities created a positive group dynamic and a trusting, safe environment.
Intended outputs, outcomes and impact	● Restored aviaries of the bird of prey reception station (outer walls and some new doors, feed flaps and fixtures); ● Image video for the station, a video report and a blog (including photos and videos) about the camp (image video is included in the station's website); ● Video report handed out to all participants and used by the young people for presentations in their regions; ● Improved linguistic, intercultural and social skills; ● Knowledge of civic engagement and (social) entrepreneurship; ● Personality development, increased self-efficacy, believing in oneself and one's own abilities, gaining experience in various professional fields; ● Experience with other cultures, European solidarity – developing resilience factors against radicalisation (contact hypothesis); ● Cooperation of organisations.
Evidence of outputs & impact	Each participant received a Youthpass certificate reflecting specific competences, abilities and interests.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-DE04-KA105-017892
Project website	[No information]

24. Youth on Earth: yes we ©are (DE)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **YOUTH EXCHANGES**
Project reference number	2019-1-DE04-KA105-017673
Project implementation period	05-06-2019 - 04-02-2020
Consortium	● Coordinator: ZEGG Bildungszentrum GmbH (DE) ● Partner: Asociacion Red Ibérica de Ecoaldeas (ES) ● Partner: Rete italiana villaggi ecologici - RIVE (IT) ● Partner: Association Colibris (FR)
Project contact information	[No information]
Topics addressed	● Link between formal/non-formal learning ● Link to key competences
Target group	30 young people (18-30) from rural/urban areas, 4 group leaders
Methodology	**Objectives** The project set the following goals: ● Creating an international network of young people interested in sustainability and ecovillages; ● Exchanging best practices between partners; ● Promoting personal development of young people by enabling them to learn new skills, take initiatives and critically assess different ways of living; ● Promoting active citizenship and sustainable lifestyles among young people; ● Increasing youth participation in the sending organisations.
	Activities and methods The project activities and methods included group leaders facilitating exploration time through interactive and participatory methods and self-organised seminars. There was/were open space technology, a world café, fish-bowl forums, networking dynamics, sociocracy, and spontaneous self-organisation. These innovative methods allowed diverse groups to sort out topics according to their interest and work on them creatively and efficiently in a fun and fulfilling way. Participants had to answer the question: 'How could we design our life in such a way that we feel satisfied in our relationship with ourselves (personal development) and our local community (active citizenship) while having a sustainable livelihood (employability)?' 'EcoV movement' is an intentional or traditional community that is consciously designed through a locally owned, participatory process to regenerate social and natural environment (a holistic approach to a sustainable lifestyle).
Intended outputs, outcomes and impact	● An international network of young people interested in sustainability and ecovillages; ● Exchanging best practices between partners, all participants enabled to draw inspiration for their own work at home; Increased youth participation in the sending organisations and young people enabled to explore various employment opportunities at ecovillages; ● Strengthened European identity.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-DE04-KA105-017673
Project website	[No information]

25. Tiszta udvar rendez ház (HU)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **YOUTH EXCHANGES**
Project reference number	2017-3-HU01-KA105-046876
Project implementation period	30-05-2018 - 29-01-2019
Consortium	● Coordinator: Kárpátikum Közhasznú Alapítvány (HU) ● Partner: Asociatia Carpatii de Curbura - Kárpátkanyar Egyesület (RO) ● Partner: Fundacja Szkoła z Kulturą (PL) ● Partner: Luminosus, n.o. (SK)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Link between formal/non-formal learning
Target group	48 young people
Methodology	**Objectives** The project main objective was to foster more environmental consciousness among young people while exploring the interdependencies between environment, economy and entrepreneurship.
	Activities and methods The project activities included the following topics and related non-formal learning methods: ● Water as a crucial element of life (water footprint, ways to save water, utilisation of hydropower, amounts of water used for different products); ● Solar power and its utilisation in households (decreasing greenhouse gasses, utilisation of renewable energy sources) – playful activities imagining their own renewable energy sources-based household; ● Energy-saving of household (measuring the energy consumption of an average household) – working in groups to come up with innovative ways of saving energy, debate on contrasting renewable sources and fossil fuels, developing pros and cons to support their arguments; ● Selective waste collection – discussion on how plastic bottles or/and cans could serve as a refurbished tool, introducing the concept of carbon footprint; ● How our garden or courtyard should look like, how to improve the soil; composting, methods of soil condition improvement, building a miniature composting device, visiting a bio-economy; ● How to become a true entrepreneur – tackling youth unemployment, starting a business – dreaming of your own business, creating marketing and advertising for their fictional business, considering ways to decrease unemployment; ● Final evaluation, reflection and discussion on the positive and negative aspects and effects on the participants.
Intended outputs, outcomes and impact	[No information]
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-3-HU01-KA105-046876
Project website	[No information]

26. Ecotourism: discover your inner soul (PT)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **YOUTH EXCHANGES**
Project reference number	2018-1-PT02-KA105-005109
Project implementation period	01-05-2018 - 31-10-2018
Consortium	● Coordinator: Agência Local de Juventude das Beiras e Serra da Estrela, CRL (PT) ● Partner: Danube Volunteer Centre (RO) ● Partner: Fundacja Dobra Wola (PL)
Project contact information	Contact form from project coordinator website: https://www.aljuventude.pt/#contact
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences
Target group	Young people (17-30), some of them with fewer opportunities
Methodology	**Objectives** The project set the following goals: ● Fostering reflection: greater awareness on social and environmental issues leads to more active participation in the society; ● Questioning the current lifestyle and its impact and developing responsible individuals.
	Activities and methods The project activities and methods included role-playing games (e.g., 'Agree or disagree ', 'Justify your opinion ', 'Is my footprint environmental-friendly? ', 'The ideal society ') to create a heterogeneous group to learn from diversity and foster reflection on the cultural and behavioural patterns.
Intended outputs, outcomes and impact	● Long-lasting effects on participants: more conscious attitude towards the environment and cultural diversities; ● Developing an active attitude as multipliers; ● Better self-esteem; communication in foreign languages.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-PT02-KA105-005109
Project website	[No information]

27. Youth saving our seas (MT)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **YOUTH EXCHANGES**
Project reference number	2017-2-MT01-KA105-027016
Project implementation period	21-08-2017 - 20-09-2018
Consortium	• Coordinator: The Scout Assotiation of Malta (MT) • Partner: 38th&40th Strood Sea Scout Group (40th Strood) (UK) • Partner: Scouting Ireland (IE) • Soma Hellinon Proskopon (EL) • Slovensky Skauting (SK)
Project contact information	Contact form from project coordinator website: https://scouts.mt/contact-us/https://scouts.mt/contact-us/
Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation • Link between formal/non-formal learning
Target group	40 young people, 12 leaders
Methodology	**Objectives** The project set the following goals : • Raising awareness among participants and the broad public on how sustainable fishing can be achieved (blue economy); • Understanding the negative impact human activity can have on marine pollution, marine protected areas and climate change; • Bringing about a positive change in partner countries by being a voice of endangered marine species; • Youth empowerment to present the arguments to policymakers, and making pressure for change.
	Activities and methods The project implemented the following activities and methods: • Site visits (aquaculture research centre promoting fish farming as a new industrial activity, turtles damaged by debris and plastic thrown into the sea); • Visiting a fishing town and speaking with local fishermen about marine pollution in the fishing industry, fresh local fish meal to promote sustainable fishery; • Educational talk at Malta Organic Agriculture Movement on organic farming, damage and effects of pesticides; • Hands-on activities (e.g., making soaps without harming the environment, collecting plastic and other waste from a beach); • Discussions on national policies, e.g., with the Minister for sustainable development, environment and climate change; • Reflective sessions (fun, awareness of the impact of individuals); • Non-formal learning.
Intended outputs, outcomes and impact	[No information]
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-2-MT01-KA105-027016
Project website	[No information]

28. Get out (NO)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **YOUTH EXCHANGES**
Project reference number	2017-1-NO02-KA105-000866
Project implementation period	01-05-2017 - 31-12-2017
Consortium	● Coordinator: Shokkin Group Norge (NO) ● Partner: Asociatia 'Un strop de fericire' (RO) ● Partner: Shokkin' Group Danmark (DK) ● Partner: MTÜ Shokkin group (EE) ● Partner: Ticket2Europe (ES)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Link between formal/non-formal learning ● Link to key competences
Target group	31 participants including group leaders, (17-26)
Methodology	**Objectives** The project set the following goals: ● Awareness-raising about a sustainable lifestyle, increased responsibility for the impact on the environment; ● Developing skills in flora, fauna, environmental protection, and recycling; ● Exchanging knowledge and ideas and sharing good practices regarding environmental problems.
	Activities and methods The project implemented the following activities and methods: ● Setting up and maintaining an outdoor camp promoting a more sustainable living; ● Discussions on environmental issues, sustainable lifestyle, active citizenship and how to make a difference in the local community; ● Non-formal learning, experiential learning and outdoor education; ● Living closer together, working together towards a common goal and intercultural learning; ● Changing attitudes towards modern society, finding deeper values in life, the joy of simple things like the sunset over the lake, singing together around the bonfire or hiking in the group in nature; ● Thematic sessions, cultural events, role playing, indoor and outdoor activities and work with mentors.
Intended outputs, outcomes and impact	● Raised level of awareness among young people about the benefits of a sustainable lifestyle; ● A more responsible and respectful attitude towards natural resources, thereby increased young people's knowledge and understanding about environmental issues and sustainability; ● Outdoor education as an efficient methodology for alternative learning; ● Increased knowledge about youth participation and active citizenship, more self-confidence to believe they can make a change in their local communities; ● Intercultural communication, acceptance of different cultures, communication and cooperation skills; ● Concrete material such as a booklet and possibly a short film based on their experience, as a way to spread the outcome of the project with their peers.
Evidence of outputs & impact	Booklet: https://shokkingroupnorge.files.wordpress.com/2017/10/get-out-booklet.pdf Video: https://www.youtube.com/watch?v=Flo3fKgWamk Statements from participants that they gained confidence from living outdoors and that the project gave them new perspectives on living sustainably.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-NO02-KA105-000866
Project website	https://shokkingroupnorge.com/category/get-out/

29. To bee or not to bee (EE)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **YOUTH EXCHANGES**
Project reference number	2015-1-EE01-KA105-013210
Project implementation period	01-05-2015 - 30-04-2016
Consortium	● Coordinator: Sihtasutus Tartu Keskkonnahariduse Keskus (EE) ● Partner: Asociación Fondo Natural (ES) ● Partner: Labdaros ir paramos fondą 'G vaikų pasaulis' (LT)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Link between formal/non-formal learning ● Link to key competences
Target group	25 young people (15-26) including group leader
Methodology	**Objectives** The project set the following goals : ● Developing environmentally friendly and sustainable lifestyle through analysing human effects on the living environment; ● Raising environmental awareness to preserve biological diversity, popularise organic farming and value nature.
	Activities and methods The project activities and methods included team games, energisers, handwork, braiding, caring, wax candle making, a group study, photo hunting, visiting beekeepers, presentations about bees, cultural evenings, discussions after a film screening, watching videos on bees, explaining the problem and finding solutions. Producing videos on participants' points of view about the topic.
Intended outputs, outcomes and impact	As a result of this non-formal learning educational journey participants learnt to value more the amount of work that bees do: their ecological, social and cultural impact. They developed self-confidence and broadened horizons as well as strengthening personal skills such as self-independence, problem-solving, leadership, teamwork, finding solutions. Intercultural skills were fostered through long-lasting relationships by working together in multicultural groups.
Evidence of outputs & impact	Blog on the exchange stay: https://happybeeproject.wordpress.com/
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-EE01-KA105-013210
Project website	Page on project on coordinator website: https://www.tartuloodusmaja.ee/koostooprojektid/to-bee-or-not-to-bee/

30. Upcycle, don't waste (CY)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **YOUTH EXCHANGES**
Project reference number	2019-1-CY02-KA105-001512
Project implementation period	01-05-2019 - 30-11-2019
Consortium	● Coordinator: Tesura (CY) ● Partner: Xeración Valencia (ES) ● Partner: Asbl Connections (BE) ● Partner: Associazione Culturale Beyond Borders Corato (IT)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Link between formal/non-formal learning ● Link to key competences
Target group	20 young people (aged 17-25), NEETs (50%) Four youth leaders Team of coordinators/facilitators
Methodology	**Objectives** The project set the following goals: ● Increasing the awareness among young people on waste, climate change and sustainability; developing a better understanding of the concepts link to the topics; ● Reflexion about one's own behaviour and what can be changed; ● Promoting intercultural dialogue, tolerance, respect; ● Promoting mobility opportunities for education and employment.
	Activities and methods The project activities and methods included non-formal learning: intercultural learning, role games, workshops, presentations, public events, full participation in the project cycle, teamwork, creating activities and facilitating them, using different communication methods, using English and some words in other languages, basic manual skills to fix something, decoration with waste, preparing awareness-raising activities, and discussing various topics. The learning process for young people also included setting learning goals and evaluation.

Intended outputs, outcomes and impact	Expected outcomes for participants: Knowledge on: ● concepts such as sustainability, circular economy, recycling and upcycling, reuse, the economy of functionality, eco-conception; ● the impact of their own behaviour on the environment; ● new manual activities and tools to talk about sustainability and raise awareness about its own country but also in other countries; ● interculturality, linguistic and social diversity; vocabulary in English, French, Greek, Italian and Spanish; ● Mobility opportunities with the Erasmus+ program for education and employment, e.g., job creation in the field of sustainable development. Skills: ● being more able to discuss environmental topics seriously; ● reproducing, creating and facilitating activities to raise awareness about sustainable development, wastes, upcycling; ● manually fixing broken items or decorating with wastes; ● working in a team; ● communicating in foreign languages. Attitudes: ● being more receptive to environmental issues and sustainable development; ● being more committed to work against behaviour that affects negatively the environment and to introduce new solutions to people; ● becoming an actor of change more willing to take action to change things that do not work in their surroundings; ● being more willing to express their opinions and stand for them; ● being open to learning in a different way; ● being curious about different cultures and open to different people; ● living in a community based on respect. The project had also an impact on the participating organisations; they gained new expertise and experience and could carry out follow-up activities. Their youth work methods improved through sharing inspiring initiatives.
Evidence of outputs & impact	Evidence of activities (photos) on a Facebook page: https://www.facebook.com/events/411676873093813/?active_tab=discussion
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-CY02-KA105-001512
Project website	[No information]

31. 10 shades of green (HR)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **YOUTH EXCHANGES**
Project reference number	2019-1-HR01-KA105-060677
Project implementation period	01-05-2019 - 31-10-2019
Consortium	• Coordinator: Hrvatski Crveni križ - Gradsko društvo Crvenog križa Županja (HR) • Partner: Škola za osnovno i srednje obrazovanje sa domom "Vuk Karadzic", Sombor (RS) • Partner: Udruga osoba s posebnim potrebama PUT U ŽIVOT Orašje (BA)
Project contact information	General contact project coordinator - Croatian Red Cross (info@crvenikrizzupanja.hr)
Topics addressed	• Link between formal/non-formal learning • Link to key competences
Target group	48 young people with disabilities, including six leaders, six accompanying persons (18-29)
Methodology	**Objectives** The project set the following goals: • Increasing young people's knowledge about ecology and recycling; • Developing positive habits of environmental protection; • Creating an educational eco-colouring book in an easy-to-understand format adapted to young people with disabilities.
	Activities and methods The project activities and methods included a youth exchange for young people with disabilities, organised with neighbouring partner countries. The project also provided quality leisure time outdoors and in nature.
Intended outputs, outcomes and impact	Outputs: • Enhanced networks of cooperation, increased visibility of the work of the organisations involved; • An educational eco-colouring book adapted to young people with disabilities. Impact: • Developed interest in the inclusion of young people with fewer opportunities in ecological activity; • Raised environmental awareness and knowledge that contribute to the preservation of the environment; • Young people more familiar with the ways of environmental protection in their own environment where they live; • Young people from three countries connected to a solid social network of mutual support; • Different life/social/communication skills acquired; • Reinforced self-confidence of young people with fewer opportunities, especially young people with disabilities.
Evidence of outputs & impact	Project handbook: https://ec.europa.eu/programmes/erasmus-plus/project-result-content/36ea9cb8-2db1-4651-9a64-2ee255c7a0a4/Eko%20bojanka%2010%20nijansi%20zelene.pdf
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-HR01-KA105-060677
Project website	[No information]

32. Say yes to the eco lifestyle (EE)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **YOUTH EXCHANGES**
Project reference number	2018-3-EE01-KA105-051144
Project implementation period	01-05-2019 - 31-10-2019
Consortium	● Coordinator: SMILE - See miracles in life everyday (EE) ● Partner: NANA (LV) ● Partner: Sky's the limit LT (LT)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences
Target group	36 participants and six leaders
Methodology	**Objectives** The project set the following goals: ● Spreading values of a sustainable and mindful life; ● Raising awareness of ecological issues and changing personal habits.
	Activities and methods The project activities and methods included workshops, discussions, learning sessions about zero-waste, minimalism, ecological problems, fair trade and slow fashion. Interviews with professionals and NGOs who work in this field, organised volunteering activities like waste collection in parks and on the streets. Mini-projects involving the local community. Results were shared with the communities, in the respective countries when back home. Sharing thoughts and concerns with politicians, tips for schools and youth centres on how to become more eco-friendly.
Intended outputs, outcomes and impact	Impact: ● Getting clear views about wasting, consumption, pollution, fast-food, fast-fashion trends and behaviours; ● Bringing about change in habits, lifestyle, attitudes, spreading the values of a balanced, sustainable, ecological-friendly and mindful life.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-3-EE01-KA105-051144
Project website	[No information]

33. YE-inspiration (NO)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **YOUTH EXCHANGES**
Project reference number	2018-2-NO02-KA105-001262
Project implementation period	01-08-2018 - 31-01-2019

Consortium	• Coordinator: Intermezzo Ungdomsorganisasjon (NO) • Partner: Magisztrátus Alapítvány (HU) • Partner: Eurocircle Rhône-Alpes (FR) • Partner: Asociatia D.G.T. (RO) • Partner: Dimitrovgrad Bulgaria (BG) • Partner: Ludbreška udruga mladih entuzijasta (HR) • Partner: ICM Jindřichův Hradec (CZ) • Partner: Youth of Tigris (TR) • Partner: Seiklejate Vennaskond (EE) • Partner: Tarptautinis bendradarbiavimo centras (LT)
Project contact information	[No information]
Topics addressed	• Link between formal/non-formal learning • Link to key competences
Target group	40 young people and 10 leaders
Methodology	**Objectives** The project set the following goals: • Sharing good practices on environmental education; • Raising awareness at local community; • Involving young people with fewer opportunities from rural areas.
	Activities and methods The project implemented the following activities and non-formal learning methods: • Name games for improving communication; • Icebreaking games for relaxing the group atmosphere and removing barriers created by shyness, hesitation and foreign language; • An open space method to allow participants to think and act freely, to choose how and what to discuss; • Teambuilding activities for the group cohesion, improving group work; • A treasure hunt to stir curiosity, to revive the spirit of competition and to familiarise participants with the environment they are in; • The Albatros simulation game for intercultural learning; • Group discussions to facilitate the exchange of ideas and to provide participants with the opportunity to share their knowledge and experiences; • Group work to facilitate teamwork and to give everyone a chance to be involved; • 'Eco-Topics' to increase creativity and sense of initiative; • 'Green Actions' such as interactive flash-mobs, fairs for teamwork and active involvement in the community life; • Traditional evenings for discovering new cultures.
Intended outputs, outcomes and impact	• Creative campaigns by using methods of non-formal education and concrete actions to reduce the negative impact caused by man to nature. Local authorities involved and a medium-term strategy for action established.
Evidence of outputs & impact	https://www.facebook.com/Erasmus-Inspiration-308538433271558/ https://www.youtube.com/watch?v=BgWL0afo1qs https://www.youtube.com/watch?v=9bbLn QLKFPA&fbclid=IwAR2Ya58R1uwb6q0W630 Pw60K3LJQ_SI4hsW7qTfiuSCDeFY-U453WRPITdQ
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-2-NO02-KA105-001262
Project website	[No information]

34. Cooking planet (NL)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **YOUTH EXCHANGE**
Project reference number	2017-2-NL02-KA105-001751
Project implementation period	01-09-2017 - 31-08-2018
Consortium	● Coordinator: A SEED Europe (NL) ● Partner: Fundació Catalunya Voluntària (ES) ● Partner: Allianssin Kehittämispalvelut Oy (FI) ● Partner: Maison des Jeunes et de la Culture de Graulhet (FR)
Project contact information	Coordinator organisation (climate@aseed.net) Coordinator website: www.aseed.net
Topics addressed	● Multidisciplinary approach ● Link between formal/non-formal learning ● Link to key competences
Target group	Three volunteers FR, ES
Methodology	**Objectives** The project set the following goals: ● Raising awareness about global challenges related to the sustainable development of agriculture and food processing, seed diversity, food sovereignty and climate change; ● Encouraging youth to involve in critical and creative thinking about alternatives to these global challenges, and to feel empowered to take action to face these challenges; ● Making young people more aware of their role as responsible citizens within their communities; ● Fostering inter-cultural dialogue and understanding and stimulating European citizenship; ● Connecting people and movements with the same ideals.
	Activities and method The project activities and methods included the acquisition of skills in organising, networking, teamwork, project development in a dynamic international work environment through learning by doing and in the organisation of events. Participants discussed the complex relationships between climate and food. A community garden was set up with neighbours and juveniles were provided with information and tools for social change.
Intended outputs, outcomes and impact	● Participants attended several side-events organised in and around The COP23 in Bonn, Germany; ● Involvement in the organisation of Reclaim the Seed in Rotterdam and Amsterdam and ASEED's yearly weekend on seeds (the Netherlands); ● Organising a second edition of the Food Autonomy festival (one-day event in Amsterdam initiated by former EVS volunteers (the Netherlands); ● Setting up a small community garden with neighbours (the Netherlands); ● Increased cooperation between local, regional and European movements and organisations; working towards the same long-term goal: creating a sustainable future; ● Increased self-confidence in managing tasks and projects, increased employability. ● Skills in organising, networking, team working and in project development in a dynamic international environment.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-2-NL02-KA105-001751
Project website	[No information]

35. Good energies (IE)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **EVS**
Project reference number	2017-1-IE01-KA105-025566
Project implementation period	01-05-2017 - 31-08-2018
Consortium	● Coordinator: Good Energies Alliance Ireland Limited (IE) ● Partner: Amigos da Terra Galicia-Xuventude (ES)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Link between formal/non-formal learning ● Link to key competences
Target group	Three EVS volunteers, ES, RO, UA
Methodology	**Objectives** The project set the following goals: ● Raising awareness of and encouraging communities and young people to be active in the fight against climate change; ● Supporting the GEAI campaign against on-shore unconventional hydrocarbon development (fracking) in Ireland; ● Supporting the formation of Sustainable Energy Communities locally; ● Supporting the EVS volunteer in his/her professional, personal and social development.
	Activities and methods The project activities aimed at the acquisition of key competences through non-formal learning methodologies. Each EVS volunteer had a mentor and work supervisors, and got the opportunity for relevant training complemented by project activities. The collaboration took place with other local groups including a community development group, festival committee, active aging group and a local Youth Café. The activities also involved liaising with schools and colleges, and art and cultural events.
Intended outputs, outcomes and impact	● Youthpass certificates were filled in to assess the progress and achievements of the participants; ● Improved competencies, personal and professional development, greater self-confidence and enhanced employability; ● Reinforced campaign to tackle climate change.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-IE01-KA105-025566
Project website	Partner project website in Spanish: goodenergiesalliance.com

36. Supporting local forestry in Iceland (IS)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **EVE**
Project reference number	2016-3-IS02-KA105-001681
Project implementation period	01-01-2017 - 31-12-2018
Consortium	● Coordinator: Skógræktarfélag Íslands (IS) ● Partner: YOUNET (IT) ● Partner: INEX - Sdružení dobrovolných aktivit, z. s (CZ) ● Partner: Asociación Ecoperia (ES) ● Partner: Semper Avanti (PL) ● Partner: Kammer für Arbeiter und Angstellte für Tirol (AT)
Project contact information	Einar Jónsson Project Manager (ej@skog.is) Coordinator website: www.skog.is
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link to key competences
Target group	10 EVS volunteers (age 19-30), education related to environmental sciences, interest in nature, ecosystem functioning, tree biology, geology
Methodology	**Objectives** The main project objectives were: ● Acquiring multiple skills through activities in the field of forestry.
	Activities and methods The project activities and methods included learning on the job and training different skills needed for outdoor work in forestry (e.g., planting /trimming trees, fertilising, light thinning and maintenance work in the recreational forest of the local association such as fixing fences, trail maintenance or wood construction, building bridges, branch picking). Tour guiding visitors and planning/organising an event, raising environmental awareness and education of the public, e.g., motivating local volunteers and schools. This work was part of multiple projects with different local partners in small towns in Iceland.
Intended outputs, outcomes and impact	● The planted trees will grow into multiple hectares of forest, binding many tons of carbon from the atmosphere, stabilising and creating soil, and creating habitats for other plants and animals; ● Raised intercultural awareness; increased self-motivation; ● Outdoor work experience in the context of forestry; ● Shared knowledge and experience.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-3-IS02-KA105-001681
Project website	[No information]

37. Experience Nature (HR)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **EVS**
Project reference number	2016-3-HR01-KA105-034875
Project implementation period	01-01-2017 - 28-02-2018
Consortium	• Coordinator: Udruga BIOM (HR) • Partner: Stowarzyszenie Morena (PL)
Project contact information	Coordinator e-mail (info@hebiom.hr)
Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation • Link between formal/non-formal learning • Link to key competences
Target group	1 volunteer, PL
Methodology	**Objectives** The project set the following goals: • Promoting non-formal learning among different target groups and establishing, or maintaining, cooperation with other civil society organisations; • Improving the level of key competences and skills of the volunteer and increasing the capacities of the Polish project partner in the field of nature conservation; • Contributing to the development of non-profit projects and active participation of young people in volunteering activities; • Connecting with other individuals in the local community.
	Activities and methods The project included various non-formal learning activities on nature conservation, such as monitoring flora and fauna, learning about nature protection legislation, developing and implementing educational activities for children, assisting volunteers in volunteering camps (e.g., habitat restoration volunteering camp and Rovozna ornithological camp), cooperation with civil society organisations, developing new project activities as well as working on an individual project.
Intended outputs, outcomes and impact	• Trainer certificate for the volunteer; • Volunteer developed a brochure on the conflict between beekeeper and bee-eater (in Croatian only, 2000 copies), which is distributed to beekeepers, volunteers, partners, conservationists and teachers; • The volunteer gained valuable experience and improved his skills and knowledge in nature conservation, project management and coordination of volunteers.
Evidence of outputs & impact	Educational brochure for beekeepers and interested persons (http://www.biom.hr/wordpress/wp-content/uploads/Brochure-European-Bee-eater.pdf)
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-3-HR01-KA105-034875
Project website	[No information]

38. Leaf by Leaf (BG)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **EVS**
Project reference number	2016-2-BG01-KA105-024056
Project implementation period	01-10-2016 - 31-12-2017
Consortium	● Coordinator: Obshtestven centar za okolna sreda i ustoichivo razvitie /OCOSUR/ (Public Environmental Center for Sustainable Development) (BG) ● Partner: Asociación Ser Joven (ES)
Project contact information	Public Environmental Center for Sustainable Development (pecsd.us@gmail.com) Website of coordinator: www.ecovarna.info
Topics addressed	● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Lifelong learning perspective
Target group	1 volunteer from Spain
Methodology	**Objectives** The project set the following goals: ● Improving knowledge/skills on waste recycling and the conservation of natural resources; ● Building environmentally friendly habits for the community and the volunteer; ● Financing long-term ecological/environmental projects in the area.
	Activities and methods The project activities and methods included non-formal/informal learning, collecting and recycling waste paper, planning/organising an individual project, and learning by doing. Annually, various institutions, schools and universities, non-governmental organisations, companies and households are providing their used paper for recycling to the 'Leaf by Leaf' campaign; the collected funds from the paper are invested in the 'Leaf Fund' which annually supports various environmental initiatives. The volunteer was actively involved in each of the activities, i.e., in planning, preparations and their realisation. In addition, the volunteer developed his own internal project in the organisation.
Intended outputs, outcomes and impact	● Knowledge about how to preserve nature in urban settings and live ecologically, and diverse practical skills for the volunteer useful in his own everyday life. The volunteer could also gain an intercultural experience.
Evidence of outputs & impact	The coordinator stated that with the support of the volunteer, the money collected in the 'Leaf Fund' supported the implementation of: ● A beach cleaning action; ● The third edition of the Annual Conference on Democracy of the host organisation PECSD; ● Two educational exhibitions in four kindergartens; ● One recycling workshop; ● Two ecological summer camps. In the period 2016-2017 and with the volunteer's support, a total of 144 participants were involved in the 'Leaf by Leaf' campaign in which a total of 34 tons of paper was collected (equivalent to 575 trees saved from harvesting). Altogether, EVS volunteers have supported the 'Leaf by Leaf' campaign for 12 years and helped to recycle nearly 500 tons of paper that saved over 8 000 trees and provided or supported the following activities through the 'Leaf Fund': more than 30 actions to afforest and clean up contaminated sites, 17 eco-camps, over 10 urban eco-workshops, more than 50 educational exhibitions and demonstrations, as well as many projects initiated by the volunteers themselves in partnership with PECSD and different citizens of Varna.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-2-BG01-KA105-024056
Project website	[No information]

39. EVS, Permaculture garden (NO)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **EVS**
Project reference number	2016-1-NO02-KA105-000668
Project implementation period	01-05-2016 - 31-10-2016
Consortium	● Coordinator: Friends for Understanding (NO) ● Partner: EXCMO. Ayuntamiento de Ávila (ES) ● Partner: Ecocompartimos (ES) ● Partner: Jugendbildungsstätte Unterfranken (DE) ● Partner: Centrum Inicjatyw Międzykulturowych Horyzonty (PL)
Project contact information	Coordinator website: www.friendsforunderstanding.com (in Norwegian)
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences
Target group	Two EVS volunteers
Methodology	**Objectives** The project set the following goals: ● Sharing good values, environmental commitment, non-formal and informal learning and achieving positive working experiences; ● Acquiring new knowledge about an alternative way of living and working.
	Activities and methods The project activities and methods included non-formal and informal learning through work experience (alternative gardening, building, sports activities, organising a market), as well as intercultural/intergenerational (lifelong) learning. In particular, the volunteers were involved in: ● Designing a water canal system, rabbit garden, giant labyrinth, holiday clubs for children; ● Drying, pickling, making juice, selling and eating the products (vegetables/fruits); ● Using willow as a building material for fences and a small village for children; ● Cultural school, Viking market, football team, the Green Party, canoeing, climbing, trips, campfire party and horseback riding.
Intended outputs, outcomes and impact	● Free access to a permaculture garden for local schools, kindergartens and other interested persons; ● A range of skills developed by the volunteers including in the Norwegian language and culture, communication, group dynamics, teamwork; ● Commitment, creativity, enthusiasm.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-NO02-KA105-000668
Project website	[No information]

40. Think like Nature (UK)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **TRAINING COURSES**
Project reference number	2016-3-UK01-KA105-035187
Project implementation period	01-04-2017 - 30-11-2017
Consortium	● Coordinator: Subtiluship C.I.C. (UK) ● Partner: ReCreativity Társadalmi Vállalkozás Nonprofit KFT (HU) ● Partner: ROOTED (MT) ● Partner: Asociacija 'Apkabink Europą' (LT) ● Partner: Comitato d'Intesa tra le associazioni volontaristiche della provincia di Belluno (IT) ● Partner: La Vibria Intercultural (ES) ● Partner: LycianPathfinders Youth Group (TR) ● Partner: Asociația România în Tranziție (RO)
Project contact information	general e-mail contact (hello@abroadship.org)
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences ● Teachers/educators training and professional development ● Youth worker training
Target group	24 Youth workers and youth leaders, educators, partners, communities International team of trainers
Methodology	**Objectives** The project's objectives were to inspire and equip youth workers and youth leaders, educators, partners and other involved parties (for instance, communities) with a set of innovative methods and tools as part of the 'ThinkLike Nature' framework.
	Activities and methods An intergenerational project to capture, involve, educate a person of all ages – from a three-year-old child to a pensioner – and so addressing a three-generational shift, connecting the individual path through nature. The project activities included a framework based on non-formal learning, community-inclusive methods, hands-on, experiential, outdoor activities applied during three training courses with diverse target groups (generations), adapting existing and successful methodologies ('forest school' and 'permaculture'). The training topics included: 'Emotional intelligence with forest school', 'Sustainability with permaculture', 'Lifestyle with alternative sustainable communities'. Regular sessions organised in woodland where the landscape adds to the experience of learning.
Intended outputs, outcomes and impact	● Long term approach to education for children, young people, families and adults – maximising the benefits of learning with the help of nature; ● Learners at the heart of their learning experience; ● Exchange of the rich natural diversity of the woodland environment to help build confidence, sensitivity, resilience and curiosity; ● Holistic learning process to raise self-awareness and self-esteem; ● Outdoor elements offering leadership and problem-solving challenges to practice new behaviours in a supportive and collaborative environment.

Evidence of outputs & impact	Measurable effects according to research: Liz O'Brien (2009) 'Learning outdoors: The forest school approach'. Research carried out with 24 children from seven different forest schools in the UK over 8 months showed improvement of children's confidence, motivation and concentration, language communication and physical skills. Changes took time to occur with a need for a repeated and regular contact with the natural environment.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-3-UK01-KA105-035187
Project website	[No information]

41. Building sustainable and collaborative futures: the SUSTRARES network contact making seminar (EL)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **TRAINING COURSES**
Project reference number	2017-2-EL02-KA105-003259
Project implementation period	01-08-2017 - 31-10-2017
Consortium	● Coordinator: Iliosporoi Network (EL) ● Partner: School of the Earth (EL) ● Partner: Latvijas Permakultūras biedrība (LV) ● Partner: Forschungsgesellschaft Die Agronauten (DE) ● Partner: ECOBYTES EV (DE), ● Partner: Circolo Arci N.A. - Circolo Territoriale Di Chieti (IT) ● Partner: GAIA - Grupo de Acção e Intervenção Ambiental (PT) ● Partner: La Fabbrica del Sole Onlus (IT) ● Partner: Proyecto Sunseed (ES) ● Partner: Sustainable Energy Youth Network asbl (BE)
Project contact information	Website of project coordinator organisation: www.iliosporoi.net (in Greek)
Topics addressed	● Link between formal/non-formal learning ● Link to key competences
Target group	33 youth workers, 10 associations, 7 countries
Methodology	**Objectives** The project set the following goals: ● Capacity building, empowering of youth workers through the exchange of best practices and methodologies; ● Establishing a European network of cooperation/pools of trainers, developing project proposals on sustainability transition.
	Activities and methods The project activities and non-formal learning methods created participatory learning process for training sustainability trainers and multipliers at local/national levels. They included info sessions and presentations, debates, participatory seminars, practical workshops, energisers, team building, outdoor and social engagement activities, and multicultural simulations on living in an ecological community.

Intended outputs, outcomes and impact	• Getting familiar with concepts such as sustainability transition, network development, project management; • Developing skills and competencies on intercultural learning for sustainability: group dynamics management, teamwork, deliberation, leadership, self-awareness, analytical and creative thinking, visioning and participatory planning, project management and conflict resolution, monitoring and evaluation; • This fosters personal and socio-educational development and improves employability.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-2-EL02-KA105-003259
Project website	[No information]

42. No Plan(et) B: time to act, think green! (IT)

Programme strand and sector covered	**Erasmus+ Key Action1: YOUTH** **TRAINING COURSES**
Project reference number	2014-3-IT03-KA105-004536
Project implementation period	15-02-2015 - 14-07-2015
Consortium	• Coordinator: Comune di Tortona (IT) • Partner: La Fenice APS (IT) • Partner: Siirt'i Geliştirme ve Kalkındırma Derneği (TR) • Partner: Stichting Amsterdam European Mobility (NL) • Partner: Associazione III Millennio (IT) • Partner: Keuropa (FI) • Partner: Amber Initiatives (UK) • Partner: Ballyfermot Youth Service (IE) • Partner: Asociación Cultural Integra (ES) • Partner: Colegiul National Mircea Cel Batran (RO) • Partner: Escola Profissional do Montijo - Associação para a Formação Profissional e Desenvolvimento do Montijo (PT) • Partner: Klub sportowy TSD Sport (PL) • Partner: OportunidadEuropa (ES)
Project contact information	Project coordinator (commune.tortona@pec.it)
Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation • Link between formal/non-formal learning • Link to key competences
Target group	50 staff and volunteers from 13 organisations working with young people – youth workers, operators of youth organisations, volunteers

Methodology	**Objectives** The project set the following goals: ● Supporting participants to study how to reduce consumption and waste, to care about recycling, to get involved in environmental issues with their hearts and minds; ● Creating change in individuals while presenting them with specific and feasible options; to share their experience with those around them; ● Supporting a European network for all people who want to bring about change.
	Activities and methods The project activities and methods included a seminar on environmental sustainability, climate changes, sustainable food, energy, water and resources needed to change the future, analysing related strategies and actions at the European/global level, a sustainability knowledge test, creating new products from natural and recycled materials, sharing the knowledge with the local community in a 'world café', creating posters, and a web platform, as well as sharing best practices and experiences.
Intended outputs, outcomes and impact	[No information]
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-3-IT03-KA105-004536
Project website	[No information]

43. Exchange of green integration concepts for young migrants and refugees in Europe (AT)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **TRAINING COURSES**
Project reference number	2016-1-AT02-KA105-001440
Project implementation period	01-05-2016 - 30-09-2016
Consortium	● Coordinator: Global 2000 (AT) ● Partner: Friends of the Earth Scotland (UK) ● Partner: Friends of the Earth Malta (MT) ● Partner: Zelena akcija (HR) ● Partner: NOAH - Friends of the Earth Denmark (DK) ● Partner: Jordens Vänner (SE) ● Partner: Friends of the Earth Europe asbl (BE)
Project contact information	Website of project coordinator: www.global2000.at
Topics addressed	● Multidisciplinary approach ● Link between formal/non-formal learning ● Link to key competences ● Youth worker training
Target group	27 youth workers from eight countries: participants had either background in environmental work and were willing to work with young migrants and refugees, or they had a social work background and were willing to integrate environmental concepts into their social work. At least one representative from NGOs dealing with young migrants, involvement of refugees on site.

Methodology	**Objectives** The project set the following goals: ● Fostering the environmental awareness of migrants and refugees, integrating them into the green educational concept; ● Fostering the link between environmental and social work and benefit from synergies, taking into consideration intercultural and language barriers; ● Increasing competences of youth workers; ● Exchanging experiences and developing new educational methods.
	Activities and methods The training activities were held in a refugee camp to get in touch with the target group and included exchanging methods among youth workers aimed at developing desirable attitudes (motivate, eliminate fear), knowledge, skills (communication skills) of young refugees and migrants and included e.g., conducting a self-reflection process, improving communication skills, developing creative workshop content, implementing new ideas, learning on the field, feedback, reflection and evaluation, follow up. Ideas for future projects and workshops were developed.
Intended outputs, outcomes and impact	● Documentation of results for dissemination via networks and media channels; ● Migrant and refugee participation: activates civic competences of the young refugees and migrants, their environmental awareness, enable successful integration, and might open up new perspectives on the job market.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-AT02-KA105-001440
Project website	[No information]

44. YW – training for change: inclusive youth climate action (NO)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **TRAINING COURSES**
Project reference number	2017-3-NO02-KA105-001108
Project implementation period	01-02-2018 - 31-10-2018
Consortium	● Coordinator: Natur og Ungdom (NO) ● Partner: Zelena akcija (HR) ● Partner: Asociación Fondo Natural (ES) ● Partner: Centar za životnu sredinu (BA) ● Partner: Mittetulundusühing Eesti Roheline Liikumine (EE) ● Partner: Den Selvejende Institution Noah Forening (DK) ● Partner: Bund für Umwelt und Naturschutz Deutschland e.V. (DE) ● Partner: Ecologists' Movement of Macedonia (DEM) (MK) ● Partner: Arkhangelsk regional youth environmental public organisation 'Aetas' (RU) ● Partner: Filoi tis gis (CY) ● Partner: Friends of the Earth Europe asbl (BE) ● Partner: Friends of the Earth Scotland (UK)
Project contact information	[No information]

Topics addressed	• Multidisciplinary approach • Link to key competences • Youth worker training
Target group	25 young participants
Methodology	**Objectives** The project set the following goals: • Engaging with marginalised youngsters (migrants, refugees, LGBTQIA) on local, national and international levels to ensure that social and environmental movements tackle systemic problems and do not only work on a single-issue agenda; • Addressing the challenge to make the youth environmental movement more inclusive – providing concrete solutions for 12 local youth justice groups.
	Activities and methods Follow up activities were carried out with young people becoming multipliers of the gained knowledge: nine local workshops on intersectionality and inclusive movement building when working on climate change. They involved 200 young people who learned how gender, migration status and social class are affected by climate change and on how people with these identities can engage in decision making and democratic participation. The focus was on various educational tools that adapt to different learning and accessibility needs, and anti-oppressive facilitation methods that help to create diverse and safe groups/organisations for young people with marginalised identities. A toolkit for intersectional movement building was created, sharing new knowledge and case studies of intersectionality.
Intended outputs, outcomes and impact	• Outcomes: The project has carried out nine local workshops in various European countries and engaged over 200 participants in the climate justice movement. Participants have created a toolkit for Intersectional Movement Building, which includes informative articles and exercises; • Impact: Dissemination reached out to 20 000 citizens and the 'Friends of the Earth' international network; • Further educational projects planned focusing on inclusion, rural youth, LGBTQI youth, and young energy workers.
Evidence of outputs & impact	Toolkit: http://www.foeeurope.org/sites/default/files/young_foee/toolkit_for_intersectional_movement_building.pdf
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-3-NO02-KA105-001108
Project website	[No information]

45. Making SOAP: sustainable options for active people (ES)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **TRAINING COURSES**
Project reference number	2014-2-ES02-KA105-000840
Project implementation period	01-08-2014 - 31-01-2015

Consortium	• Coordinator: La Noguera Medinaceli (ES) • Partner: Cooperativa Sociale Muovimente (IT) • Partner: Fundacja Młodzi dla Europy (PL) • Partner: Green Beans with Mayonnaise (HU) • Partner: Odred izviđača pomoraca 'Posejdon' (HR) • Partner: INTER ALIA (EL) • Partner: Dinamik Gelişim Derneği (TR) • Partner: Dum deti mladeze Cesky Tesin Hrabinska 33, prispevkova organizace, Cesky Tesin (CZ) • Partner: SDF Angered/ Unga Påverkar (SE) • Partner: Associação Animam Viventem (PT) • Partner: Asociatia 'Rotaract Club Bucuresti' (RO) • Partner: Politistiko Ergastiri Ayion Omoloyiton (CY)
Project contact information	[No information]
Topics addressed	• Link between formal/non-formal learning • Link to key competences • Teachers/educators training and professional development
Target group	28 youth workers, trainers, youth leaders, youth policymakers, volunteers, anybody interested in the topic.
Methodology	**Objectives** The project set the following goals: • Fostering social change towards a fairer and more sustainable world, where respect for all the beings and solidarity is in the centre of any relation; • Sharing different experiences and good practices related to the topic of the course, creating a common understanding of the concept of sustainability; • Providing youth workers with new tools, methods and ideas to be used in their own life and work, to promote active participation of young people; • Experiencing working in nature and with nature, living in a community and sharing resources; • Strengthening international connections and networks for future projects.
	Activities and methods The project implemented the following activities and methods: • Non-formal learning, community building and open-air activities such as walking in the nature, sustainability workshop, bioclimatic construction workshops; • Exchange of ideas, practice and examples of alternative approaches to work, life and education to decrease the environmental costs and increasing social relations, mutual learning and happiness; • Experiential learning – living in a community-based group, using local resources and a lightweight lifestyle; • Awareness of changing society, tools to stimulate the sense of initiative, entrepreneurial spirit; • Putting into practice and multiply the content when back home; • Power of networking and small actions.
Intended outputs, outcomes and impact	[No information]
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-2-ES02-KA105-000840
Project website	[No information]

46. Precious Plastic (PT)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **MIXED SCHEMES**
Project reference number	2018-2-PT02-KA105-005287
Project implementation period	01-09-2018 - 31-10-2019
Consortium	● Coordinator: Buinho Associação (PT) ● Partner: Asociación Viaje a la Sostenibilidad (ES) ● Partner: Ecocenter Alapítvány (HU) ● Partner: Artefacts (FR) ● Partner: Comune di Capranica (IT) ● Partner: Environmental Education. Center of Vamos (EL) ● Partner: Maltepe Fen Lisesi (TR)
Project contact information	(hello@preciousplastic.pt)
Topics addressed	● Partnerships and cross-sectoral cooperation ● Link to key competences ● Youth worker training
Target group	42 Young people with fewer opportunities 14 youth worker trainers
Methodology	**Objectives** The project set the following goals: ● Promoting active citizenship and developing a sense of initiative in young people regarding European priorities; ● Enabling disadvantaged young people to have a unique learning opportunity while promoting inter-religious dialogue and multicultural exchange; ● Promoting capacity building in partner organisations and youth workers to develop innovative programs in the circular economy, acquire digital skills and engage youth communities to act upon fundamental rights; ● Disseminating innovative practices and providing quality content in the field of digital youth work; ● Inspired by the work of Dave Hakkens, supporting the growth of the international network, increase youth participation within this grassroots movement.
	Activities and methods The project took place in Buinho, a rural fablab and focused on learning and teaching pedagogies supporting participatory and experiential approaches (from idea to product). Inspired by the 'Precious Plastic' initiative, it created a low-cost DIY, community-based recycling units to collect and separate plastic waste, as well as transforming recycling plastic into multiple new products with an original design. The activities involved an advanced planning visit, youth worker training in circular economy and digital youth work, and a youth exchange. Training was adapted to specific needs and profiles and focused on group work, non-formal learning techniques, creative thinking. It connected social awareness (active citizenship) to creativity (design of new products) and digital skills (digital manufacturing). The participants learned how to fail and learn from failure, to experiment and engage in peer learning, to have the freedom to develop one's own learning experience. Dissemination activities increased the multiplying effect of the project.
Intended outputs, outcomes and impact	● This project produced a strong impact not just with the participants but also for all organisations of the consortium, as well as for other relevant and local stakeholders to which 'Precious Plastic' can provide new solutions in the area of the circular economy.
Evidence of outputs & impact	Results and pictures on the project website

Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-2-PT02-KA105-005287
Project website	http://preciousplastic.pt/

47. School camps and non-formal education seminar (IS)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **MIXED SCHEMES**
Project reference number	2016-2-IS02-KA105-001664
Project implementation period	01-08-2016 - 31-12-2016
Consortium	● Coordinator: Útilífsmiðstöð skáta Úlfljótsvatni (IS) ● Partner: Centrum Edukacji Nieformalnej i Outdooru (PL) ● Partner: Junák - český skaut, Kaprálův mlýn, z. s. (SI) ● Partner: The Scout Association (UK)
Project contact information	Coordinator organisation (ulfljotsvatn@skatar.is)
Topics addressed	● Multidisciplinary approach ● Link between formal/non-formal learning ● Teachers/educators training and professional development ● Youth worker training
Target group	29 participants from five partners 100 educators from education systems
Methodology	**Objectives** The project set the following goals: ● Bringing together traditional educators and outdoor and non-formal learning educators and allow them to get a fresh outlook on their practices; ● Providing traditional educators with training and tools so that they can better use non-formal learning and reach their students to create an important connection with nature; ● Establishing a platform for school camps and outdoor centres to come together and share ideas as well as reaching out to outside groups.
	Activities and methods This project started from the premise that non-formal learning is not just something to be used in non-formal settings. It can have positive applications in the traditional systems where todays' students have increasing difficulties to engage with the subjects. A seminar for 100 traditional educators from very different backgrounds (schools, play-schools, after school activities, higher education etc.) was organised to learn about outdoor education and non-formal learning. A mix of lectures and workshops can be a model for similar events in Europe.
Intended outputs, outcomes and impact	Both the workshop participants and the visiting educators practicised and learned about non-formal and outdoor education. The impact can be great for such a small project since the partners and participants directly engage with thousands of young people from different backgrounds every year.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-2-IS02-KA105-001664
Project website	[No information]

48. ORA: Non-formal environmental education to enhance youth inclusion (DE)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **MIXED SCHEMES**
Project reference number	2018-1-DE04-KA105-016166
Project implementation period	02-05-2018 - 01-04-2019
Consortium	● Coordinator: ORA Network (DE) ● Partner: URBAN ORGANIC (UK) CIC (UK) ● Partner: Udruženje Crveno drvo (RS) ● Partner: Udruženje građana 'Zdravo' (BA) ● Partner: ARCI Nuova Associazione Circolo Territoriale Chieti (IT) ● Partner: Qendra Mjedisore për Zhvillim, Edukim dhe Rrjetëzim (AL) ● Partner: Asociația Asistență și Programe pentru Dezvoltare Durabilă - Agenda 21 (RO) ● Partner: TSENTUR ZA USTOYCHIVOGRAZHDANSKO OBSHTESTVO (BG) ● Partner: Centre de Jeunes 'Les Récollets' (BE)
Project contact information	Coordinator organisation (info@oranetwork.eu) Coordinator website: www.oranetwork.eu
Topics addressed	● Multidisciplinary approach ● Link between formal/non-formal learning
Target group	87 Young people including 27 with disadvantages Seven facilitators, Six supporting staff
Methodology	**Objectives** The project set the following goals : ● Sharing good practices on the use of environmental education and non-formal education as a tool for inclusion, involvement and engagement of young people and the growth of local communities.
	Activities and methods The project activities and methods included the use of non-formal learning methods based on the 'ORA methodology' that *observes* the context (local, international), fosters to *rethink* one's role as an individual and member of society, and to *act* as responsible citizens to strengthen the community. The ORA was developed by youth centres, nature reserves, environmental NGOs, cultural organisations – the 'ORA network'. This multi-activity project included a transnational study visit, training course, and seminar and was designed for youth/social workers, peer educators, NGOs staff, volunteers, youth leaders, including young people with disadvantages/coming from poorer economic/social/geographical conditions, such as NEETs, or unemployed minorities. The transnational study visit focused on acquiring knowledge and experiences in using the ORA methodology; a training course followed to develop competences in workshops (environmental education modules, sustainable lifestyle, and positive promotion of a territory). After training, local activities – small events, workshops, outdoor initiatives – were organised to implement what the participants had learnt in transnational activities. Finally a seminar in Germany served to evaluate the previous steps and set up a methodological and educational platform of shared standards.

Intended outputs, outcomes and impact	• Capacity building for NGOs, youth workers, young people, to use non-formal learning methods in environmental education. • Medium-term perspective: local communities of all partners will benefit from an increasing number of young people engaged in activities that promote sustainable development and environmental education as tools for their inclusion and involvement.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-DE04-KA105-016166
Project website	[No information]

49. Green Pact (HU)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **MIXED SCHEMES**
Project reference number	2016-2-HU02-KA105-001838
Project implementation period	10-08-2016 - 09-06-2017
Consortium	• Coordinator: ReCreativity Társadalmi Vállalkozás Nonprofit Korlátolt Felelősségű Társaság (HU) • Partner: Brno Connected z.s. (CZ) • Partner: Stowarzyszenie 'Nasz Łąg - nasza wieś' (PL) • Partner: Green Spirit (EL) • Partner: Culture Clash4U (NL) • Partner: Ludbreška udruga mladih entuzijasta (SK) • Partner: Jaunimo asociacija COFA (LT) • Partner: Asociación Juvenil Intercambia (ES) • Partner: Elios (IT) • Partner: Mladinski center Trbovlje (SI)
Project contact information	Barbara Földi (barbara.foldi@gmail.com)
Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation • Link between formal/non-formal learning • Link to key competences • Teachers/educators training and professional development • Youth worker training
Target group	50 participants Five group leaders 25 youth workers, coaches and mentors, trainers working with young people with special needs

Methodology	**Objectives** The project set the following goals: ● Equipping youth workers with the method of creative recycling to be able to react to environmental issues in an innovative way, transfer it to their work and reach a wide public; ● Including young people with disabilities in a sustainable lifestyle, improving their sense of initiative and creativity; ● Empowering young people to become active citizens through sharing critical knowledge and understanding of a sustainable way of life.
	Activities and methods Project activities included a transnational training for youth workers aiming to equip them with innovative methods through workshops on design thinking, creative recycling in a group context (out of plastic, textile, paper, tetra pack), planning as well as trial workshop, feedback, reflection group. Non-formal learning methods were used such as a living library, an outdoor programme, coaching and mentoring, team building processes, sharing of acquired knowledge, open space, field visits, world café or networking.
Intended outputs, outcomes and impact	● Sharing results with the public in an open event; ● New environmental attitude; sense of initiative and creativity.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-2-HU02-KA105-001838
Project website	[No information]

50. Local in Global (DE)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **MIXED SCHEMES**
Project reference number	2018-3-DE04-KA105-017025
Project implementation period	01-01-2019 - 31-03-2020
Consortium	● Coordinator: Kreisau-Initiative e.V. (DE) ● Partner: Fundacja „Krzyżowa" dla Porozumienia Europejskiego (PL) ● Partner: Millennium FER (AM) ● Partner: Centre for Dialogue and Reconciliation 'Iskra'(UA) ● Partner: Association for democratic education FAR (BG) ● Partner: asociatia.obsteasca.ecovisio (MD)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Link to key competences ● Teachers/educators training and professional development ● Learning and teaching pedagogies with a focus on participatory and experiential approaches
Target group	60 young people 30 youth workers

Methodology	**Objectives** The project set the following goals: ● Providing participants with a deeper understanding of sustainability and showing concrete opportunities for action, motivating the participants to get involved in a social-ecological transformation; ● Qualifying youth workers in the field of ESD (Education for Sustainable Development); ● Exchanging good practices among ESD actors.
	Activities and methods The project activities and methods included a simulation game 'Krapowa': a role play on business, civil society and politics, transforming an imaginary town to a more democratic, sustainable place through cooperation, taking responsibility and exploiting one's full potential. Problems such as migration, environmental pollution and high unemployment were discussed. The project activities provided for the participants, among them underprivileged young people, a safe learning environment without being judged and a multitude of interactive methods.
Intended outputs, outcomes and impact	● Youth workers got an understanding of the complexity of sustainable development. The project increased their knowledge and awareness of the subject as well as enhancing theoretical, methodological and transcultural competences, such a self-efficacy and self-esteem, positive experience of diversity, taking initiative, working in a team, in foreign languages, multicultural setting. ● The project led to strengthening the civil society sector in rural areas, the inclusion of disadvantaged groups into ESD.
Evidence of outputs & impact	The manual for the simulation game is available on the project website. A seminar addressed to youth work practitioners, 'Local in Global Forum 2021: Sustainable Development in Rural Areas - Ideas, Good Practice and Fruitful Exchange' was organised on 26 - 30 March 2021. https://www.kreisau.de/fileadmin/kreisau/Projektausschreibungen/LiG_Forum_CfP_March_2021.pdf
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-3-DE04-KA105-017025
Project website	https://www.kreisau.de/projekte/sozial-oekologische-transformation/local-in-global/

51. Green living in the rural area (LI)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **MIXED SCHEMES**
Project reference number	2015-3-LI02-KA105-000029
Project implementation period	01-01-2016 - 28-02-2017
Consortium	● Coordinator: Europäische Jugendbegleiter/Jugendbegleiterinnen Liechtenstein (EJL) (LI) ● Partner: Asociația de Tineri din Ardeal (RO) ● Partner: Ayuntamiento de Murcia (ES) ● Partner: Haus der offenen Tür (DE) ● Partner: FILOXENIA DIAPOLITISMIKI PERIVALLONTIKI ORGANOSI (EL) ● Partner: Vedogiovane Società Cooperativa Sociale (IE) ● Partner: Sistem ve Jenerasyon Derneği (TR) ● Partner: Občianske združenie Keric (SK) ● Partner: Evropske centrum mladeze Breclav/European Youth Centre Breclav z. s. (CZ) ● Partner: Momentum World Community Interest Company (UK)
Project contact information	(info@ejl.li)

Topics addressed	• Link between formal/non-formal learning • Link to key competences • Teachers/educators training and professional development
Target group	22 participants, two experts and staff 20 volunteers
Methodology	**Objectives** The project set the following goals: • Raising awareness of sustainable development in rural areas; • Empowering youth workers to support social and environmental responsibility through saving and optimising resources; • Stimulating the spirit of entrepreneurship of the participants and abilities to reuse recycling materials.
	Activities and methods The project activities included a training course and two flows of group EVS. In the training course a variety of non-formal learning methods were applied such as group building activities energisers, ice breakers, brainstorming, work in small groups, presentations, study visits e.g., to local farms and taverns, olive oil fabric, wineries; in the learning by doing process the participants acquired different techniques, e.g., for street actions; intercultural evening were integrated in the programme and there was a space for developing ideas for follow up. The volunteers were involved in promoting agro tourism and sustainability through maintaining footpaths, reusing recycled materials for wooden constructions (e.g., a treehouse for environmental seminars), developing flora and fauna panels and an educational organic botanical garden.
Intended outputs, outcomes and impact	• Creativity, leadership skills, innovative attitude and environmental responsibility of the participants, to act as multipliers of the knowledge acquired in the training course; • EVS volunteers gained self-confidence, become more independent, taking responsibility for themselves and others, searching for new opportunities in their lives; • The Youthpass certificates were issues for the project participants to evaluate the competences gained; • The results of the projects were used by schools for educational purposes.
Evidence of outputs & impact	Videos on host organisation website (https://www.youtube.com/watch?v=b0peEkbcHT4 - https://www.youtube.com/watch?v=LMEwb5DlBMs)
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-3-LI02-KA105-000029
Project website	[No information]

52. Plant a tree, plant your future (SK)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **PRE-PRIMARY LEVEL**
Project reference number	2017-1-SK01-KA219-035322
Project implementation period	02-10-2017 - End: 01-10-2019
Consortium	● Coordinator: Materska skola – Óvoda (SK) ● Partner: Przedszkole nr 66 (PL) ● Partner: Mateřská škola Kostička (CZ)
Project contact information	[No information]
Topics addressed	● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences ● Teachers/educators training and professional development ● Youth worker training
Target group	250 children (30 with difficulties) and 40 teachers from three kindergartens, about 250 other participants
Methodology	**Objectives** The project set the following goals : ● Improving the knowledge about the environment and its protection and about the partner countries; ● Enhancing teachers' skills in education for environmental sustainability at kindergartens through international cooperation; ● Forming the environmental consciousness of children to influence their family, friends, and communities.
	Activities and methods This transnational project involved 16 joint activities, small school projects, focusing on teaching about the environment at kindergartens (e.g., school in nature, green flag, school near to nature). Environmental topics were raised such as: waste separation and recycling, planting, protection of the environment, energy saving. The goal was for children to take notice about the environment and to understand that it is not obvious to have clean air, water, soil, that we must not destroy the nature, because like this we destroy our future. The project activities also included three transnational meetings (job shadowing) in each kindergarten. During each meeting local public authorities and other educational institutions visited the project as well. Questionnaires about the countries and environment for children and staff were filled in at the beginning and the end of the project to evaluate the progress. Based on the international cooperation, a methodological booklet with outlines about the environment was prepared and shared all together, along with a glossary in English, Czech, Polish, and Slovak, with everyday words and phrases as well as vocabulary about the environment.
Intended outputs, outcomes and impact	● Outputs: cross-border workshops involving kids from three institutions; a souvenir DVD was produced containing all PPT presentations, photos, videos; ● Outcomes: more environmentally aware children; ● Impact: improved knowledge about the partner countries and their environment, about the importance of transnational projects and teamwork, improvement of English and ICT skills.
Evidence of outputs & impact	Methodological handbook available through the Erasmus+ project card website.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-SK01-KA219-035322
Project website	[No information]

53. Rolling stone traveller in the environment through geomythology viewing sustainability (EL)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **PRIMARY LEVEL**
Project reference number	2016-1-EL01-KA219-023557
Project implementation period	01-09-2016 - 31-08-2019
Consortium	● Coordinator: 4DIMOTIKO SXOLEIO LAMIAS (EL) ● Partner: Agrupamento de Escolas de Barcelos (PT) ● Partner: Istituto Comprensivo A.Leonori (IT); ● Partner: Școala Gimnazială Aron Densusianu (RO) ● Partner: ADANA TABIPLER ODASI (ATO) PRIMARY SCHOOL (TR) ● Partner: Jászsági Apponyi Albert Általános Iskola és Alapfokú Müvészeti Iskola (HU) ● Partner: Baložu Vidusskola (LV) ● Partner: Społeczne Gimnazjum Językowe LTO (PL)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences
Target group	Mainstream and disadvantaged learners, teachers, parents, stakeholders/leaders in local communities, tourism organisations, school heads and youth.
Methodology	**Objectives** The project set the following goals: ● Motivating and inspiring pupils in language learning (spoken and written); ● Improving the practice of foreign languages and ICT for students and teachers and strengthening teachers' profession; reducing early school leaving; ● Studying nature and environmental changes, and providing their interpretation with the assistance of mythology (geomythology).
	Activities and methods The project implemented the following activities and methods: ● Introducing and developing concepts of active citizenship (national and European), sustainability and social coherence through engagement with the myths and the history of the sites and their place in the local environment, as markers and continuators of cultural identity; ● Designing thematic geo-mythological parks in eight countries connecting mythological places where intense environmental changes have left their marks; ● Making the Greek Thematic Network international and sustainable; ● Alternative education tourism (visit, study and discover places where myths took place); ● Plans for twin-city schemes and student exchange programmes to support language learning and cultural development; ● Pupils interacting and sharing their experience on the project blog and pupil's discussion board.

Intended outputs, outcomes and impact	• Output: a publication developed by schools in the eight participating countries; • Outcome: students are more aware of geographical and literary phenomena in their countries and their partner countries; • Pupils, teachers and local communities experiencing cultures, languages and ecosystems; • Impact: More awareness of other cultures, and an increase in alternative educational tourism.
Evidence of outputs & impact	The blog contains a link to the book on the scheme produced by students.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-EL01-KA219-023557
Project website	https://blogs.sch.gr/4dimlamias/

54. To the woods – ab in den Wald (DE)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **PRIMARY LEVEL**
Project reference number	2014-1-DE03-KA201-001358
Project implementation period	01-09-2014 - 31-08-2017
Consortium	• Coordinator: Grundschule Burgdamm (DE) • Partner: Sääksjärven koulu (FI) • Partner: Vilkaviškio r. Keturvalakių mokykla-daugiafunkcis centras (LT) • Partner: C.E.I.P. FRANCISCO ARRANZ (ES) • Partner: IIS Leonardo DaVinci (IT)
Project contact information	General contact of coordinator school (025@schulverwaltung.bremen.de)
Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation • Link between formal/non-formal learning • Link to key competences • Teachers/educators training and professional development • Lifelong learning perspective
Target group	Students from the schools involved

Methodology	**Objectives** The goal of the project was to promote forest education: Bringing young people closer to nature, create a high level of appreciation for the forest, and to ensure that young people take more responsibility for natural resources.
	Activities and methods The project implemented the following activities and methods: ● Guided forest tours, habitat explorations, forest adventure days, forest youth commitments were carried out; ● In the schools, the 'forum forest' was established with photo documentation, lectures, presentations, experimentation and microscope stations, wooden library etc.; ● Early foreign language learning, and working with media (internet, eTwinning); ● Cooperation with the forest education centres (pedagogically trained foresters) and with non-school facilities for environmental education took place; ● Parents actively participated in the educational work for a lasting effect. The main principle guiding the activities was: 'study-experience-learning'. Students were encouraged to think long-term and holistically and to act in the future in this way; for this reason various aspects and perspectives in the context of forest and nature were taught; forest served for an ecological, economic, social and cultural reflection upon our society. Topics were taught in an interdisciplinary way; they included forest and biodiversity (especially trees), forest and plants, forest and people, forest and wood, forest and water, forest and climate, forest and literature (poems, stories, fairy tales), forest and art (art, music, theatre), forest and language/foreign languages, forest and economics. The themes of activities were selected, planned, prepared and carried out in an age-specific way.
Intended outputs, outcomes and impact	● Forest education allowed the children, adolescents and adults to acquaint themselves with the complex concept of sustainability and to create an understanding of nature; ● A community spirit was created with the assumption of responsibility for forest-related environmental education and an effect on the global sustainable development design so that bridges to the future were built; ● In essential areas, the objectives of Education for Sustainable Development were congruent with those of Erasmus+; ● Lifelong learning in the spotlight.
Evidence of outputs & impact	Various materials produced by schools are available on the Erasmus+ project card and the project website. It is difficult to assess impacts on this project, however a large number of produced materials, documentation of (national and international) activities and meetings, local newspapers articles etc. suggest that objectives of the project have been met.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-DE03-KA201-001358
Project website	https://tothewoods2016.wixsite.com/erasmus/italy

55. Love every drop (LT)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **PRIMARY LEVEL**
Project reference number	2017-1-LT01-KA219-035229
Project implementation period	04-09-2017 - 03-07-2019

Consortium	• Coordinator: Salcininku R Eisiskiu Stanislovo Rapolionio Gimnazija (LT) • Partner: Agrupamento de Escolas do Forte da Casa (PT) • Partner: Na Ic 29 Miraglia - Sogliano (IT) • Partner: isikli60yilortaokulu (TR) • Partner: Základná umelecká škola Štefana Németha - Šamorínskeho - Németh - Šamorínsky István Művészeti Alapiskola (SK) • Partner: Dunavarsányi Árpád Fejedelem Általános Iskola (HU)
Project contact information	Coordinator Website: www.rapolioniogimnazija.lt
Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation • Link between formal/non-formal learning
Target group	11-14 years of age
Methodology	**Objectives** The project set the following goals : • Making students understand the value of clean water in their local environment; • Developing students' knowledge about the importance of water by analysing its role in the past, present and future; • Enhancing responsible attitudes and effective key competences towards the environment; • Improving students' language and intercultural knowledge; • Integrating students in the European society as active participants and potential future decision-makers; • Promoting cooperation between young people from different European countries.
	Activities and methods The project pursued the following activities and methods : • Student-centred approach (various strategies, deductive and inductive); • Brainstorming, questioning problems, case studies and projects; • Interactive and participative activities; e.g., carrying out water audits in schools and homes, as well as local rivers and lakes; Water detectives: everyday checking for leaking taps, reading the water meter; water usage tracking chart; • Digital tools, educational platforms, virtual workplaces; • Starting with local geographical particularities with a common problem at the European level and then working in international teams to harmonise the suggested solutions to identified problems; • Six schools involved in learning from each other serving as role models for other schools.
Intended outputs, outcomes and impact	• The students were introduced to the importance of water (locally and globally) for sustaining life, ensuring sustainable social welfare and economic prosperity, and a healthy ecosystem and learnt how simple actions can substantially reduce water consumption. They became aware of rational and sustained management of the water resource and active participants in the process of environmental protection; • Pupils saw themselves as global citizens who can make a difference in the world; a letter to local authorities as future generations and a charter of water-conscious citizens was created; • They prepared an exhibition of photographs showing different types of irrigation and the landscape surrounding these irrigation systems; • Teachers gained ideas and tools for an interdisciplinary learning programme on the theme of water; a project website and innovative educational units were created; • Reduction of water consumption at home and school by rationally using the existing resources and by raising the quantity of recycled water.
Evidence of outputs & impact	Project websites, videos, exhibition, water consumption chart, dissemination materials
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-LT01-KA219-035229
Project website	http://www.drops.rapolioniogimnazija.lt/

56. Empowering teachers and pupils for a better life through nature (PL)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **PRIMARY LEVEL**
Project reference number	2016-1-PL01-KA201-026412
Project implementation period	01-09-2016 - 30-09-2018
Consortium	● Coordinator: Ogólnopolskie Towarzystwo Ochrony Ptaków (PL) ● Partner: Sociedad Española de Ornitología (SEO/BirdLife) (ES) ● Partner: Macedonian Ecological Society (RNM) ● Partner: Irish Wildbird Conservancy (IE) ● Partner: Czech Society for Ornithology (CZ) ● Partner: Uniwersytet Gdanski (PL) ● Partner: Slovenská ornitologická spoločnosť/BirdLife Slovensko (SI)
Project contact information	General contact of coordinator (biuro@otop.org.pl)
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sector cooperation ● Link between formal/non-formal learning ● Link to key competences ● Teachers/educators training and professional development
Target group	60 teachers from pre-school and primary schools 342 teachers took part in national training events 2 360 teachers and non-formal educators from European countries will download the online resources after the demonstration lessons and the free access to uploaded resources Academic educationalists and trainers engaged
Methodology	**Objectives** The project set the following goals: ● Early years environmental education to develop children's interest in and connection to nature; ● High-quality learning outcomes to support basic core curriculum and lifelong learning skills; ● Teaching material: mobile application for interactive learning about nature; ● Network of teachers at European and national levels.
	Activities and methods The project implemented the following activities and methods: Primary and pre-school teachers (especially from rural areas and small towns) were provided with training and resources. During international workshops they could exchange experiences. The transnational dimension is important for bringing good practices to countries and regions where its potential has not been realised, yet. Research on the most important obstacles and challenges in environmental education in primary and pre-school education was conducted. This served to identify innovative teaching methods and content of resources and develop a set of engaging and effective teaching materials. Further work on teachers' resources was needed to adapt them to the partners' national requirements (language, curricula). The resources were also made available to educators running non-formal education. Dissemination and promotion activities followed.

Intended outputs, outcomes and impact	• Output: materials on education for environmental sustainability for teachers to use in an educational setting, events for teachers and student; • Outcome: improved communication and cooperation between the eight partners in different countries; • Impact: teachers become advocates on education for environmental sustainability.
Evidence of outputs & impact	A lot of material is available for teachers on the project website (e.g., mobile application for learning about nature in an interactive way, a video tutorial).
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-PL01-KA201-026412
Project website	http://otop.org.pl/naszeprojekty/edukujemy/zyjemy-zgodzie-natura

57. Be fair – take care (AT)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **PRIMARY LEVEL**
Project reference number	2016-1-AT01-KA219-016671
Project implementation period	01-09-2016 - 31-08-2018
Consortium	• Coordinator: Volksschule Scheffau (AT) • Partner: GORRAN Primary School Northern Ireland (UK) • Partner: IMOTIKO SCHOLEIO KATO • POLEMIDION 17 - MELINAS MERKOURI (CY) • Partner: Pyhällön koulu (FI) • Partner: Gamlingay First School (UK)
Project contact information	(direktion@vs-scheffau.salzburg.at)
Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation • Link between formal/non-formal learning • Link to key competences • Teachers/educators training and professional development • Whole-school/whole-institution approach
Target group	600 participants including staff and pupils

Methodology	**Objectives** The project set the following goals: ● Introducing children to other experiences and a healthy and sustainable lifestyle and improving a common European identity; ● Changing the habits of students, to be a catalyst for change in their families and the wider environment for a more sustainable future; ● Giving primary school teachers the chance to learn about other education systems, different ways/methods of teaching and to exchange teaching/learning materials.
	Activities and methods The project involved the following methods and activities: Discussions with the children about healthy and unhealthy lifestyles, how to reduce waste and to take care of the environment, learning about how to be fairer to oneself, to others and the environment. The pupils communicated with pen-pals and participated in group skype sessions, to learn about European friends' everyday life. They shared and swapped friendship stories and songs, made posters and took part in competitions. Teachers visited partner schools and learnt about e.g., various educational systems, different styles and methods of teaching, as well as exchanging teaching materials.
Intended outputs, outcomes and impact	● Picture Story Book 1-5; ● Herbarium; ● Memory of Herbarium; ● Changing primary school children's' habits for a sustainable future and environmental awareness; ● Introduction to other cultures and a common European identity ● Intercultural experience.
Evidence of outputs & impact	Project results are only available on the Erasmus+ project profile card. Article on the 'Be fare - take care' project on the coordinator website.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-AT01-KA219-016671
Project website	[No information]

58. Improving education for sustainable development through the development of school culture (FI)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **PRIMARY LEVEL**
Project reference number	2016-1-FI01-KA201-022692
Project implementation period	01-09-2016 - 31-08-2018
Consortium	● Coordinator: Hönttämäki School (FI) ● Partner: Ártúnsskóli (IS) ● Partner: City of Reykjavik Skóla og fristundasvið (IS) ● Partner: De Wereldreiziger (BE) ● Partner: Province of Antwerp (BE) ● Partner: MOS (BE) ● Partner: St. George´s Primary & Nursery School (UK) ● Partner: Southern Shropshire Local Action Group (UK) ● Partner: Sikun Projektitoimisto (FI)

Project contact information	Coordinator webpage: https://www.ouka.fi/oulu/honttamaen-koulu/etusivu (in Finnish)
Topics addressed	• Partnerships and cross-sectoral cooperation • Teachers/educators training and professional development • Whole-school/whole-institution approach
Target group	Pupils, teachers, project schools and other schools
Methodology	**Objectives** The project set the following goals: • Improving each participating school culture to enable and support teachers' work and schools' daily life in Education for Sustainable Development (ESD); • Integrating ESD more into school culture and ensure that ESD is embedded in core values; • Changing the pupils', families' and the communities' way of life to a more sustainable way.
	Activities and methods The project implemented the following activities and methods: Five project meetings took place focusing on specific areas of school culture: professional orientation, organisational structure (leadership and management), teaching and learning, student-centred focus. Before each meeting, a self-evaluation about the current practice in the specific area was carried out, then sharing results, drawing up an action plan in consultation with the partner schools and specialist partners with three targets for development. Subsequently targets were implemented and the results shared at the following project meeting. Between project meetings, there were four teacher training courses on ESD aspects: health and well-being of our establishment, outdoor education, living to learn or learning to live, school's ecological daily life. Each participating school organised one training with their specialised partners. Training programmes included a workshop on the different ESD methodology, job shadowing, visiting different schools and nature activities. After each teacher training week, there was a survey organised for participants, and the feedback was very positive, reinforcing the ownership of the project. A booklet: 'A roadmap to an ESD school' was created – to encourage and support other schools to embrace ESD: it is a comprehensive guide on how to develop school culture which supports ESD with practical instructions and questionnaires.
Intended outputs, outcomes and impact	• Output: 'A roadmap to an ESD school' handbook; • Outcome: teachers gained new skills and practices in designing and delivering ESD; • Impact: Increased awareness and experience among staff and pupils; • Self-evaluation and surveys at the beginning and the end – project has influenced the school culture regarding the implementation of sustainable development; • Influencing wider audiences by producing a booklet: Roadmap to an ESD school.
Evidence of outputs & impact	The 'ESD School handbook' describes the impact that the different parts of the project had on students, teachers, and the wider school environment.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-FI01-KA201-022692
Project website	https://ecoroad.weebly.com/

59. Two and half minutes to midnight – innovative education approach for addressing the climate change issues in primary schools (BG)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **PRIMARY LEVEL**
Project reference number	2017-1-BG01-KA201-036245
Project implementation period	01-11-2017 - 31-10-2019
Consortium	● Coordinator: Peshtera municipality (BG) ● Partner: Regional Energy Agency of Pazardjik Sdruzenie Regionalna energiina agencia Pazardjik REAP (HU) ● Partner: Osnovna škola Ludbreg (HR) ● Partner: Regionalna energetska agencija Sjever (HR) ● Partner: Ou "Krste Petkov Misirkov"- Orizari (Republic of Northern Macedonia) ● Partner: Grad Ludbreg (HR) ● Partner: Komunalno Javno Pretprijatie Vodovod Kochani (Republic of Northern Macedonia) ● Partner: OU Sv.Patriarh Evtimii (HU) ● Partner: Macedonian Geothermal Association (MAGA) (Republic of Northern Macedonia)
Project contact information	[No information]
Topics addressed	● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences ● Teachers/educators training and professional development
Target group	39 teachers 120 students (27 participated in transnational activities)
Methodology	**Objectives** ● Developing an attractive educational approach to climate change issues in STEM-related school subjects suitable for students in primary schools in the countries involved; ● Promoting learning by doing approaches, ICT based tools; ● Teachers networking and transnational cooperation.
	Activities and methods The project implemented the following activities and methods: ● four transnational meetings for project management, three short term joint staff training courses for increasing teachers' competences to develop their education approach by using ICT-based educational tools; ● Long-term teaching assignments – testing period of the new ICT based educational tools and main learning period with a transnational students' competition on the topic: 'How can we reduce our footprint?'; ● Three national multiplier events; ● A mix of theoretical and practical participatory approaches 'learning by doing' methods with the use of ICT was applied.

Intended outputs, outcomes and impact	• Outputs: Handbook for primary school teachers 'How to address climate change issues in STEM-related primary school subjects with using ICT-based educational tools and practical experiments'; document for strategic transnational partnership among local public bodies, education institutions and civil sector in development of education process in regions of municipalities of Peshtera, Kochani and Ludbreg; a teachers network (of minimum 39 teachers members) by use of eTwinning module for transnational cooperation in exchanging of good practices; website with best practices from project activities created. • Outcomes: Increased teachers' skills and competences as well as increased competences and skills of present and future students generations in PPs primary schools to face the main challenge of humanity – climate change: nine teachers with increased computer literacy and theoretical and practical skills and competences gained to implement climate change issues in their STEM school subjects; 120 students in the main long-term teaching assignment event with increased skills and competences to face climate change issues; 27 students participants in the transnational competition (members of nine transnational students' teams) with increased teamwork skills and competences for developing a theoretical and practical approach for reducing own carbon footprint; • Impact: increased overall awareness for the necessity of urgent measures for mitigation of climate change effect; established transnational cooperation to increase the potential for the implementation of innovative best practices in school education.
Evidence of outputs & impact	Handbook 'How to address climate change issues in STEM-related primary school subjects with using ICT-based educational tools and practical experiments', and document for strategic transnational partnership available in the project card.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-BG01-KA201-036245
Project website	http://twoandahalfminutes.eu/ [Currently unavailable]

60. Implementing the ideology of Cittaslow in schools (IS)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **PRIMARY SCHOOL LEVEL**
Project reference number	2016-1-IS01-KA219-017104
Project implementation period	Start: 01-09-2016 - 30-06-2018
Consortium	• Coordinator: Djúpavogsskóli (IS) • Partner: Istituto Comprensivo Orvieto-Baschi (IT)
Project contact information	[No information]
Topics addressed	• Partnerships and cross-sectoral cooperation • Link between formal/non-formal learning • Link to key competences • Teachers/educators training and professional development • Learning and teaching pedagogies with a focus on participatory and experiential approaches
Target group	Pupils of two schools in Ireland and three in Italy

Methodology	**Objectives** The project set the following goals: ● Raising more responsible individuals who take care of the earth and work with the local community to build a more sustainable environment.
	Activities and methods The project implemented the ideology of 'Cittaslow' in seven steps according to 72 criteria adapted to the young pupils in each school. Each school, labelled as a 'Cittaslow school', found their way to do so with a local focus area. Environmental education (nature project) and creative recycling were carried out along with educational trips in the territory, 'reading laboratories' and activities of physical education. They aimed to support individuals to become the best version of themselves by creative actions following creative thinking, promoting humanity and respect. Partner-schools (teachers and pupils) promoted the diversity by visiting each school abroad and through internet communication, while learning about culture and specialities.
Intended outputs, outcomes and impact	● Output: More responsible, active and creative individuals who work for a more sustainable environment. Individuals, who choose diversity, support local culture and traditions, encourage healthy living and work with the local community to build these values. The partnership gave a broader perspective and tolerance for the individuals and potentially leads to more respect for different cultures; ● Impact: enhanced local identity, characteristics, professions and culture.
Evidence of outputs & impact	Videos can be found on the project website
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-IS01-KA219-017104
Project website	https://www.cittaslow.org/project/implementing-ideology-cittaslow-schools

61. Everything begins with the first step (LV)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2016-1-LV01-KA219-022655
Project implementation period	01-10-2016 - 30-09-2018
Consortium	● Coordinator: Ādažu vidusskola (LV) ● Partner: IIS Sen. Angelo Di Rocco (IT) ● Partner: Bundeshandelsakademie (AT) ● Partner: Kocas High School (TR) ● Partner: Scoala Gimnazială" Sfântul Andrei" (RO) ● Partner: Agrupamento de Escolas Dr. Serafim Leite (PT)
Project contact information	Adazu vidusskola school email (vidusskola@adazi.tl.lv) Coordinator website: www.adazuvidusskola.lv
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences ● Teachers/educators training and professional development
Target group	87 students and 73 teachers from schools of general education, including one private establishment and VET schools

Methodology	**Objectives** The project set the following goals: ● Raising awareness on environmental issues and developing innovative approaches in learning about this topic; ● Creating meaningful and innovative activities to involve, develop and motivate students to be eager to learn more and engage in preserving nature; ● Preparing and deploying education and training of professionals for equity, diversity and inclusion challenges in the learning environment; ● Encouraging active citizenship and entrepreneurship (including social entrepreneurship), jointly carried out by two or more groups of young people from different countries; ● Facilitating the recognition and validation of knowledge, skills and competences acquired through formal, non-formal and informal learning; ● Strengthen international cooperation through sharing good teaching/learning practices.
	Activities and methods The project implemented the following activities and methods: ● Three coordinator meetings; ● Three learning, teaching, and training activities included international group work, for instance students created dictionaries on eco-terms in six languages, they wrote stories about nature: 'Sad and happy heros of nature' and composed a nature song, they also created educational videos about learning in nature and environmental awareness called 'Green citizens' and a project photobook; ● Students' participated in practical lessons in biology, chemistry, physics (e.g., on using recycled materials, waste management, energy saving) and visited a green energy production park. They also got involved in hands on activities such as planting trees, practical work in water treatment, in school gardens and in national parks; ● Teachers shared common goals when developing plans and curricula on environmental issues and human interaction; an international conference was organised with presentations, and lessons performed by international teachers; ● Dissemination of materials through a project webpage, Facebook and eTwinning pages took place.
Intended outputs, outcomes and impact	● Creating new educational materials and resources; ● Learning process at school enriched with meaningful and innovative activities; ● Experience in an international activities for schools; ● New competences for educational staff; intercultural learning for all participants.
Evidence of outputs & impact	Project results available on the Erasmus+ project profile card
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-LV01-KA219-022655
Project website	http://www.firststep4us.eu

62. Expedition Greenland – learning sustainability from the Vikings (DE)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2014-1-DE03-KA201-001636
Project implementation period	01-12-2014 - 31-05-2017

Consortium	• Coordinator: Wissenschaftsladen BONN e.V. (DE) • Partner: AALBORG Universitet (DK) • Partner: BAOBAB - Globales Lernen (AT) • Partner: Projektagentur Andreas Joppich (DE) • Partner: Edge Hill University (UK)
Project contact information	[No information]
Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation • Link between formal/non-formal learning • Link to key competences • Teachers/educators training and professional development
Target group	Teachers for geography and history, teacher training institutes, school authorities, students (12-15), NGOs and external agencies
Methodology	**Objectives** The project set the goal to provide an example of how competence-centred education can be put into practice and therefore supports the efforts of the European Union and national governments to replace knowledge-centred practices in schools.
	Activities and methods The project implemented the following activities and methods: An interdisciplinary project team (scientists and educationalists) designed exercises for students aged from 12 to 15 for interdisciplinary learning and learning through enquiry which was the focus of the teaching approach. Children can explore the artefacts found by researchers in the Viking ancient settlements and apply scientific methods of analysis to interpret what has led to the Vikings' end. They can compare findings to modern issues of sustainability and draw conclusions for lifestyle and policymaking. Material was produced for lessons in history, geography and political education (including reconstructed artefacts, maps, guidebooks on research methods, newspaper articles, maps and data sets on contemporary issues along with guidelines for comparing findings to modern times). The material deals with Norse Greenland, contemporary Greenland, analogies around the world and international cooperation for global sustainability. They were tested in individual lessons and project days. Further methods included group work, a simulation game, a picture quiz, a role play and a world café. Outdoor games were used to create an adventurous atmosphere and stimulate cooperation between the children.
Intended outputs, outcomes and impact	• Workshop material based on the research about the Viking settlements in Greenland and the challenges in contemporary Greenland and other parts of the world; • During the project, all partners have met with key stakeholders to discuss the aims and materials of the project and to expand their networks supporting the dissemination of materials; • 1000 secondary age pupils (12-15) were directly reached, 200 teachers and students were reached through multiplier events.
Evidence of outputs & impact	Outputs are available on the project website; they include e.g., the handbook containing an introduction to the different topics, instructions to exercises, materials for exercises as downloads. Additionally, a 'suitcase of materials' including various objects, maps, etc. can be requested (to lend from the coordination organisation).
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-DE03-KA201-001636
Project website	https://www.wilabonn.de/abgeschlossene-projekte/expedition-groenland.html

63. Today, you imagine the European city of tomorrow – ideas to build the future (FR)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2015-1-FR01-KA201-015141
Project implementation period	01-09-2015 - End: 31-08-2018
Consortium	● Coordinator: Collège Ernest Perrier de la Bathie (FR) ● Partner: Andelssamfundet i Hjortshøj (DK) ● Partner: Institut Carles Vallbona (ES) ● Partner: CAUE73 (FR) ● Partner: Association pour le Grand Bivouac d'Albertville (FR) ● Partner: Ezikova gimnazia 'Acad. Lyudmil Stoyanov' (BG) ● Partner: Scoala Gimnaziala, Comuna Gadinti (IT)
Project contact information	Coordinator website contact form: http://www.ac-grenoble.fr/pid36853/nous-contacter.html#demande_de_relais_de_communication
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences
Target group	Secondary level pupils and teachers from four school in remote areas
Methodology	**Objectives** The project set the following goals: ● Opening the students to the world, urging them to grow autonomously and responsibly; ● Putting pupils at the heart of all proposals and letting them play a big role in our societies; ● Giving the youngsters the power to invent their future in a world that is more respectful for the environment.
	Activities and methods The project implemented the following activities and methods: The project was implemented during 36 months divided into nine three-month thematic periods. The underlying idea was to imagine and create together virtual future city which tackles the problematics of sustainable development (ESD-SI), while taking into account its environmental, economic and social aspects: how to make the most of natural resources, how to assess the ecological impact on infrastructures, social diversity and the citizens' role in such a European city, factors improving the quality of life. Six five-day cycles of transdisciplinary activities took place, with an exchange of innovative educational methods: a collective digital working space was fed and improved by each participant uploading the results of educational activities in the classroom, conclusions of students' reflections and their practical propositions. Students, teachers and members of associations met and studied local resources linked to the chosen themes. Variety of events were offered to the public: public show-like lectures prepared and hosted by the students, filmed, subtitled, and distributed by DVDs.
Intended outputs, outcomes and impact	● Brochure: 'We young citizens of tomorrow and our ideas to build the future'; ● A guide for a school involved in sustainable development; ● Rich documentation spread widely; ● Impact on schools and associations.
Evidence of outputs & impact	[No information]

Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-FR01-KA201-015141
Project website	http://imaginetoday-erasmus.com/ [Currently unavailable]

64. Future, ambitions and challenges for Europe (FR)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2015-1-FR01-KA219-014886
Project implementation period	01-09-2015 - 31-08-2018
Consortium	● Coordinator: OGEC Notre-Dame (FR) ● Partner: Ektorpsskolan (EL) ● Partner: Şemsettin Karahisari Ortaokulu (TR) ● Partner: Hillestveit skule (NO) ● Partner: Gregor-Mendel-Gymnasium Amberg (DE) ● Partner: Institut Serrallarg (ES)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences
Target group	Students 12-16 years of age

Methodology	**Objectives** The project set the following goals: ● Raising awareness for environmental issues and the need to use renewable energy as well as ecological materials in the building houses; ● Making students aware from an early age about the necessity to adopt a healthy lifestyle based on a healthy diet and the practice of sport; ● Developing students' key competences and skills essential for lifelong learning; ● Reinforcing partnerships between schools and local companies to promote youth employment and opening-up of SMEs to European trade; ● Promoting European identity based on common values while emphasising local specificities as well as similarities between cultures with a view of fighting prejudice and ensuring a serene future for European relations.
	Activities and methods Participants identified three challenges (linked to environment, health and economy) for a better future faced by the students as European citizens; they studied the topics over the 3 years, and finally organised European multiplier events to present the productions made to the public, local authorities and media. The project pursued activities and methods like research on environmental issues, visits of and encounters with entrepreneurs and local companies, building ecological house models and developing a common model from the best concepts, creating posters; informing students about healthy lifestyles, healthy diet, and practising sport and producing videos and apps on that topics; creating a multilingual marketing brochure called 'Made Here', a 'Made Here' website presenting local companies and the achieved project know-how. Students also worked with different artistic aspects of European identity enabling reflection: producing a digital art book with local art, writing a song, writing, staging, performing a play.
Intended outputs, outcomes and impact	Significant impact on different levels: ● Students: developing competences such as foreign languages, ICT, science, writing, entrepreneurship, taking initiative; teamwork, autonomy, creativity, problem-solving; opening to Europe; ● Teachers: pooling of competences and practices – skills development; ● Local community: the awareness action (towards other schools), European events organised in rural areas; ● Project website, Erasmus+ Facebook, Erasmus+ project platform.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-FR01-KA219-014886
Project website	https://sites.google.com/site/erasmusplusface/

65. European Path (e)Motion (EL)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2017-1-EL01-KA219-036151
Project implementation period	01-09-2017 - 31-08-2019
Consortium	● Coordinator: Senior High School of Thesprotiko (EL) ● Partner: Istituto di Istruzione Superiore 'Caminiti - Trimarchi' (IT) ● Partner: Liceul Teoretic 'Aurel Lazar' (FR)
Project contact information	Project coordinator contact e-mail (mail@lyk-thespr.pre.sch.gr)
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences
Target group	Secondary school pupils, teachers
Methodology	**Objectives** ● Promoting the European footpaths that crosse the continent; ● Gaining knowledge through moving on the paths; ● Establishing relationships with nature and changing attitudes and values.
	Activities and methods The project implemented the following activities and methods: Blended mobility of school learners and short-term exchanges of groups of students were organised. Innovative approaches were used exploring the paths in a cross-curricular and holistic way: Participants studied the European paths from a geographical point of view but also in different sciences (geology, biology, physics, chemistry, environmental issues). They also approached the paths through literature, history and archaeology and reflected upon refugee paths. Business development in the areas around the pathways was explored as well. Experiential learning through e.g., interviews, bibliographical research, role playing, and drama had made learning even more interesting for young learners. In addition, contact with nature was promoted, away from the passive way of life, through sports activities and such promoting local products and healthy dieting.
Intended outputs, outcomes and impact	● Cognitive results: linguistic development; ● Emotional level meeting each other and putting aside differences and making true the European vision for unity; the project brought together people of different nationalities and cultures paying attention to the emotions that are cultivated if they walk the common European paths which unite people; ● Impact apparent at a social, local, national and transnational level: on educational institutions concerning environmental policy, and regional and national organisations (rethinking relevant policies).
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-EL01-KA219-036151
Project website	https://europeanpathemotion.blogspot.com/

66. CliMates – together for the better (DE)

Programme strand and sector covered	**Erasmus+ Key Action 2: Cooperation for innovation and the exchange of good practices** **SCHOOL EDUCATION: SECONDARY LEVEL**
Project reference number	2017-1-DE03-KA219-035678
Project implementation period	11-09-2017 - 10-08-2019
Consortium	● Coordinator: Benedikt Maria Werkmeister Gymnasium (DE) ● Partner: Pärnu Kuninga Tänava Põhikool (EE) ● Partner: Budapest XIII. Kerületi Ady Endre Gimnázium (HU) ● Partner: Collège Edouard Glissant (FR) ● Partner: IES San Juan de la Rambla (ES)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link to key competences
Target group	Pupils of different school systems and different ages (primary and secondary level)
Methodology	**Objectives** The project set the following goals: ● Developing knowledge and awareness about environmental issues relevant to the students' local environment and everyday lives; ● Increasing key competences in science, foreign languages, intercultural competences, as well as media competence in ICT; ● European cooperation, transfer of best practices, cooperation between teachers.
	Activities and methods The project created a motivating GPS based app (CLiMApp) – and an interactive scavenger hunt (geocaching combined with a multiple-choice quiz): each student and teacher group identified points of interest in their local surroundings related to the topic of climate change, sustainability and biodiversity and integrated them into a route which can be traversed with the help of the app. An energy puzzle-hunt was developed to initiate and foster activities that enhance sustainable behaviour in the school society. All schools were visited by their international partners and the CLIMApp routes were traversed by the international groups, and various activities related to the topic were carried out. Annual exchanges of views among schools on these topics with students from the partner school followed through e.g., watching videos on environmental issues in each partner country created during the project. 2-5 students per year were appointed as 'climate ambassadors'. The project was presented to the members of the European Parliament in Strasbourg.
Intended outputs, outcomes and impact	● Output: CliMApp, transnational interdisciplinary spiral curriculum, exchanges of views between students every November; ● Outcomes: Students in years 9 and 10 who are much better informed about climate change and environmental issues; ● Impact: an overall increase in environmental awareness among students, increased attractiveness of science subjects, improved foreign language abilities and skills as well as intercultural and digital competence.
Evidence of outputs & impact	The project website contains links to the CliMApp, the YouTube videos created and watched by students, photos of the project events, etc. Furthermore, project participants were inspired to bid for new Erasmus+ projects and two partner schools went on to achieve environmental awards.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-DE03-KA219-035678
Project website	https://climateserasmus.wordpress.com/

67. Europe 2100, A sustainable future for European Youth (NL)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2015-1-NL01-KA219-008877
Project implementation period	01-09-2015 - 31-08-2017
Consortium	● Coordinator: Stichting voor Voortgezet Onderwijs Kennemerland (NL) ● Partner: Vilniaus Pilaitės gimnazija (LT) ● Partner: Lycée Polyvalent Alfred MEZIERES (FR) ● Partner: Liceo di Stato Girolamo Bagatta (IT)
Project contact information	General coordinator contact (info@svok.nl) Coordinator website: www.svok.nl
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences ● Teachers/educators training and professional development
Target group	Constant participation of two teachers and 10 to 12 students
Methodology	**Objectives** The project set the following goals: ● By working on the topic of climate change, the project aims to enhance education in two ways: strengthening the profile of the teaching profession; getting the students to learn in innovative ways; ● Further need to motivate students to get better results, choosing scientific studies and fewer absentees and dropouts; ● Schools from France, Italy, Lithuania and the Netherlands aim to find a route to a sustainable future for the next generation in Europe and elsewhere.
	Activities and methods The project implemented the following activities and methods: Students travelled to each school to learn from experts on solutions for 'Europe 2100'; each visit/ meeting had different topics: e.g., 'Climate Change' and 'The End of the Conventional Energy Supply'; 'Sustainable lifestyle, Sustainable Transport and Food', 'Energy Efficiency for a Sustainable Future', 'Sustainable Waste Management' and 'The EU Policy for a Sustainable Future', 'A Carbon-Free Future'. The visits also included: expert lectures, excursions (e.g., windmill farm, a pump storage power plant and closed nuclear plant), presentations for Ted talks, and CLIL/English language lessons. After each meeting, teachers of different subjects from the host country developed an interactive learning and teaching module (deriving from the results and outcomes of the lectures) available on the learning portal and Twin Space. The learning portal contains four learning modules on 'Europe 2100: A Sustainable Future for European Youth', as teaching resources and for individual e-learning. Each school will apply the expertise in e-learning developed with the learning portal and the four interactive modules to new educational contexts. Peer-to-peer learning took place at each school as a model to be extended to different educational contexts. Contacts with the local school network and authorities were reinforced for further initiatives and collaboration.

Intended outputs, outcomes and impact	• Students more motivated by gaining autonomy and being able to change the future through finding solutions for the climate problem. They also enhanced their cross-curricular competence, developed their language skills and European citizenship; • Teachers discovering new teaching methods using the learning portal and gaining high-level knowledge on the topic of sustainable development. Also, they learn to work in interdisciplinary teams and are motivated to go abroad for their professional development; • Schools more attractive, achieving better results through strengthening the teaching profession and increased motivation among students, fewer dropouts. Also, the schools created contacts with national institutions and research centres and became more international-oriented; • Outside the schools, spreading the new teaching/learning methods and the sustainable solutions for 'Europe 2100' by promoting the learning portal. During the multiplier event on Texel (June 2017), disseminating project results also to people outside the local network; • Continuing to work together as one project team after the project ends.
Evidence of outputs & impact	Evidence of outputs (lectures, presentations, the learning portal etc.) are attached to the Erasmus+ project card
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-NL01-KA219-008877
Project website	https://www.europe2100.eu/ [Currently unavailable]

68. Geo water (NL)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2015-1-NL01-KA201-008960
Project implementation period	01-09-2015 - 31-08-2018
Consortium	• Coordinator: Marne College (NL) • Partner: Střední zdravotnická škola a Vyšší odborná škola zdravotnická Nymburk Soudní 20, (CZ) • Partner: GFP Neratovice (CZ) • Partner: Städtisches Gymnasium Haan Stichting IVN (DE) • Partner: Visser 't Hooft Lyceum (NL)
Project contact information	Coordinator e-mail (info@marnecollege.nl)
Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation • Link between formal/non-formal learning • Link to key competences
Target group	Secondary level pupils and teachers

Methodology	**Objectives** The project set the following goals: ● Raising students' awareness about sustainability and water issues; ● Professional development of teachers and school management; ● Exchanging good practices and transferring innovative knowledge.
	Activities and methods The project activities and methods included students' work on real-life assignments provided by external partners; assisted by teachers and external water experts, they investigated questions linked to sustainability and water. They also cooperated with pupils from other schools, dealing with water issues (water quality, biodiversity, environment, climate change, water safety). Two transnational meetings for the management, coordinators and subject teachers where organised to introduce the Geo Water method. Secondary schools visited other secondary schools, in the final project year, each partner school and 11 additional schools carried out a Geo Water project which was presented during the 'International Geo Water Conference' in the Netherlands. In addition, a Geo Water week took place for all partners with cultural and water-related activities.
Intended outputs, outcomes and impact	● The Geo Water method is available for every school in Europe with examples and good practices; ● Development of entrepreneurship through cooperation with primary, higher education, NGOs, business and local/regional governments; ● Several outputs available on the Erasmus+ project card
Evidence of outputs & impact	Evidence of outputs (lectures, presentations, the learning portal etc.) is attached to the project card. The project will be continued until 2020 without EU funding. The project started with five partner schools, by 2018, 16 secondary schools were involved.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-NL01-KA201-008960
Project website	Project on partner website: https://geowater.gfp.cz/en_GB/

69. European teenage consumers in a globalised world (DE)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2015-1-DE03-KA219-013817
Project implementation period	01-09-2015 - 31-08-2017
Consortium	● Coordinator: Berufskolleg des Kreises Olpe (DE) ● Partner: Scuola media superiore italiana Rovigno - Talijanska srednja škola Rovinj (HR) ● Partner: Välkommaskolan (SE) ● Partner: Istituto magistrale sofonisba Anguissola (IT)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences
Target group	Students from upper secondary/vocational schools

Methodology	**Objectives** The project set the following goal: Helping students to gain better awareness of the socio-economic reality they are living in and enable them to cope with the challenges of their teenage years, through: ● Raising awareness of the environmental and socioeconomic impact of consumption choices; sensitising students to the influence of consumerism on their culture, social interactions, and self-image; ● Understanding the subtle strategies of marketing and the information on food labels; taking a stand on important global issues such as environmental sustainability, green energies, and ethical consumption, and the unfair practices of sweatshops and child labour; ● Comprehending the impact of ICT on our brains and cognitive skills; learning how to protect the health, internet safety and consumer rights; ● Empowering students through the acquisition of core and transversal skills; helping them to understand the importance of education, training, and life-long learning in order to boost their employability; ● Appreciating cultural diversity, social inclusion, intergenerational and social solidarity.
	Activities and methods The project implemented the following activities and methods: Students conducted exhaustive research on a range of topics (e.g., the impact of digital technology and the internet on teenagers' consumer behaviour, social relations, cognitive skills, the influence of fashion brands on teenagers' self-esteem and identity, healthy, sustainable and global fast food, emotional eating and diet-related diseases, environmental sustainability, waste, recycling and upcycling practices). Meeting with the regional authorities and entrepreneurs and experts took place along with visits to institutions and companies where successful professionals shared their real-life experiences, inspired and motivated students. Transnational project meetings took place in the participating countries.
Intended outputs, outcomes and impact	● The students greatly appreciated their learning experience, providing a positive final feedback; ● They acquired deep insights into the influence of consumerism on their identity formation and lifestyles; became aware of the hidden strategies of marketing and the pervasive exploitation of labour by powerful multinationals in the developing countries; they saw the need to support social justice, human rights and democratic citizenship both on a national and global level; ● They found internet safety and respect as vital issues and that social networking cannot be a surrogate for real-life relations. ● Knowledge, entrepreneurial mind-set and skills were considered a great strength and a benefit not only for an individual but for the wider community; ● Results shared via media and through dissemination events; ● Schools benefited from the learning, improved their images and reinforced their European dimension.
Evidence of outputs & impact	● A project website, attachment to project card (info materials on topics from meetings, workshop videos); ● Besides available material on activities, there is a menu on the project website 'Evaluation of the Project' where students and the coordinator give personal feedback/evaluation.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-DE03-KA219-013817
Project website	https://www.consumption-by-teenagers.com/

70. European challenges in sustainability by biotechnology (DE)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2017-1-DE03-KA219-035455
Project implementation period	01-09-2017 - 31-08-2019
Consortium	● Coordinator: Johanna-Wittum-Schule (DE) ● Partner: Kollegium Kalksburg (AT) ● Partner: Fényi Gyula Jezsuita Gimnázium és Kollégium(HU) ● Partner: 2o Protypo Peiramatiko Geniko Lykeio Athinon (EL) ● Partner: Türk Eğitim Vakfı İnanç Türkeş Özel Lisesi (TR) ● Partner: Niels-Stensen-Gymnasium (DE) ● Partner: Lycée Léopold Sédar Senghor (FR) ● Partner: Thisted Gymnasium STX og HF (DK) ● Partner: Biskupské gymnázium Brno a mateřská škola (CZ)
Project contact information	jws@pforzheim.de
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences ● Learning and teaching pedagogies with a focus on participatory and experiential approaches
Target group	Students, some from socially and economically disadvantaged background

Methodology	**Objectives** The project set the following goals: ● Developing and exchanging good practices in the field of sustainability by biotechnology for students at the secondary level; ● Producing innovative learning materials for practical experiments in the biotechnological production of biohydrogen, bioelectricity and biopolymers; ● Developing a low cost, self-made version of a fermenter and fuel cell for schools that do not have professional lab equipment; ● Promoting STEM-related occupations, pursuing a higher level of studies and acquiring technical skills through effective teaching and learning. ● Fostering the provision and assessment of key competences including basic skills and transversal skills (project management, languages, digital skills and intercultural competences). **Activities and methods** The project implemented the following activities and methods: ● Sustainable production processes of biohydrogen, bioelectricity and biodegradable polylactic acid and polyhydroxybutyrate – working out a lab procedure in professional fermenters or fuel cells to optimise the product concentration or amount of electricity; ● Three experimental workshops exploring how an energy mix is to be assessed under ethical and sustainable aspects; ● 96 transnational learning, teaching and training activities; ● Jointly created resources tested and evaluated through experiments and the ethical decision finding process guided by student mentors; ● Evaluated teaching lab modules are implemented in the science lessons and disseminated to teacher lessons; ● Panel discussions/ discussion of results.
Intended outputs, outcomes and impact	● Innovative learning materials for practical experiments in the biotechnological production of biohydrogen, bioelectricity and biopolymers for students; ● All involved students gained practical and transversal skills to improve their further study and employment prospects, e.g., a higher linguistic and technical language competence, ICT competences; they reduced prejudices and increased tolerance; ● Strengthened cooperation between schools through sharing good practices and ideas; the international profile of the schools raised.
Evidence of outputs & impact	● Outputs: Documented results/outputs available on the project website and attached to the project card, including documents of teaching modules and lab procedures; ● Impact: No clear evidence of impact or it is difficult to assess if available materials are still used or used beyond the initiative/partnership; measures for maintaining long-term impact: e.g., social media, teachers' workshops.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-DE03-KA219-035455
Project website	https://www.sustainabilitybybiotechnology.com/

71. Sustainable technologies: engineering the European town of the future (DE)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2016-1-DE03-KA219-022979
Project implementation period	01-09-2016 - 31-08-2018

Consortium	● Coordinator: Graf-Anton-Guenther Schule (DE) ● Valley Invicta Academies' Trust trading as Valley Partner: Park School (UK) ● Partner: Praedinius Gymnasium (NL)
Project contact information	(verwaltung@gymnasium-gag.de)
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences ● Teachers/educators training and professional development
Target group	● 65 secondary school students (13-15) ● 15 teachers ● Local businesses such as architects, energy providers, transport companies as relevant university departments
Methodology	**Objectives** The project set the following goals: ● Sharing curricula and sample projects – in-depth understanding of sustainability issues as approaches to the green technology in each country; ● Staff cooperation, mutual understanding, a strong team building for the future; ● Developing specialist skills in STEM subjects and ICT and encouragement to pursue one of these subjects as a career path.
	Activities and methods The project implemented the following activities and methods: ● Each school took the lead in one of the key areas: supplying the partners with research tasks, language support, organising one of three transnational learning activities; ● Organising a final conference with an exhibition of all artefacts and presentation of the resulting ideas; ● Compiling all results and materials in a digital archive by all schools together; ● Research as an integral aspect – qualitative and quantitative research techniques such as surveys and observations to design the methodology of data collection; ● Sharing of experience and resources by staff.
Intended outputs, outcomes and impact	● Outputs: project-specific website; research outputs from the students; potential longer-term outcomes in the form of a European teachers' network, more sustainable development curricula being produced, and closer links with industry partners in the fields of STEM subjects and sustainable technologies; ● Outcomes: Working knowledge of the application of a variety of research methodologies; enhanced awareness of sustainable technologies, creation of artefacts (green car, smart house), increased proficiency in public speaking and communication skills, greater cooperation in national and international student teams and enhanced cultural learning, students' knowledge of ICT and technical terminology as well as everyday English, staff cooperation within each school and transnationally; ● Impact: on student cooperation through the positive modelling of the teaching staff; future development of teachers' network; fostered community cohesion through closer links with industry partners; international scientific community working together. ● Developing solutions to sustainability development problems: impact on town and city planning, prevention in energy consumption, sustainability of traffic congestion and addressing the lack of the green space.
Evidence of outputs & impact	● The Erasmus+ project card contains links to all the outputs from the project ● Impact: [No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-DE03-KA219-022979
Project website	http://www.sustainatown.de (currently unavailable)

72. Reduce, reuse, recycle, with joy of learning (PL)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2014-1-PL01-KA201-00277
Project implementation period	01-09-2014 - 31-08-2017
Consortium	● Coordinator: Szkoła Podstawowa nr 14 z Oddziałami Dwujęzycznymi im. Zygmunta Wilkońskiego (PL) ● Partner: IES Ágora (ES) ● Partner: Huxlow Science College (UK) ● Partner: Základní škola Nový Jičín, Komenského 66, příspěvková organizace (CZ) ● Partner: Cumhuriyet Ortaokulu (TR) ● Partner: Scoala Gimnaziala Magura (RO) ● Partner: Stiftelsen Stockholm International School (SE) ● Partner: Collège Rameau (FR)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences ● Teachers/educators training and professional development ● Lifelong learning perspective
Target group	12–18-year-old students, teaching staff, parents and local society
Methodology	**Objectives** The project set the following goals: ● Motivating staff and students to explore, exchange and learn – tackling concerns of environment and health; ● Building new relationships among young people in Europe; ● Improving the attainment particularly for those at risk of early school leaving; ● Fostering creativity, collaboration, equality, partnerships and cooperation with local authorities.
	Activities and methods The project implemented the following activities and methods: Activities integrated into curricula focused on local environment, pollution, recycling and green thinking. Students were involved in planning, implementation and evaluation of the project. The methods applied included researching, observations, experiments. Activities correlated with neuro-didactics found to be more attractive for all partners. Using Open Education Resources (OER) stimulated students' digital skills and knowledge. Collaboration and partnerships, as well as teamwork among students and teachers from different countries was applied to experience the European dimensions. Comparing different countries enabled to go beyond the local context. All pupils, staff and local community and authorities had been involved in reducing the amount of waste produced at home, school and town.

Intended outputs, outcomes and impact	• Outputs: Lesson plans and guides for students and teachers; introduction of a cross-curricular European theme in the schools; a website with all the materials, plays are made available; • Outcomes: students and teachers with improved English communication skills, improved digital skills and use of OER; interest in and increased knowledge about ecology and earth energy as a way to fight climate change; • Impact: more environmentally aware students and schools using this project as a case study example for other schools to follow; increased motivation to achieve a common goal; staff strengthened their professional profile and incorporated the new teaching methods and tools and expanded digital learning; Changed attitudes and taking the problems as a part of life; Taking responsibility for both society and the environment.
Evidence of outputs & impact	Outputs: Available via links on the Erasmus+ project card and the project website Impact: [No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-PL01-KA201-002775
Project website	http://erasmus3r.webnode.cz/migration/ https://twinspace.etwinning.net/1411/home

73. Arctic wind and Southern sun – sustainable entrepreneurship education in Finland and Portugal (FI)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2015-1-FI01-KA219-009101
Project implementation period	01-09-2015 - 31-08-2017
Consortium	• Coordinator: Kauhajoen lukio, Kauhajoen kaupunki (FI) • Partner: AEVID - Agrupamento de Escolas de Vidigueira (PT)
Project contact information	[No information]
Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation • Link between formal/non-formal learning • Link to key competences • Teachers/educators training and professional development
Target group	4 teachers and 20 students (14-18) from both schools

Methodology	**Objectives** The project set the following goals: ● Students: entrepreneurial skills, job seeking, travelling, cultural understanding and languages; ● Teachers: teaching sustainable entrepreneurship, cultural learning; ● Participating families: cultural experience and languages.
	Activities and methods This bilateral project between high schools situated in rural areas of Finland and Portugal implemented the following activities and methods: Two 10-day exchanges to both participating schools and active online work using e-mail, Skype video calls, Google Drive documents, Facebook and WhatsApp during the whole project. During the transnational visit in Portugal students worked together on the manual: '10 steps to be an entrepreneur', built solar ovens, visited solar and hydroelectric power plants. They could learn about local culture both in the families and when visiting the historic destinations of Lisbon and Evora. During the visit in Finland, a workshop on entrepreneurship in Helsinki Think Company took place, they visited two wind farms, several companies with entrepreneurs telling their stories, and sustainable tourism destinations. They also had the possibility to learn about Finish culture and nature in the winter. The transnational visits offered the possibility to explore the job market for foreign EU citizens in both countries and so promoted the students' job-seeking skills.
Intended outputs, outcomes and impact	● An innovative model of teaching sustainable entrepreneurship; ● A manual 10 steps to be an entrepreneur; ● A small dictionary; ● E-teaching material about solar power; ● Demonstration video.
Evidence of outputs & impact	● Outputs: Available on Erasmus+ project card ● Impact: [No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-FI01-KA219-009101
Project website	[No information]

74. Eco-life: our way (ES)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2014-1-ES01-KA201-004700
Project implementation period	01-09-2014 - 31-08-2016
Consortium	● Coordinator: IES José Luis Castillo-Puche (ES) ● Partner: Städtisches Mataré-Gymnasium ● Partner: Europaschule Meerbusch (DE) ● Partner: StAlbans Girls' School Specialist Business and Enterprise Academy (UK)
Project contact information	iescastillopuche.erasmusplus@gmail.com)
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences
Target group	Secondary school students

Methodology	**Objectives** The project set the following goals: ● Promotion of active citizenship among students; ● Achieving a common awareness about the impact of the way of life on the environment; improving eco-sensitive behaviour; ● Enhancing students' self-esteem, critical thinking, leadership, collaborative learning, communication skills, ICT; ● Increasing motivation and satisfaction in the daily work in the classroom (a window to promote welfare, open minds and broaden horizons).
	Activities and methods The project implemented the following activities and methods: The students worked together in groups of mixed nationalities; activities also took place in classes on a variety of subjects and in special workshops to involve the school community. Students analysed the ecological footprint, employing a personal waste or energy diary, and invoice analysis of their schools or private households. Short stories about ecological issues and a video clip promoting environmentally sensitive behaviour were created. Ecological Christmas ornaments and presentations to promote the sustainable celebration of the season were part of the project activities as well. A final staging of a collaborative theatre play with scripts, costumes, and stage setting was prepared during international meetings. The participating students shall became eco-ambassadors among their peers, primary students in their schools, parent associations and local authorities.
Intended outputs, outcomes and impact	● Dissemination of the project to enlarge its impact and also for increasing motivation and satisfaction among students; ● Outputs: e.g., logo, short stories, personal waste or energy diary; ● Outcomes: language skills, skills in negotiating and ICT communication; insight that sustainable development, energy-saving, ecological footprint and climate change are global concepts to be tackled locally and individually, and every single person can make a change and effects can be enhanced by cooperating.
Evidence of outputs & impact	● The project's outputs (e.g., a short story collection book as pdf-download; footprint presentation, videos etc. are documented on the project website and attached to the project card ● No evidence on impact found (the available material suggests that objectives, outcomes have been achieved)
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-ES01-KA201-004700
Project website	https://twinspace.etwinning.net/3172/home

75. Back to our future (DE)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2014-1-DE03-KA201-001306
Project implementation period	01-09-2014 - 31-08-2016

Consortium	• Grundschule im Beerwinkel (DE) • J.V.Veski nim. Maarja Põhikool (EE) • Szkoła Podstawowa Nr 1 w Barlinku (PL) • Sociedad Cooperativa Madrileña (ES) • Istituto Comprensivo Cantù 1 (IT) • Volksschule Mils bei Imst (AT) • 13th Highschool of Kallithea 'Socrates' (EL) • Johnstonebridge Primary School (UK) • Reşat Turhan Ortaokulu (TR) • Scoala Gimnaziala Porumbesti (RO)
Project contact information	The school principal of the coordinator school (schulleitung@beerwinkel.de)
Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation • Link between formal/non-formal learning • Link to key competences • Teachers/educators training and professional development
Target group	500 pupils and 80 teachers/staff
Methodology	**Objectives** • Raising awareness of how the rush to develop and improve has resulted in the loss of many of the basic skills needed for daily living and for sustaining life in general – retraining students in basic life skills that have been lost; • Developing activities in both individuals and school communities, a connection between the cause and effect of global issues, a healthy, active lifestyle to support general health and wellbeing and a 'can do' approach to making things happen in students' lives and their communities; • Inclusion for students of all ability levels.
	Activities and methods The project implemented innovative and creative teaching and learning with a focus on staff professional development and pupil choice. This included the following activities and methods: Seven workshops on the topic: growing together as a European community, were carried out to offer 'bigger learning' experiences with real outcomes involving the work of individuals and communities. Each school produced a plan to improve four 'lost' skills areas. This included: • Making toys, gifts, food, clothes, seasonal produce, art; • Global eco work: gardening, nature work and connecting with nature, local and global issues, connecting with seasons and seasonal activities; • Rediscovering traditional games, songs, dances, hobbies, learning the Greek alphabet; • Saving and trading (bank of Comenius, trading, saving and a reward, value systems, blue economy). ICT technologies were used to link and connect European school communities.
Intended outputs, outcomes and impact	• Re-skilling of students with 'lost' skills, such as: e.g., making things with hands, growing food, having a small business that cares for the environment; • Learning a foreign language with a real connection to the country of origin; • Linking confidence, real skills, enterprise with European citizenship and cultural diversity.
Evidence of outputs & impact	• Outputs: Available on the project website (e.g., documents, videos, pictures of activities; a workshop, presentations); • Impact: Some evidence can be found under the evaluation menu of the project website: self-evaluation sheets (teachers and pupils); reflective questions on pupils' skills.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-DE03-KA201-001306
Project website	http://back-to-our-future.org

76. Implementation of Agenda 21 in schools (ES)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2014-1-ES01-KA201-004466
Project implementation period	01-09-2014 - 31-08-2016
Consortium	• Coordintator: IES Andrés de Vandelvira (ES) • Partner: Šiaulių Normundo Valterio jaunimo mokykla (LT) • Partner: 1o Gymnasio Geraka (EL) • Partner: Agrupamento de Escolas do Barreiro (PT) • Partner: St. Egwin's Church of England Middle School (UK) • Partner: Anamur Vakıfbank Atatürk Ortaokulu (TR) • Partner: Primate Dixon Primary School (UK)
Project contact information	[No information]
Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation • Teachers/educators training and professional development
Target group	[No information]
Methodology	**Objectives** The project set the following goals: • Improving environmental awareness and management of the schools to decrease the environmental footprint and changing curricula; • Elaborating codes of environmental behaviour or practice, standards and models to the daily school life; • School as an active agent to spread the culture of sustainability.
	Activities and methods The project implemented the following activities and methods: • Implementation of the Agenda 21 concept created by the United Nations with the slogan: 'Think global, act local', in which school becomes an active agent to spread the culture of sustainability; • Delivering five short term training courses on eco-school and Education for Sustainable Development (EDS); • Environmental contents in the different subjects and levels were made more coherent across curriculum; • Concrete actions to improve the welfare, living standards and health of community regarding concrete problems detected in schools and the surroundings were carried out; • Students participated in the decision-making process; • Collaboration with schools, the local community, acting together with the council initiated.
Intended outputs, outcomes and impact	• Outputs: a School Agenda 21 document and an online EcoAudit tool; five short term training courses for the participating schools about eco-schools; • Outcomes: improved environmental management, environmental awareness and curricula; schools as active agents in spreading the news about sustainable development and environmental protection in local municipalities.
Evidence of outputs & impact	• There is evidence of some outputs via the Erasmus+ project card, but it is not extensive. • Impact: [No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-ES01-KA201-004466
Project website	http://agenda21forschools.com/local-schools/andresdevandelvira/ (currently unavailable)

77. SELFY save Earth life for youth (RO)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2015-1-RO01-KA219-015164
Project implementation period	01-09-2015 - 31-08-2017
Consortium	● Coordinator: Colegiului Național „Calistrat Hogaș (RO) ● Partner: Städtisches Werner von Siemens Gymnasium (DE) ● Partner: Akşemseddin Bilim ve Sanat Merkezi (TR) ● Partner: 1st GENIKO LYKEIO PALLINIS 'Pierre de Coubertin' (EL) ● Partner: Liceo Statale Carlo Troya (IT) ● Partner: Agrupamento de Escolas Augusto Cabrita (PT) ● Partner: Lycee Sarda Garriga (FR) ● Partner: Smiltenes vidusskola (LV) ● Partner: Namik Karamanci Fen Lisesi (TR)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences
Target group	● Students aged 12-18 (50 per country) ● Teachers, careers officers, administrative staff of schools, all interested in competence centres of professional training courses, cooperatives and environmental services organisations
Methodology	**Objectives** The project set the following goals: ● Enhancing the quality of education on environment and related sustainable development issues, including students with special needs; ● Encouraging students' environmental curiosity and creativity, to work together for a better and healthy environment; ● Improve linguistic, communicative competences and ICT methodologies and virtual collaboration.
	Activities and methods The project implemented the following activities and methods: Innovative educational Moodle platform was set up as a virtual cooperation space, containing databases about wildland, species protected by national laws, possible environmental treats polluted areas, 2.0 communities of practice. Pedagogical approaches included research activities, online courses, interactive maps, conferences, workshops, learning through art (posters, logo, building an eco-house), educational games, and outdoor education. Schools collected the information, designed and proposed electronic products and posted it on the platform. Learning was promoted that links science and practical knowledge, inquiry and action to help students, future leaders of their communities, to build a healthy future of our planet. Science, social science, maths, language and arts were combined to an educational approach easily adapted to a variety of settings and ability levels. A whole-school approach to sustainable management of schools was adopted.
Intended outputs, outcomes and impact	● Outputs: Useful education materials and online learning platforms that could be used by the project's students and students in other settings to learn about EES; ● Outcomes: More environmentally aware students, teachers and school staff amongst the project's participants.
Evidence of outputs & impact	The Erasmus+ project portal and the project website contain links to the various outputs, such as e-books, but many of these links are not active.

Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-RO01-KA219-015164
Project website	https://selfyeur.gnomio.com/

78. Teaching in Europe: Freshwater crises (DE)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2017-1-DE03-KA219-035464
Project implementation period	01-09-2017 - 31-08-2019
Consortium	● Coordinator: Stadtteilschule Arheilgen (DE) ● Partner: Scoala Primara Hänsel und Gretel (RO) ● Partner: Vali Sabahattin Çakmakoglu Ortaokulu (TR) ● Partner: Private Primary and Secondary Language School DRITA (BG) ● Partner: Rotebergs skola (SE) ● Partner: Základní škola Tomáše Garrigua Masaryka Blansko, Rodkovského 2 (CZ)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Link to key competences ● Teachers/educators training and professional development ● Learning and teaching pedagogies with a focus on participatory and experiential approaches ● Whole-school/whole-institution approach
Target group	● Six schools, age groups: (3-18) preschool, primary and secondary schools, varying in size, in number of pupils, from families of different cultural and social background and economic status
Methodology	**Objectives** The project set the following goals: ● Improving competences about freshwater, to make students responsible for acting and thinking in a transnational context.
	Activities and methods The project implemented the following activities and methods: Teachers developed concepts for project classes where pupils of the partner schools worked together on project-related issues for one week. These included activities dealing with words, proverbs and pieces of knowledge related to water, water footprints and contaminating freshwater, freshwater biotopes and rivers being lifelines. Water cycles were explored, reports about life in water-stressed areas drafted, legends and fairy tales collected along with examining forces of water, virtual water and more. Students also developed a 'Guide: Teaching in Europe: Freshwater crisis' for kindergartens and school teachers, which is at the same time a report about activities. Complicated correlations were explained by visualisation, e.g., drawings and picture stories, world maps and games. Exhibitions were prepared and presented to peers, parents and the community. Awareness-raising actions followed with competitions. A competence supporting learning and problem-solving was applied to make students more capable of acting and enable them for independent learning. Students could also gain insights into life at school and of families and into leisure time behaviour of peers in other countries.

Intended outputs, outcomes and impact	• Guideline for schools in English on teaching and organising activities on the subject of freshwater; • Developed language and creative competences: being able to perceive the world in new ways, make new connections and generate solutions; • Increased students' /teachers' knowledge and understanding of freshwater and its value and treating water mindfully.
Evidence of outputs & impact	Project Results: • Guideline 'Teaching in Europe: Freshwater Crisis – Guide for Kindergarten and School Teachers' • Article on the project on coordinator website: https://www.sts-arheilgen.de/201718/comeniusprojekt/ • 'Quality label 2019' for the project by the German National Agency for EU programmes in the school sector (https://www.sts-arheilgen.de/comenius/)
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-DE03-KA219-035464
Project website	http://www.freshwatercrisisproject.eu/

79. Challenges of 21st century: globalisation and sustainability (DE)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2017-1-DE03-KA219-035723
Project implementation period	01-09-2017 - 31-08-2019
Consortium	• Coordinator: Gymnasium Lüneburger Heide (DE) • Partner: Ogres 1. vidusskola (LV) • Partner: Agrupamento Vertical de Escolas da Sé (PT) • Partner: Institut Torre Vicens (ES)
Project contact information	[No information]
Topics addressed	• Multidisciplinary approach • Link between formal/non-formal learning • Link to key competences
Target group	600 Students (13-17), a partnership of 4 schools (secondary level)

Methodology	**Objectives** The project set the following goals: ● Raising social and ecological awareness; ● Strengthening basic and transversal skills and critical thinking especially in environmental and cultural aspects; ● Fostering the development of social and intercultural competences; ● Educating the students to become competent EU citizens.
	Activities and methods The project implemented the following activities and methods: Students investigated different topics in the context of globalisation and sustainability such as plastics and environment, use of water, food waste, crafts, technology in our life, energy and Shakespeare's canon. Interdisciplinary, media based and and learner-centred pedagogical approaches were used, e.g., IBL, CLIL and PBL. Students carried out surveys about globalisations and sustainability and made presentations. They worked on an e-book with short novels and prepared Shakespeare plays. Brochures about food waste, and infographics and models were developed. The project also involved cooperation with different stakeholders regarding global learning and sustainability, such as universities and waste disposal plants.
Intended outputs, outcomes and impact	● Higher inclusion of socially disadvantaged persons; ● Higher awareness of ecological and global aspects; ● Higher ability of media literacy and critical thinking especially in sustainable and global contexts; ● Higher motivation of students and staff by using innovative methods; ● Enhanced digital integration in teaching and learning; ● More independent work of students; ● Increasing interest of the students in education and improved key competences (languages, maths, science) and transversal skills (ICT, entrepreneurship), as well as social and intercultural competences.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-DE03-KA219-035723
Project website	http://www.glosu21.eu

80. Nature is our strength (FR)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2015-1-FR01-KA219-014935
Project implementation period	01-09-2015 - 31-08-2018
Consortium	● Coordinator: Collège André Malraux Granville (FR) ● Partner: Gimnazjum im. Janusza Korczaka w Chojnie (PL) ● Partner: Muusap Atuarfia (GL)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences
Target group	● 104 teenagers and 38 adults meeting their peers in other countries ● 400 students and 80 education providers involved ● 110 European and Greenlandic families (travelling, hosting)
Methodology	**Objectives** The project followed the main objective to teach sustainable development by starting a collective thinking process on the necessity to give more importance to nature both in teaching and in daily life.
	Activities and methods The project implemented the following activities and methods: Students and teachers worked on numerous intermediary tasks concerning science and humanities departments. Nine international meetings took place which allowed intercultural exchanges and meeting diversity with alink to local partners. They worked on a multilingual brochure on sustainable development. A song was composed, a four-language anthem to nature's strength.
Intended outputs, outcomes and impact	● A wealth of new experiences ● Taking good care and respect for the world
Evidence of outputs & impact	● Outputs: Available on the Erasmus+ project card
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-FR01-KA219-014935
Project website	https://nioserasmus.wordpress.com/

81. Fauna here, fauna elsewhere and fauna of tomorrow (FR)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2016-1-FR01-KA219-023955
Project implementation period	01-09-2016 - 31-08-2018
Consortium	● Coordinator: Collège François Pompon (FR) ● Partner: Atuarfik Jørgen Brønlund (GL) ● Partner: College François de la Grange (FR)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link to key competences
Target group	● 100 participants (pupils, school team and scientists) ● 1000 local people brought together
Methodology	**Objectives** The project set the following goals: ● Scientific cooperation between students of European countries; ● Reinforcement of students' and teachers' skills; ● Fight against xenophobia and cultural biases; ● Fight against school dropouts, improving the learning of basic skills.
	Activities and methods The scientific project involved interdisciplinary work between two rural French schools and a Greenlandic school. It was based on the study examining the areas of distribution of red foxes and polar foxes impacted by climate change. The study was made in association with scientists and local organisations; meetings, conferences, class activities and field studies took place. Scientific activities aimed to evaluate the impact of man on biodiversity (camera traps, data analysis, writing scientific articles). Pupils as actors in each stage of the projects, pushed themselves to the forefront and enhanced their skills. Promotion activities via Facebook site, website, newsletter, included exhibition, books, design of a logo, products, films, clips, photos exhibition press articles. Innovative work practices were introduced thanks to the collaboration with scientists and pupils from different cultures.
Intended outputs, outcomes and impact	● More responsibility for environmental issues, adapting new behaviours; ● Imitating other projects related to biodiversity and global warming; ● English practice and discovery of the Greenland language; ● Assessment carried out through excel, surveys, logbooks, basic skill assessment grids, selection of indicators of the project's success, results analysis; ● Intense and unique collaboration between scientific partners and schools.
Evidence of outputs & impact	● Outputs: Available on the project website ● Impact: Dissemination activities
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-FR01-KA219-023955
Project website	https://www.faune-de-demain.eu/

82. Woda naszym cenny skarbem (PL)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2016-1-PL01-KA219-026090
Project implementation period	01-09-2016 - 31-08-2018
Consortium	● Coordinator: Zespół Szkół Ogólnokształcących Nr 1 w Prudniku (PL) ● Partner: Senefelder-Schule (DE) ● Partner: Finansovo-stopanska gimnaziya Vasil Levski (BG) ● Partner: Colegiul Tehnic 'Toma N. Socolescu' (RO) ● Partner: Lycée Etienne-Jules Marey (FR)
Project contact information	lo1prudnik@wodip.opole.pl
Topics addressed	● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences ● Teachers/educators training and professional development ● Youth worker training ● Learning and teaching pedagogies with a focus on participatory and experiential approaches
Target group	● 200 students and 33 teachers involved directly ● 2000 students and 150 teachers involved indirectly (Students represented distinct social backgrounds and various ethnic nationalities.)
Methodology	**Objectives** The project set the following goals: ● Connection between scientific and natural science subjects to influence the attraction profile of a school; ● Cooperation on a regional and international level in pursuing questions connected with environmental protection and water management ● Improving or obtaining new language competences especially practical ones such as speaking, using modern technology, coming up with innovative solutions and creating a resourceful model of a young European open to the problems of modern Europe and the world; ● Taking innovative and venturesome actions to achieve the goals.
	Activities and methods Each partner school prepared a work schedule in a way to present the most interesting information and unique methods of water management in the region. Innovative methods of teaching in cooperating institutions were introduced. Students worked on presentations, albums, films, posters, photos, recordings, exhibitions, scripts. They conducted interviews, wrote articles and collected comparative statistics. Project activities further included: ● Water testing, the influence of rainfall on the quality of the soil and connected with it agriculture; ● Laboratory classes, visiting different institutions: water treatment plants, water bottling plants, organic and traditional plantations; ● Testing water quality and purification without using chemicals; ● Making a business plan and managing the own company; ● Intercultural and artistic workshops; ● Assignments in English connected with environmental and water management issues; ● Systematic evaluation, surveys, questionnaires, interviews, SWOT analysis.

Intended outputs, outcomes and impact	● Students opened to other cultures; ● Varied project activities using modern technology made students interested in scientific and natural science subjects; ● Improved profile of the schools; ● Through many dissemination activities, students and teachers from other schools in the region learned about the project and its results; ● Teachers improved their teaching methods; ● Workroom enriched by interesting project results; ● Mutual work with partners re-asserted already existing bonds or establish new lasting partnerships; ● Future projects planned.
Evidence of outputs & impact	● Output is attached to the Erasmus+ project card (presentations, recap videos)
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-PL01-KA219-026090
Project website	[No information]

83. Science and global education beyond the barriers of learning difficulties (IT)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2015-1-IT02-KA201-014774
Project implementation period	01-10-2015 - 30-09-2017
Consortium	● Coordinator: Istituto di Istruzione Superiore Aldini Valeriani Sirani (IT) ● Partner: Buca Mesleki ve Teknik Anadolu Lisesi (TR) ● Partner: Wyższa Szkoła Bankowa w Gdańsku (PL) ● Partner: Università degli Studi di Roma “La Sapienza (IT) ● Partner: Zespół Szkół Administracyjno – Ekonomicznych (PL) ● Partner: Comune di Bologna (IT) ● Partner: Gmina Miasta Gdyni (PL) ● Partner: ADI Associazione Docenti e Dirigenti Scolastici Italiani (IT)
Project contact information	E-mail (bois01900x@istruzione.it)
Topics addressed	● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences
Target group	Secondary-level school students, teachers, educators and researchers

Methodology	**Objectives** The project set the following goals: ● Enhancing and disseminating innovative teaching methods such as flipped classrooms and spaced learning associated with hands-on activities to foster effective inclusion and science thinking; ● Developing a multilingual platform where teachers can share best practices, exchange science lessons and have support for a more successful approach to teach sciences and to special educational needs; ● Strengthening cooperation between partners and international experts on the project issues to improve learning sciences in schools and support professional development.
	Activities and methods The project focused on the creation of innovative and inclusive teaching and learning strategies. Innovative and inclusive lessons with flipped and spaced techniques and hands-on activities were developed in international groups of teachers. Three joint staff training courses with an exchange of students were organised to test and evaluate the lessons and a seminar. The lessons focused on specific environmental issues related to climate change. The project encouraged the introduction of such issues related to climate change in school curricula. Guidelines and best practices for inclusive teaching strategies, scientific culture in schools and science lesson plans were elaborated. A multilingual platform and repository of relevant legislation on SEN enabled a constant exchange of ideas and teaching material, using forums, dedicated social networks, e-mails skype conference.
Intended outputs, outcomes and impact	● Guidelines and best practices for innovative and inclusive teaching and learning strategies and science lessons about climate change; ● Cooperation and exchange of best practices between European countries through a multilingual platform; ● Increase in inclusion and school equality; ● Improvement in science teaching standards.
Evidence of outputs & impact	Numerous project results are available on the Erasmus project card and the project website.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-IT02-KA201-014774
Project website	http://www.adiscuola.it/beyondthebarriers/

84. Young tourism: be sustainable, be entrepreneurial, be creative (DE)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2015-1-DE03-KA219-013721
Project implementation period	01-09-2015 - 31-08-2017
Consortium	● Coordinator: Ursulinenschule Fritzlar (DE) ● Partner: IES Vegas Bajas (ES) ● Partner: Hammarlundens skola 7-9 (SE) ● Partner: Zespół Szkół Urszulańskich (PL) ● Partner: Mehmet Çelikel Lisesi (TR)
Project contact information	[No information]

Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences
Target group	Students, teachers, stakeholders
Methodology	**Objectives** The project set the following goals: ● Developing marketing ideas in sustainable, regional tourism; ● Establishing a multinational tourism advertising agency based on the three-pillar system of sustainability: products and service in line with economic performance, social and cultural responsibility and protection of the natural environment.
	Activities and methods The project idea was to make students to actors in a tourist advertising agency. The project developed a mobile application and a website with general information, services, activities, maps, networks for local regional marketing offices. Tourism brochures and a YouTube video were produced. The project involved cooperation with NGOs, tourism management offices and green enterprises (ecological agriculture and forestry) at a local and regional level.
Intended outputs, outcomes and impact	● Brochures, videos, website; ● Sense of initiative and entrepreneurship, active citizenship, environmental and ICT competences, foreign language competences, tourism management, e-tourism.
Evidence of outputs & impact	● Tourism brochures with information of the different partner school's area ● A YouTube video: https://www.youtube.com/watch?v=u-SalV0c140 ● Project results are used in schools during multidisciplinary activities (geography, natural sciences, social studies, languages) and in preparation of local school excursions
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-DE03-KA219-013721
Project website	www.yuoungtorism.com [Currently unavailable]

85. Green entrepreneurs Europe (UK)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2015-1-UK01-KA201-013501
Project implementation period	01-09-2015 - 31-08-2018
Consortium	● Coordinator: Field Studies Council (UK) ● Partner: Ecosystem Europe Association (HU) ● Partner: Focus Eco Center (RO) ● Partner: Fundación Tierra Integral (ES) ● Partner: Bērnu Vides skola (LV) ● Partner: Prakse.lv (LV) ● Partner: Business Innovation Center Innobridge (HU) ● Partner: Asociatia Intreprinzatorilor Arbor (RO) ● Partner: FONDATSIYA NA BIZNESA ZA OBRAZOVANI (BG) ● Partner: Business in the Community (UK) ● Partner: Integral, sociedad para el Desarrollo Rural (ES)
Project contact information	enquiries@field-studies-council.org

Topics addressed	● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences ● Teachers/educators training and professional development
Target group	30 teachers and 375 pupils Reaching out to 125 secondary schools, impacting 3125 pupils and 250 teachers and educational providers and local education departments
Methodology	**Objectives** The project set the following goals: ● Improving the capacity of schools and teachers to teach the competences and skills for young people to take an active role in the green economy; ● Fostering an entrepreneurial mind-set that helps young entrepreneurs transform ideas into actions and significantly increase their employability; ● Connecting schools with local businesses and entrepreneurs so they can work together within the context of building a green economy; ● Sharing good practices in integrating sustainable development into business thinking.
	Activities and methods The project involved cooperation of 15 associated secondary schools in five countries. It applied learning outside the classroom and real-world learning, through students' direct contact with businesses and entrepreneurs e.g., during Coffee House Challenge events. Students also develop their own green business plans and ideas for new products which they shared with local businesses and they explored what some businesses were already achieving through case studies. Online and face-to-face support for teachers and schools was provided e.g., with teachers' seminars and conferences. Educational resources for schools across Europe were created.
Intended outputs, outcomes and impact	● Outputs: such as lesson materials and booklets; assessment tools; news stories about the project's activities; ● Outcomes: More entrepreneurial students (and teachers) with a greater awareness of the green economy and the opportunities that exist within in; ● Entrepreneurial learning: developing business knowledge, essential skills and attitudes: creativity, initiative, tenacity, teamwork, an understanding of risk and a sense of responsibility; ● Impact: More entrepreneurial business in the green economy sector
Evidence of outputs & impact	● The project website contains links to project outputs, such as learning booklets and an assessment tool for teachers. ● Impact: [No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-UK01-KA201-013501
Project website	https://www.geelearning.eu/

86. Renewable future: clean energy for happy generations (DE)

Programme strand and sector covered	**Erasmus+ Key Action 2: SCHOOL EDUCATION** **SECONDARY LEVEL**
Project reference number	2015-1-DE03-KA219-013659
Project implementation period	01-10-2015 - 30-09-2017

Consortium	● Coordinator: Max-Planck-Realschule (DE) ● Partner: Dadaloğlu Anadolu Lisesi (TR) ● Partner: Zespół Szkół nr 2 im. św. Jadwigi Królowej w Pile (PL) ● Partner: Švenčionėlių Mindaugo gimnazija (LT) ● Partner: Instituto de Educación Secundaria Garoe (ES)
Project contact information	Coordinator school (max-planck-realschule@stadt.wuppertal.de)
Topics addressed	● Multidisciplinary approach ● Link between formal/non-formal learning ● Teachers/educators training and professional development
Target group	Five partner schools, one in each country
Methodology	**Objectives** ● Improving the students' knowledge of renewable energy use; ● Raising students' interest in energy production by creating a common European curriculum.
	Activities and methods The initiative created experiences with projects in the field of ecology, water and wind energy. Lessons on renewable energies and experiments in solar technology for students were carried out in each participating school. They included: experiments in solar technology; demonstration of renewable energies in the classroom through models for water and wind energy (students' videos and sharing of blueprints). A solar system installed on the school roof and national projects such as 'Be green' and 'The green world' were supported. Experiences from the individual lessons and activities were reviewed in a group and summarised as a result with six lessons for a renewable energy curriculum. The lessons became part of the curriculum of the partner school systems with the collaborative experiments and models. Project platform with resources was created. International meetings took place with presentation of the school systems and visits to the wind and hydroelectric power plants.
Intended outputs, outcomes and impact	● Outputs: Project meetings in the partner countries, project materials which are shared on the website; ● Outcomes: Creating renewable energy curriculum; partnerships between the partner schools and a lasting European understanding; partner schools and other schools use the curriculum and other resources; ● Impact: greater understanding and appreciation of the use of renewable energy.
Evidence of outputs & impact	● The project website contains active links to the outputs of the project, including links to descriptions of the activities carried out and their results; ● According to the Erasmus+ project portal card, the results of the project have been incorporated into the curriculum in the partners' schools, thereby ensuring the ongoing impact of the project.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-DE03-KA219-013659
Project website	http://erasmusplus2016.weebly.com/

87. Bioplastic: the future of food packaging? (DE)

Programme strand and sector covered	**Erasmus+ Key Action 2: VET SCHOOLS**
Project reference number	2017-1-DE03-KA219-035631
Project implementation period	01-09-2017 - 31-08-2019

Consortium	● Coordinator: Augusta-Bender-Schule (DE) ● Partner: Fulston Manor school (UK) ● Partner: 1st Vocational Lyceum of Heraklion Crete (EL) ● Partner: Colegiului Național „Calistrat Hogaș (RO)
Project contact information	Coordinator school (send@augusta-bender-schule.de)
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences ● Teachers/educators training and professional development
Target group	● In each meeting at least 24 high-school students of all educational backgrounds ● Eight teachers of: nutritional science, biology, biochemistry, English, literature, economics, computer science, business administration, physics, mathematics, social science ● 2000 students and 150 teachers were involved overall
Methodology	**Objectives** The project set the following goals: ● Raising students' awareness regarding environmental issues; ● Promoting cooperation between students from other countries and cultures, thus reducing prejudices and creating awareness for cultural and linguistic diversity; ● Motivating students and teachers to be an active part of Europe and promoting European values; ● Motivating teachers to trying out new teaching methods, finding ways to connect theoretical practices with practical and vocational training; ● Establishing a strategic partnership between schools, universities and public authorities on a local, regional, national and transnational level.
	Activities and methods The project implemented four transnational meetings focusing on the production of bioplastic food packaging which involved visits to companies; and international workshops. Students developed ideas of eco-friendly food packaging, virtual production and marketing. A connection between theoretical curricular knowledge of chemistry (the components of bioplastics), of economics (structure of a company) and of languages was established and combined with practical implementation (creating and promoting own bioplastic products; using the knowledge provided by companies). In addition, participants worked on the creation of online CLIL exercises website, an e-book (chemical background of the production of bioplastic), and articles. All results including a final CD with all materials were presented on the project website. Bilingual teaching, peer learning, interdisciplinary teaching was applied. Relationship with regional companies that produce bioplastic food packaging was established to get insights into the needs of this market.
Intended outputs, outcomes and impact	● New teaching and learning reSources methods to produce bioplastic; to enhance teaching and learning processes for bilingual teaching, peer learning, interdisciplinary teaching; to produce a website and to communicate via a blog and social media; ● Establishing a new subject 'life science'; ● A newly introduced computer programme remains available for students in all countries; ● Students' STEM, CLIL, foreign and native languages, ICT skills and social competences improved; students made aware, how to tackle the problems and find alternative solutions; ● Gained knowledge about the production of bioplastic, insights into the production process, the structure of companies, job opportunities; being able to analyse the food packaging market and draw conclusions from this; ● Increased intercultural competences, broadening horizons, international understanding – European values and citizenship; ● Continued cooperation between partners, companies and universities.
Evidence of outputs & impact	● Project results are available on the project website and attached to the Erasmus+ project card

Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-DE03-KA219-035631
Project website	https://erasmusbp.wixsite.com/bioplastic/projects

88. Development of VET training on energy efficient stoves and fireplaces (LT)

Programme strand and sector covered	**Erasmus+ Key Action 2: VET SCHOOLS**
Project reference number	2016-1-LT01-KA202-023161
Project implementation period	01-09-2016 - 28-02-2019
Consortium	• Coordinator: Vilniaus statybininkų rengimo centras, VŠĮ (LT) • Partner: Wolfshöher Tonwerke GmbH & Co. KG (DE) • Partner:Krosnių meistrų gildija (LT) • Partner: MTÜ Kütte- ja Ventilatsioonisüsteemide Teabekeskus (EE) • Partner: Satakunnan koulutuskuntayhtymä (FI)
Project contact information	Coordinator (info@vsrc.lt)
Topics addressed	• Partnerships and cross-sectoral cooperation • Teachers/educators training and professional development
Target group	Secondary level VET students, companies, organisations, NGOs,
Methodology	**Objectives** The project set the following goals: • Promoting environmentally friendly and energy-efficient stove building by developing a common European qualification standard; • Supporting the stove building sector to respond to the changes by introducing up-to-date technologies and solutions and enabling the VET sector to change and adapt to the current needs.
	Activities and methods The project focused on the development of an updated qualification standard for stove and fireplaces builders, accompanied by a modern curriculum and training/learning resources. The project partners, VET providers, NGOs, specialists and practitioners in stove building, worked together on an innovative training curriculum for initial and continuous VET on energy efficient stove building. Link to the European reference tools (EQF, ECVET) was established to support recognition and validation and mobility needs of the branch. Two short term transnational activities for trainers of VET institutions were organised to acquire skills for developing a curriculum of the training course in their countries.
Intended outputs, outcomes and impact	• Recommendations for normative documents on energy efficiency and environmentally friendly stove building; • Establishing a qualification scheme on competence requirements, assessment, validation and certification, ensuring transparency and accessibility; • Creating favourable conditions for mobility within a country and across the EU.
Evidence of outputs & impact	• Outputs available on the Erasmus+ project card: common European qualification standard, training curriculum for initial and continuous vocational education and training, the certification scheme of a stove builder, and policy recommendations.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-LT01-KA202-023161
Project website	[No information]

89. Talent in biodiversity, innovative education and new skills to increase engagement in science (BE)

Programme strand and sector covered	**Erasmus Key Action 2: VET SCHOOLS**
Project reference number	2016-1-BE02-KA202-017356
Project implementation period	01-09-2016 - 31-08-2019
Consortium	● Coordinator: Institut royal des Sciences naturelles de Belgique (BE) ● Partner: PANEPISTIMIO KRITIS (EL) ● Partner: Agrupamento de Escolas de Mangualde PT) ● Partner: Consortium of European Taxonomic Facilities (BE) ● Partner: Magyar Természettudományi Múzeum (HU)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Teachers/educators training and professional development ● Lifelong learning perspective ● Learning and teaching pedagogies with a focus on participatory and experiential approaches
Target group	● Biology teachers targeted and trainee teachers from secondary education and educators in science museums, botanical gardens, science centres and nature organisations; ● Other professionals such as biologists, rangers and conservation managers seeking to improve their competences; ● 500 learners enrolled
Methodology	**Objectives** The project set the following goals: ● Improving competences of teachers, educators and other professionals in the sector; ● Improving the quality of biodiversity education, effective at raising the level of biodiversity literacy for teachers and students.
	Activities and methods The project implemented the following activities and methods: ● An inquire based learning approach using effective multimedia to deliver learning experiences that mirror real-world practices; ● Applying the content in various professional contexts; ● Transnational access to facilities and expertise present in the partnership hardly to find elsewhere, integrated into the international framework of training and e-learning.
Intended outputs, outcomes and impact	● An open-source e-learning platform to deliver e-learning course; ● A pilot based blended course on biodiversity and climate change that trained learners and provided them with a certificate; ● A customisable blended learning method, transferable to the wider sector of STEM and other disciplines; ● A tutor guide supporting tutors, partners and other users; ● E-platform – innovative services with great potential in learning and educational context; enhanced ICT skills; ● New skills and knowledge improving the quality of teaching and other educational activities; ● Careers opportunities in education, science-related businesses, improved situation of the organisation on the labour market.

Evidence of outputs & impact	• Output: Rich documentation (on the Erasmus+ project card and the project website)
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-BE02-KA202-017356
Project website	http://biotalent.myspecies.info/

90. Healthy food choice for a sustainable future (FI)

Programme strand and sector covered	**Erasmus+ Key Action 2: VET SCHOOLS**
Project reference number	2016-1-FI01-KA202-022712
Project implementation period	01-09-2016 - 31-10-2018
Consortium	• Coordinator: Espoon seudun koulutuskuntayhtymä Omnia (FI) • Partner: Hotelijersko-turistička i ugostiteljska škola (HR) • Partner: Centra za odgoj i obrazovanje "Slava Raškaj" Zagreb (HR) • Partner: Kotkan-Haminan seudun koulutuskuntayhtymä (FI) • Partner: Galileo.it S.r.l. (IT)
Project contact information	[No information]
Topics addressed	• Link to key competences • Learning and teaching pedagogies with a focus on participatory and experiential approaches
Target group	VET students and teachers, enterprises (hotel, restaurant, catering industry)
Methodology	**Objectives** The project set the following goal: Meeting the needs of society and the environment to minimise the carbon footprint through producing climate and environmentally friendly meals.
	Activities and methods The project implemented the following activities and methods: • Taking the learning process out of the classroom into the workplace; • Breaking the existing barriers between different forms of learning: formal, informal and non-formal through technology; • Development of educational technology – different digital learning environments, social media and mobile devices; • The use of social media and digital tools which supports the principles of knowledge building, adaptive expertise and exploratory learning; • Assessment criteria specified for each learning outcomes; • Accreditation of prior learning, making the learning process more appealing and easier for those who are not attracted to more conventional learning; • Using open badges which make learning and achievements visible. With badges, it is possible to expand recognition of learning outside the formal school setting to all aspects of learners' lives.

Intended outputs, outcomes and impact	• Outputs: • 38 open badges and four meta open badges in four different languages (FI, EN, IT, HR) in three categories: ecologically sustainable development, food processing and economic sustainable development; • eBooks and eGuides with recipes and methods for environmentally friendly cooking, climate-friendly meal options and information on climate-friendly food consumption; • Students completing modules of learning and getting accreditation through vocational learning and Open Badges; • Outcomes: Procedures are in place and being used to meet the needs of sustainable development and to produce climate and environment-friendly meals, and students are more entrepreneurial in the sector; • Impact: A broader education system that meets the needs of society and the environment.
Evidence of outputs & impact	• Outputs: The project website and the Erasmus+ project card contain links to the outputs produced as part of the project. These include an eBook, eGuide, photos and videos.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-FI01-KA202-022712
Project website	http://www.healthyfutureproject.eu/

91. Exploring sustainability in the food sector (DE)

Programme strand and sector covered	**Erasmus+ Key Sector 2: VET SCHOOLS**
Project reference number	2015-1-DE03-KA219-013494
Project implementation period	01-09-2015 - 31-08-2017
Consortium	• Coordinator: Berufskolleg Viersen des Kreises Viersen Sekundarstufe II (DE) • Partner: I.S.I.S. "Oscar Romero" (IT) • Partner: Etelä-Tapiolan lukio (FI) • Partner: Şişli Anadolu Lises (TR)
Project contact information	Partner institution (istitutoromero@gmail.com)
Topics addressed	• Partnerships and cross-sectoral cooperation • Link between formal/non-formal learning • Link to key competences
Target group	140 VET students (16-19) and 24 VET teachers

Methodology	**Objectives** The project set the following goals: ● Building up expert knowledge about the concept of sustainability and the alternative food sector in the four partner countries; ● Raising awareness of the need to shape a sustainable economy taking into account entrepreneurial as well as consumer patterns of behaviour; ● Providing young Europeans with business competencies that they will find useful when working for alternative businesses or for starting a company.
	Activities and methods During the project students took over the role of European business people planning and organising the opening of a supermarket chain for fair food products, and creating a brand of innovative food products. They explored and compared the markets for organic and fair-trade food in their countries and established criteria for the production and sales of fair food and potential suppliers of organic raw material according to those criteria. Other activities included trying out various production processes and documenting them (calculating costs, taking feedback from potential customers, developing pack design, OQ codes and advertising materials); presenting innovative products at a supermarket opening event; and promoting sustainable food in schools. CLIL (content and language integrated learning) approach was applied along with desk research in the form of STEEPLE analyses (i.e., taking into account social, technological, economic, environmental, political, legal and ethical implications), and field research (e.g., surveys). Business-related tasks were prepared and accompanied by visits, workshops and meetings with experts.
Intended outputs, outcomes and impact	● Business reports, presentations about market research, actual food products including packaging and product descriptions as well as publicity materials; ● Entrepreneurial learning and entrepreneurial skills, digital competences.
Evidence of outputs & impact	● Numerous project results and articles on the Erasmus+ project card
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-DE03-KA219-013494
Project website	http://borntoeatwild.com/ [Currently unavailable]

92. Energy Auditors Competences, Training and Profiles (IT)

Programme strand and sector covered	**Erasmus+ Key Action 2: VET SCHOOLS**
Project reference number	2014-1-IT01-KA202-002672
Project implementation period	01-09-2014 - 31-08-2016
Consortium	● Coordinator: Aisfor srl (IT) ● Partner: Asociación Profesional Andaluza de Gestores Energéticos (ES) ● Partner: International Consulting and Mobility Agency SL (ES) ● Partner: ADENE - Agência para a Energia (PT) ● Partner: Krajowa Agencja Poszanowania Energii S.A. (PL) ● Partner: Rete Nazionale delle Agenzie Energetiche Locali (IT)
Project contact information	Project website contact information: http://www.enactplus.eu/pagine-6-contatti [Currently unavailable]
Topics addressed	● Development of a professional profile
Target group	Organisations representing the VET and energy sector
Methodology	**Objectives** The project set the following goals: ● Defining the professional profile of the energy auditor in the civil sector with a focus on residential buildings; ● Increasing energy efficiency in the civil sector; supporting consumers in their energy efficiency process from the awareness-raising to take up in the household of energy-efficient measures.
	Activities and methods The project implemented the following activities and methods: ● Study of the energy auditing market in Europe with focus on the civil/residential sector; ● Analysing and comparison of the existing profiles – in terms of knowledge, skills and competences; ● Definition of the competence matrix of the energy auditor, publication of the relative qualification scheme; ● Define the energy auditor profile, training programme modules and training materials, and ECVET system design for the mutual recognition of the training; ● Definition of a training course, validation of the training material; ● Collection and analysis of the open training resources; ● Developing a pilot by delivering a full course, fine-tuning and validating results; ● Recommendations for transferability.
Intended outputs, outcomes and impact	● Comparative report of the energy auditing scenario in various countries; ● The profile of an energy auditor, qualification scheme, training programmes and resources; ● Memorandum of understanding for mutual recognition of the training based on the ECVET system, ICY systems, pilot and validation of results, recommendations illustrating lessons learnt.
Evidence of outputs & impact	● Outputs: Available on the project website and EC project car
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-IT01-KA202-002672
Project website	http://www.enactplus.eu/ (currently unavailable)

93. Environment in VET system: a powerful tool for the future (IT)

Programme strand and sector covered	**Erasmus+ Key Action 2: VET SCHOOLS**
Project reference number	2016-1-IT01-KA202-005387
Project implementation period	01-09-2016 - 31-12-2018
Consortium	● Coordinator: Consiglio Nazionale delle Ricerche (IT) ● Partner: IISS Piaget Diaz Viale Nobiliore (IT) ● CLEAN (DK) ● Partner: TIME Associates Ireland Ltd (UK) ● Partner: Kauno mokslo ir technologijų parkas, VšĮ (LT) ● Partner: Fundación General de la Universidad de Salamanca (ES)
Project contact information	[No information]
Topics addressed	● Teachers/educators training and professional development
Target group	National public body, Secondary VET schools, VET teachers, NGOs, SME, foundations
Methodology	**Objectives** The project set the following goals: ● Providing a coherent set of information and a program of advanced didactic modules for the VET teachers; ● Designing the material (also using the ECVET approach) to help them develop an environmental-friendly mind set shared at the European level and promoting, among their students, a proactive attitude, oriented towards the objectives of a resource-efficient Europe.
	Activities and methods The project applied an innovative inter-sectoral approach to recreate a synergy between training, scientific research and companies. It was a joint action of institutions belonging to the knowledge triangle and having experience in environmental topics to create tools for VET teachers and learners. Training modules were developed and tested. Each one of the modules has been divided into three sections (a handbook, a presentation with slides, and a learning questionnaire). Topics covered include renewable and non-renewable natural resources; human load capacity of the Earth; efficient management of resources in the EU, circular economy; the water resources; low carbon emissions in cement production; sustainable waste management; sustainable textile production; energy-efficient buildings.
Intended outputs, outcomes and impact	● A comparative report on the approach to education for sustainable development in the countries involved (five country reports and 12 case studies); ● Three introductory didactic modules with submodules connected to UN agenda, six deepening knowledge modules; ● A VET book with guidelines.
Evidence of outputs & impact	● Webpage, blog, social networks, multiplier event, brochure and newsletters ● 2000 people contacted ● A sustainability agreement
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-IT01-KA202-005387
Project website	http://www.en-vet.eu/

94. Szövetség az Európai Megújuló Energetikai Szakképzésért (HU)

Programme strand and sector covered	**Erasmus+ Key Action 2: VET SCHOOLS**
Project reference number	2015-1-HU01-KA202-013561
Project implementation period	01-10-2015 - 31-12-2017
Consortium	● Coordinator: Völgy Hangja Fejlesztési Társaság Közhasznú Egyesület (HU) ● Partner: Tab Város Önkormányzata (HU) ● Partner: Dvojezična srednja šola Lendava - Kétnyelvű Középiskola Lendava (SI) ● Partner: Berufsförderungsinstitut Burgenland (AT)
Project contact information	Austrian partner (info@bfi-burgenland.at)
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning
Target group	VET sector, manufacturers, entrepreneurs of the renewable energy sector
Methodology	**Objectives** The project set the following goals: ● A blended learning vocational education in renewable energy technologies; ● Further developing innovative curricula in renewable energetics created; ● Strengthening partnerships.
	Activities and methods The project implemented the following activities and methods: ● Developing curricula and training material for one-year technician training in renewable energy technologies; ● Developing a practical training and presenting it as a methodology manual for assisting the planning and implementation of such training; ● Using an efficient evaluation methodology; ● Planning and implementing mobile experimental equipment assisting practical training and evaluation; ● Creating e-learning material; ● Creating a layout and equipment design of a workshop for the practical training of renewable energy technologies; ● Producing supportive material to assist in economic calculations methods to compare renewable energy technologies; ● Producing a glossary in four languages on renewable technology.
Intended outputs, outcomes and impact	● SEE-REUSE project created curricula and blended learning, e-learning material, training materials of one-year training in renewable energy technologies, as additional training of basic technical and agro technical vocational training accredited in the national training list; ● Short blended mobility programmes of VET learners – a basis for an iterative process of testing and developing the methodology and the e-learning material; ● A cooperation agreement.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-HU01-KA202-013561
Project website	http://seereuse2015.pe.hu/

95. Partnership for biodiversity protection in viticulture in Europe (DE)

Programme strand and sector covered	**Erasmus+ Key Action 2: VET SCHOOLS**
Project reference number	2015-1-DE02-KA202-002387
Project implementation period	01-09-2015 - 31-08-2018
Consortium	• Coordinator: Bodensee Stiftung (DE) • Partner: Global Nature Fund Stiftung (DE) • Partner: Quercus - Associação nacional de Conservação da natureza (PT) • Partner: LA UNIÓ de Llauradors i Ramaders (ES) • Partner: ECOVIN Bundesverband Ökologischer Weinbau e.V. (DE) • Partner: Rapunzel Organik Tarim Urunleri (TR) • Partner: Fundación Global Nature (ES) • Partner: ADVID - Associação para o Desenvolvimento de Viticultura Duriense (PT)
Project contact information	[No information]
Topics addressed	• Multidisciplinary approach • Lifelong learning perspective
Target group	VET centres, organisations/enterprises (wine production sector, organic farming), NGOs, Environmental foundations
Methodology	**Objectives** The project aimed at adapting vine-growing practices to protect, enhance and promote biodiversity in vineyards through a transfer of knowledge between the partners, to train each other and to develop high-quality training materials for vine-growers; the training materials and training courses aimed to contribute to specifying the professional education of a winegrower and to high-quality VET.
	Activities and methods The eight partners' tandem between nature conservation organisations and farmer/winegrower associations and an organic agriculture company worked together on information material with easily accessible knowledge and training modules on biodiversity with a focus on a systematic analysis of their impact. Exchange of experiences and training of each other was the first achievement. They worked on biodiversity fact-sheets, biodiversity guide in viticulture, educational videos, and biodiversity check tool.
Intended outputs, outcomes and impact	• Biodiversity Fact Sheet for vine-growers: explains biodiversity, shows links between viticulture and biodiversity and names best practices; • Biodiversity Guide in viticulture: introduces typical species in vineyards. Icons were explicitly developed for that purpose indicating respective areas in the vineyards and measures to promote these species; • Educational videos: some videos introduce important measures for biodiversity in viticulture and outlines the advantages of biodiversity for making good vines and sultanas; • Biodiversity Check: with this output, comprehensive individual training with external expertise is facilitated to assess potential negative impacts and give recommendations for improvement where necessary; • Biodiversity Action Plan (BAP): a catalogue of possible measures for all viticulture/grape growing relevant areas. It enables vine-growers to manage their biodiversity activities; • The outputs available in five languages can be used in different scenarios: in training courses in agrarian schools/universities, by advisors or technicians giving advice directly on the field, or by vine growers directly; • A better understanding and conditions for biodiversity in wine productions.
Evidence of outputs & impact	Outputs are available via the Erasmus+ project card.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-DE02-KA202-002387
Project website	https://www.bodensee-stiftung.org/en/partnerschaft-zum-schutz-der-biologischen-vielfalt-im-weinbau-in-europa-2/

96. Film: ecological and sustainable management of the shellfish harvesting on foot (PT)

Programme strand and sector covered	**Erasmus+ Key Action 2: VET SCHOOLS**
Project reference number	2016-1-PT01-KA202-022909
Project implementation period	02-11-2016 - 01-11-2018
Consortium	• Coordinator: Liga para a Protecção da Natureza (PT) • Partner: SGS Tecnos SA (ES) • Partner:: Recep Tayyip Erdoğan Üniversitesi (TR) • Partner: Fundación para la Pesca y el Marisqueo on Fundamar - (ES) • Partner: M.A.R.E. SOC. COOP. A R.L. (IT)
Project contact information	Coordinator (geral@lpn.pt)
Topics addressed	• Promoting environmental sustainability
Target group	Workers, professional associations, cooperatives, public/private training centres, NGOs, authorities and public institutions on environmental issues
Methodology	**Objectives** The project set the following goals: • Establishing training standard for this sector of shell-fishing at the European level; better knowledge of the national regulations; improved workers' mobility, better access to e-learning and innovative training materials; promotion of linguistic diversity; • Writing a report on the procedures for the identification and evaluation of the environmental aspects associated with shell fishing, harvesting on foot activities and prevention of the environmental impact (in five languages).
	Activities and methods The project activities and methods included the creation of a training programme Ecofilm (audio-visual training tool for the ecological and sustainable management of the shell fishing harvesting on foot: five videos, in five languages, and in PDF format). The training programme addressed workers, professional associations, cooperatives, public and private training centres, NGOs, authorities and public institutions.
Intended outputs, outcomes and impact	• Outputs: online learning modules (videos), meetings of the partner organisations in the different partner countries; • Outcomes: improved awareness among shellfishermen on foot of environmentally sustainable techniques, and greater awareness by the general public; • Impact: improved environmental sustainability in areas where shellfish harvesting on foot takes place.
Evidence of outputs & impact	• Outputs: The project website contains links to project outputs such as online learning modules (videos) and newsletters
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-PT01-KA202-022909
Project website	http://ecofilmshellfishing.lpn.pt/

97. Enseigner à produire autrement sur les territories. Transition vers l'agro-écologie et conséquences pour les systèmes de formation (FR)

Programme strand and sector covered	**Erasmus+ Key Action 2: VET SCHOOLS**
Project reference number	2015-1-FR01-KA202-015100
Project implementation period	01-09-2015 - 31-08-2018
Consortium	● Coordinator: Centre d'Enseignement Zootechnique (FR) ● Partner: Univerza V Mariboru (SI) ● Partner: Programos Leader ir žemdirbių mokymo metodikos centras (LT) ● Partner: Osservatorio Europeo del Paesaggio (IT) ● Partner: Universität für Bodenkultur Wien (AT)
Project contact information	[No information]
Topics addressed	● Teachers/educators training and professional development ● Learning and teaching pedagogies with a focus on participatory and experiential approaches
Target group	Two teaching institutions, two universities, one observatory Institutions that do academic VET research and experiments in agroecology with experience in fieldwork with farmers and in classroom or lab work
Methodology	**Objectives** The project set the following goals: ● Responding to the new professional training needs implied by the agro-ecological transition: upgrade the agricultural training systems and the quality of the training itself; ● Adjusting to innovation arising from research as well as from farmers practices to bring about changes in curricula, teaching methods and pedagogical practices; ● Enhancement and transfer of innovative practices.
	Activities and methods The project implemented the following activities and methods: Systemic, multidisciplinary approaches and observations were applied combined with experimentation, demonstration and field case studies. The project created an inventory and comparative analysis of the various national approaches to agro-ecology based on 15 field case studies and development pedagogical tools such as e-learning, quiz, audio-visual material. Five transnational meetings, one training of trainers, five events were organised.
Intended outputs, outcomes and impact	● Output: five transnational meetings, one training of trainers, five events, two project reports, a handbook of modules for study agro-ecology, educational tools; ● Outcome: Educational community and various professionals and farmers adopt the tools and practices developed by the project for agro-ecology purposes;
Evidence of outputs & impact	● Outputs: The project website contains links to project 'Intellectual Outputs' such as reports and educational tools.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-FR01-KA202-015100
Project website	http://www.euroeducates.eu/

98. Electric urban mobility (ES)

Programme strand and sector covered	**Erasmus+ Key Action 2: VET SCHOOLS**
Project reference number	2014-1-ES01-KA202-003617
Project implementation period	01-09-2014 - 31-08-2017
Consortium	● Coordinator: Centro San Viator (ES) ● Partner: Syddansk Erhvervsskole (DK) ● Partner: Bridgwater and Taunton College (UK) ● Partner: Fundación TECNALIA Research & Innovation (ES)
Project contact information	Coordinator: Alfredo Garmendia (a.garmendia@sanviator.com)
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link to key competences ● Teachers/educators training and professional development ● Other(s)
Target group	Staff and students at participating schools
Methodology	**Objectives** The project set the following goals: ● Enhancing the current educational offer in the automotive sector by creating new modules in energy sustainability; ● More attractive education and training programmes; ● Awareness among the younger generation about the importance of new efficient and clean mobility systems in urban environments.
	Activities and methods The project implemented an open-source e-learning platform to learn about urban mobility technology, short-term joint staff training, and long term training or teaching assignments. Training for young people included electric urban mobility, hybrid and electric engines and their impact on mobility and society. A list of suggestions of working safety rules for the industry was elaborated and good practices on electric urban mobility shared. Project results were disseminated at multiplier events, local conferences and workshops and a final international conference.
Intended outputs, outcomes and impact	● A more attractive education and training program based on ICT methodologies and open educational resources (OER); ● Good practices and awareness on electric urban mobility, aligned with the European project and the EU values; ● Increased understanding and responsiveness to social and environmental problems; ● Improved internationalisation strategies and reinforced cooperation with partners and companies from other countries; ● Increased opportunities for professional development; ● Final recommendations about safety regulations for hybrid and electric cars in the EU; ● Better trained technicians – impact on local companies.
Evidence of outputs & impact	Outputs: Attached to the project card on the Erasmus+ project result platform.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-ES01-KA202-003617
Project website	http://eumob.sde.dk

99. Integrating social science and humanities into teaching about energy (PL)

Programme strand and sector covered	**Erasmus+ Key Action 2: HIGHER EDUCATION**
Project reference number	2016-1-PL01-KA203-026286
Project implementation period	01-09-2016 - 31-08-2019
Consortium	● Coordinator: Uniwersytet Mikołaja Kopernika w Toruniu, (PL) ● Partner: Politechnika Gdańska (PL) ● Partner: Universitat Politècnica de Catalunya (ES) ● Partner: Helmholtz-Zentrum für Umweltforschung GmbH – UFZ (DE) ● Partner: České vysoké učení technické v Praze (CZ) ● Partner: Institute of Sociology of the Academy of Sciences of the Czech Republic (CZ) ● Partner: Merience scp (ES)
Project contact information	Piotr Stankiewicz (piotr.stankiewicz@umk.pl)
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Teachers/educators training and professional development
Target group	Technical HE institutions (tertiary level), HE students from energy studies, research institutes, SME (energy sector)
Methodology	**Objectives** The project set the following goals: ● Fostering transdisciplinary education and building a bridge between social science and humanities on the one hand and teaching about energy at technical HEI on the other; ● Providing the graduates of technical energy studies with interdisciplinary skills, knowledge and competences in social sciences and humanities; ● Enabling the students to better respond to the labour market needs; ● Shift to knowledge society and fair energy transition with new or adapted job profiles.
	Activities and methods The project activities and methods included: Mapping the demand for SSH approaches at technical higher education institutions (HEIs) in project countries and designed the teacher EDU-kit as a complex and flexible set of eight teaching modules covering various topics associated with social aspects of energy. The eight teaching modules included: energy awareness, philosophy and ethics of energy development; energy and the public; social impact of energy technologies; technology assessment; smart metering: social risk perception and risk governance; conflict management; decentralised energy systems. The teaching modules were subsequently tested at partner technical HEIs and during two student winter schools. The project results were incorporated into teaching curricula, either as a stand-alone course for MCs/PhD students or parts of existing courses offered. An e-book integrating social sciences and humanities into teaching about energy, a Teacher Edu-kit, are the results of the project. The project partnership relied on socio-technical teams: researchers from SSH institution and technical HEI partner.
Intended outputs, outcomes and impact	Outputs: e-book and the educational tool both available online.
Evidence of outputs & impact	Outputs: available in the project card on the Erasmus+ project result platform.

Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-PL01-KA203-026286
Project website	http://teachener.umk.pl/

100. Towards sustainable and energy-efficient real estate education and training (FI)

Programme strand and sector covered	**Erasmus+ Key Action 2: HIGHER EDUCATION**
Project reference number	2017-1-FI01-KA202-034760
Project implementation period	01-09-2017 - 31-08-2019
Consortium	• Coordinator: Real Estate Education Foundation sr (FI) • Partner: NCOI Opleidingsgroep (NL) • Partner: Metropolia Ammattikorkeakoulu Oy (FI) • Partner: EkoFond, n.f. (SK) • Partner: Tallinna Tehnikakõrgkool (EE) • Partner: AFBB Akademie für berufliche Bildung (DE)
Project contact information	[No information]
Topics addressed	• Partnerships and cross-sectoral cooperation
Target group	HE teachers and other vocational educational experts.
Methodology	**Objectives** The project set the following goals: • Creating an outline of a training programme for teachers and other VET experts to enhance the transferability of results: curriculum for real estate education of sustainability and energy efficiency in existing buildings; • Developing five learning modules and a short course description that anyone can use when designing vocational, containing and higher education courses and degrees; • Developing and strengthening transnational networks related to sustainable and energy-efficient VET education: experts in VET and HE in energy efficiency and education.
	Activities and methods The project implemented the following activities and methods: • A needs analysis survey in a multistage process taking into account the differences in each country (legislation, politics, concepts definitions, structures, responsibilities); • Developing teaching and learning models (effective and usable in real estate and most likely to adapt): 12 cases were described for best existing teaching and learning models, among others a course on utilisation of sustainability and energy efficiency as a marketing tool; real estate management and appraisal programme in differentiated groups; future energy-use-essay assignment, content and language integrated learning (CLIL); • The curriculum consists of five learning modules and short course descriptions that anyone can use when designing vocational, continuing and higher education courses and degrees. The results are summarised in the Excel matrix including learning modules: Communication and collaboration for energy efficient renovation; Management of renovation process: Condition assessment; Management of renovation process: Project management; Financial issues in the renovation process and; Communication and collaboration for energy efficient renovation.

Intended outputs, outcomes and impact	● First, the project identified trends and developments as well as new competence and training needs in the real estate sector that are emerging due to the energy revolution; ● Second, based on the results from the new competences and training needs, the best existing teaching and learning models were gathered responding to the needs in each partner country; ● Third, an outline of a training program for teachers and other vocational education experts was developed to enhance the transferability of the results.
Evidence of outputs & impact	Outputs: available in the project card on the Erasmus+ programme result platform.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-FI01-KA202-034760
Project website	https://seererasmus.wordpress.com/

101. Education Network on Soil and Plant Ecology and Management (DE)

Programme strand and sector covered	**Erasmus+ Key Action 2: HIGHER EDUCATION**
Project reference number	2014-1-DE01-KA203-000637
Project implementation period	01-09-2014 - 31-08-2017
Consortium	● Coordinator: University of Ulm (DE) ● Partner: Eesti Maaülikool (EE) ● Partner: Jihočeská univerzita v Českých Budějovicích (CZ) ● Partner: Université d'Aix-Marseille (FR)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Teachers/educators training and professional development
Target group	Students from advanced undergraduate and graduate levels with previous teaching curricula focussed on biology and environmental sciences
Methodology	**Objectives** The project set the following goals: ● Providing an interdisciplinary, international activity under the title 'Educational network on Soil and Plant ecology and management'; ● Establishing a permanent teaching module 'Soil and Plant Ecology and Management' at each university; ● Enhancing the teaching/networking potential of teachers; ● Transposing the educational network into future research and teaching activities.
	Activities and methods The project activities and methods included the organisation of an annual interdisciplinary international teaching course for 30 students on soil and water, the establishment of a teaching module at each partner university, the enhancement of teaching competences of participating teachers and the creation of an educational network for future research/teaching activities.

Intended outputs, outcomes and impact	• Outputs: summer schools for students, enhanced teacher training and network opportunities, standardised study material; curricula development, follow-up research activities • Specific teaching material, project web-page; • Outcomes: Better educated students in the four participating HEIs with an increased knowledge of soil and plant ecology and management. • The expertise of the partner organisations was strengthened.
Evidence of outputs & impact	Outputs: The Erasmus+ project card contains links to the project results
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-DE01-KA203-000637
Project website	[No information]

102. European Network for Advancement of Business and Landscape Education (ENABLE) (NL)

Programme strand and sector covered	**Erasmus+ Key Action 2: HIGHER EDUCATION**
Project reference number	2016-1-NL01-KA203-023013
Project implementation period	01-09-2016 - 31-08-2019
Consortium	• Coordinator: Erasmus University Rotterdam (NL) • Partner: Universidade NOVA de Lisboa (PL) • Partner: Landbúnaðarháskóli Íslands (IS) • Partner: Agencia Estatal Consejo Superior de Investigaciones Científicas (ES) • Partner: Commonland Foundation (NL) • Partner: GD - ESTORIL INSTITUTE, ASSOCIAÇÃO PARA A PROMOÇÃO DO DIÁLOGO GLOBAL (PT)
Project contact information	[No information]
Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation
Target group	HE students (business and ecology), HE institutions, academic partners, private business, public sectors and NGOs

Methodology	**Objectives** The project set the following goals: ● Developing an inter- and transdisciplinary educational framework with e-learning components to bridge the gap between economy and ecology to accelerate a change and establish a landscape management and restoration industry; ● Creating a knowledge exchange platform – an online space for a growing community of people involved in the large scale landscape restoration based on the holistic four returns approach; ● Initiating and facilitate dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability in general, and prevention of landscape degradation and restoration; ● Steering the future sustainable business models and HE to build synergies between economy and ecology, theory and practice, global and local approaches, business and environment.
	Activities and methods The project activities and methods included the creation of MOOCs, case studies and curriculum materials. The project applied a practical approach for restoring landscape based on a sustainable business case. Academic partners, private business, public sectors and NGOs in developing innovative and high-quality education were involved in the partnership. The five teaching cases included: The 'Alvela' project in Spain on a successful restoration through collaborative integrated sustainable business cases for rainfed almonds; 'Towards a sustainable future' – a project on how an agriculture business tries to make the transition towards a higher level of sustainability; 'From bar to Birch' – a large scale ecosystem restoration in Iceland, transition from barren deserted land to a resilient and healthy woodland that can provide ecosystem services; 'Reborn from ashes' concerning many productive forest areas in PT that are particularly prone to fires; 'Sustainable finance for landscape restoration' in Spain mobilising finance for the farmers who take part in the cooperative and for a trading company.
Intended outputs, outcomes and impact	● Outputs: MOOCs, case study/curriculum materials; ● Outcomes: A community of practice is created as a result of the MOOCs and participation in the course; ● Impact: Improved synergies between economy and ecology, theory and practice, local and global approaches.
Evidence of outputs & impact	● The project website contains links to the MOOCs produced as part of the project, and the Erasmus+ project card contains links to the curriculum materials (case studies).
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-NL01-KA203-023013
Project website	https://www.rsm.nl/enable/home/

103. Apheleia – integrated cultural landscape management for local and global sustainability (PT)

Programme strand and sector covered	**Erasmus+ Key Action 2: HIGHER EDUCATION**
Project reference number	2014-1-PT01-KA203-001082
Project implementation period	01-10-2014 - 30-08-2017

Consortium	● Coordinator: nstituto Politécnico de Tomar (PT) ● Partner: Universidad de Extremadura (ES) ● Partner: Universidade de Coimbra (PT) ● Partner: Università degli Studi di Ferrara (IT) ● Partner: Herity DRI (IT) ● Partner: Vilnius University (LT) ● Partner: Vysoké učení technické v Brně (Cz) ● Partner: Intituto de Estudios Prehistóricos (ES) ● Partner: Instituto Terra e Memória - Centro de Estudos Superiores de Mação (PT) ● Partner: Université Jean Monnet Saint-Etienne (FR) ● Partner: Lietuvos nacionalinė Martyno Mažvydo biblioteka (LT) ● Partner: Muséum National d'Histoire Naturelle (FR) ● Partner: Friedrich Schiller University Jena (DE) ● Partner: Centro Universitario Europeo per i Beni Culturali (IT) ● Partner: CIMT - Comunidade Intermunicipal do Médio Tejo (PT) ● Partner: Municipal de Mação (PT) ● Partner: Benefits & Profits, Lda. (PT)
Project contact information	Coordinator (geral@ipt.pt)
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link to key competences ● Teachers/educators training and professional development
Target group	Universities, HE students, HE teachers, the private sector, NGOs and local/regional public authorities
Methodology	**Objectives** The project set the goal to develop a structured and convergent set of tools to culturally integrated landscape management for local and global sustainability.
	Activities and methods The project implemented the following activities and methods: ● Training of a selection of EU students on the complex use of convergent multidisciplinary tools for culturally integrated landscape management; this involved theoretical teaching and applied training as well as individual study and essay assignments, all combined in a new intensive programme rooted both in academic knowledge and in regional authorities' co-operation; ● Collecting, analysing and synthesising the rich field experience gathered by partnership members on diverse case studies worldwide to present practical testimonies, records and professional perspectives to students; ● Producing a common encyclopaedia and website with reference publications on the topics, merging theoretical and applied knowledge; ● Paving the way for a new European master on the topic as a follow-up of the partnership alongside successful case studies of innovative policies. A solid consortium was established, involving academic and non-academic partners, focusing on education and best practices for students' applied training in transdisciplinary innovative approaches to integrated cultural landscape management.
Intended outputs, outcomes and impact	● Basic disciplinary required competences: archaeology, technology, economy, law, sociology, geography, history, urban planning, etc., permanently integrated through transversal competences on materiality, anthropology, communication, leadership, and entrepreneurship.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-PT01-KA203-001082
Project website	[No information]

104. Food actions! Participatory learning and training package for food-wise households (SE)

Programme strand and sector covered	**Erasmus+ Key Action 2: ADULT EDUCATION**
Project reference number	2015-1-SE01-KA204-012260
Project implementation period	01-09-2015 - 31-08-2017
Consortium	● Coordinator: Föreningen Global Action Plan (SE) ● Partner: agado Gesellschaft für nachhaltige Entwicklung UG (DE) ● Partner: Asociación Plan de Acción Global para la Tierra - GAP España (ES) ● Partner: Tudatos Vásárlók Egyesülete (HU) ● Partner: InEuropa srl (IT)
Project contact information	[No information]
Topics addressed	● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences
Target group	Adult learners and coaches
Methodology	**Objectives** The project set the following goals: ● Responding to the need of adult learners for easily accessible factual and pedagogical support for a change towards a sustainable lifestyle; ● Responding to the challenges of climate change and social inclusion.
	Activities and methods The project activities focused on developing and testing a self-learning package for adult learning on how to adopt more sustainable food habits; culturally adapted in four national and one international version (EN). This included a workbook for adult learners on three topics: food waste; food, climate and environment; food and health; a manual for coaches (competence building in empowering coaching and a food action programme); and an online reference library of documents for further reading on the food action website. 120 households were recruited to test the programme to support behavioural changes and establish new habits. Different delivery mechanisms were also tested, including the use of IT tools and local, national and international partnerships. Feedback on the created materials was provided. The partnership included the organisations and networks working on sustainable behavioural change programmes and research.
Intended outputs, outcomes and impact	Outputs: A self-learning package to learn how to adopt more sustainable food habits; Impact: During the pilot project in 120 households, more than half of the participants stated they made behavioural changes and developed new habits. The trained Food Action coaches found the skills developed in the training very useful. The material did get positive feedback and the project team members acquired new knowledge about food and project management skills. Cross-sectoral partnerships improved and the use of IT tools as well.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-SE01-KA204-012260
Project website	https://fact.globalactionplan.com/en

105. Compétences pour l'éducation au changement climatique dans les communautés vulnérables (RO)

Programme strand and sector covered	**Erasmus+ Key Action 2: ADULT EDUCATION**
Project reference number	2016-1-RO01-KA204-024763
Project implementation period	01-10-2016 - 30-09-2018
Consortium	● Coordinator: Asociatia REPER21 (RO) ● Partner: Connected by Nature (FR) ● Partner: Fondazione Ecosistemi Onlus (IT)
Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences
Target group	Teachers, environmental experts/consultants and activists
Methodology	**Objectives** The project set the following goals: ● Capitalising the best methods, tools and practices for acquiring teaching competences on climate change by identifying, selecting, explaining and integrating them in a free educational resource; ● Developing interdisciplinary and complex teaching competences necessary for the education on climate change; ● Strengthening the partnership of the project and extending it to any other actor in education (formal, non-formal, informal) active in vulnerable communities by developing an online community for climate change education.
	Activities and methods The project was based on a cross intervention in the partners' networks with their specific expertise adapting the educational content to the specific educational activities of the 36 teachers, environmental experts and activists involved. Climate briefcases were created and used to carry out 108 educational activities in vulnerable communities (rural, small industrialised cities, suburbs). Participatory assessments for each activity followed. ICT technology was used strategically encouraging sharing and voluntary contribution.
Intended outputs, outcomes and impact	● Understanding that climate changes do not affect everyone in the same way, and therefore climate change can increase the inequality in the EU; ● Developed competences on climate change; ● Open education resources – free use, open for adaptation and distribution – to be enriched, modified and distributed by partners, target audiences and others.
Evidence of outputs & impact	● Outputs: Online learning courses available on: https://competencesclimatiques.eu/courses/cunostinte-a-sti/
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-RO01-KA204-024763
Project website	https://reper21.ro/project/competente-climatice/

106. A tale of two futures (UK)

Programme strand and sector covered	**Erasmus+ Key Action 2: ADULT EDUCATION**
Project reference number	2016-1-UK01-KA204-024544
Project implementation period	01-09-2016 - 31-08-2019
Consortium	● Coordinator: The Surefoot Effect CIC (UK) ● Partner: VsI "Ziniu kodas" (LT) ● Partner: Domspain Consulting SL (ES)
Project contact information	[No information]
Topics addressed	● Link between formal/non-formal learning ● Link to key competences ● Teachers/educators training and professional development ● Lifelong learning perspective
Target group	Educators (non-formal learning sector), adult learning organisations, communities
Methodology	**Objectives** The project set the following goals: ● Equipping educators in the non-formal learning sector with skills and competences to train groups of people to take action on climate change and how to conserve energy and resources; ● Cooperation with the United World College to support offices in seven countries to reduce the environmental impact.
	Activities and methods The project implemented the following activities and methods: ● Developing new country guides in Spanish and Lithuanian reflecting the cultural and economic and social context for participants to make changes to their lifestyles; ● Producing 50 stories of people who have taken steps to reduce their environmental impact in their daily life; ● Organising a photography workshop, an exhibition, an online competition to find environmental solutions to climate change; ● 392 projects saving carbon emission were documented; ● Creating the 'Carbon Handprints programme'; ● Helping organisations to start new projects – workshops to teach children to grow vegetables at their school and working with adults to transform old discarded objects into functional and unique pieces; ● Organising a 'Carbon conversation' programme to explore the values, emotions and identity to reduce the carbon footprint.
Intended outputs, outcomes and impact	● Outputs: country guides, stories, workshops; ● Outcomes: 353 (instead of 256) people participated in the carbon conversation programme; ● Impact: Better awareness and behaviour change among project participants resulting in their improved environmental lifestyles.
Evidence of outputs & impact	● The project website contains links to the project results, as well as five project newsletters.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-UK01-KA204-024544
Project website	https://www.tales2futures.eu/

107. One world learning (MT)

Programme strand and sector covered	**Erasmus+ Key Action 2: YOUTH**
Project reference number	2017-1-MT01-KA201-026967
Project implementation period	01-09-2017 - 31-08-2019
Consortium	• Coordinator: BirdLife Malta (MT) • Partner: Stichting BirdLife Europe (NL) • Partner: Ministry for Education and Employment (MT) • Partner: Sociedade Portuguesa para o Estudo das Aves (PT) • Partner: Ogólnopolskie Towarzystwo Ochrony Ptaków (PL) • Partner: Learning through Landcapes Trust (UK)
Project contact information	Coordinator (owleducation@birdlifemalta.org)
Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation • Link to key competences • Teachers/educators training and professional development
Target group	500 children and 450 teaching professionals (950 people impacted)
Methodology	**Objectives** The project set the following goals: • Triggering behavioural changes that will lead to inquisitive, empowered, socially inclusive and environmentally responsible individuals and communities; • Encouraging active citizenship, critical thinking and intercultural exchange; • Promoting positive environmental behaviours, citizenship, critical thinking and innovation of children and youth; • Strengthening networks; developing an international environmental programme.
	Activities and methods The project implemented an environmental education programme promoting diversity, citizenship, language learning, integrated science, teamwork and critical thinking in an environmental context – for children, youth and adults. It highlighted educational and health benefits of learning in the natural environments using both local and international research findings. It combined best practice, innovation, research and experience from five environmental NGOs. The project integrated language learning and science with practical outdoor activities and included teacher and leader professional development.
Intended outputs, outcomes and impact	• Outputs: transnational meetings, digital outputs (website), One World learning programme; • Outcomes: Project participants become active citizens who can think critically about how they can improve their local environments and learn and share knowledge and experiences from other individuals and communities across cultures and countries; • Impact: inquisitive, empowered, socially inclusive and environmentally responsible individuals and communities create a better environment. Around 18 000 children per year participated in school programmes developed through this project.
Evidence of outputs & impact	• Outputs: The 'Resources' tab on the project website contains links to the outputs produced, e.g., 'Fun activities for children', 'Conservation activities', etc.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-MT01-KA201-026967
Project website	https://owleducation.org/

108. Nauru game for active citizenship of youth (PL)

Programme strand and sector covered	**Erasmus+ Key Action 2: YOUTH**
Project reference number	2016-3-PL01-KA205-035320
Project implementation period	01-02-2017 - 31-01-2019
Consortium	● Coordinator: Centrum Rozwiązań Systemowych (PL) ● Partner: TANDEM n.o. (SK) ● Partner: Rogers Személyközpontú Oktatásért Alapítvány (HU)
Project contact information	Coordinator (biuro@crs.org.pl)
Topics addressed	● Teachers/educators training and professional development ● Youth worker training
Target group	● Young people (13-30) – pupils of primary and secondary schools, university students, scouts etc. ● Educators and other youth leaders
Methodology	**Objectives** The project set the following goals: ● Promoting empowerment and active citizenship of young people; engaging them in an immersive multiplier internet game that requires critical thinking, active decision making and communication; ● Professionalisation and upskilling of educators to use digital tools in their didactic practice; ● Promoting an open and innovative game-based education and related training for youth workers.
	Activities and methods The project implemented the following activities and methods: ● An interactive internet game: 'New shores – a game for democracy' for increasing participation of youth in tackling the greatest challenges of our century (collaboration towards increased sustainability, climate change mitigation and respect for democratic values). Unlike traditional lecture-based approaches to education, the game offers a playful environment for exploring the existing interconnections in the complex global socio-economic and environmental systems; ● E-learning platform with a nine-step e-learning course for educators/moderators; ● Creation of a methodology guide for educators; ● Supportive materials (game-based workshops scenario, a video ● tutorial for moderators, instructions for players and moderators) tested by 60 educators from the partner countries; ● 148 educators trained during face-to-face events on how to prepare and organise game-based workshops in the classroom; ● The project partnership involved three organisation active in innovative non-formal education and system thinking approach.
Intended outputs, outcomes and impact	● Outputs: an online game for young people to play to improve their environmental and civic awareness and an online course for educators on how to use and moderate the game; ● Outcomes: professionalised and upskilled educators; young people who played the game have improved civic competences, namely, social and citizenship, mathematical/science/logical and entrepreneurial ones; ● Impact: increased participation of youth in tackling the greatest challenges of our century; the game-based approach to education turned out to be effective and attractive to young people.
Evidence of outputs & impact	● Outputs: The project website contains links to the New Shores game (accessed by Edmodo) and the e-learning platform.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-3-PL01-KA205-035320
Project website	https://newshores.crs.org.pl/

109. Whatsalp youth (LI)

Programme strand and sector covered	**Erasmus+ Key Action 2: YOUTH**
Project reference number	2017-1-LI02-KA205-000045
Project implementation period	01-06-2017 - 31-07-2018
Consortium	● Coordinator: Verein CIPRA International (LI) ● Partner: Alpenfreude (DE) ● Partner: AlpenIntensiv (AT) ● Partner: Alpine First (IT) ● Partner: Mladi za Alpe (SI) ● Partner: CIPRA France (FR)
Project contact information	Mr. Christian Baumgartner (christian.baumgartner@responseandability.com)
Topics addressed	● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences
Target group	Six youth groups from six Alpine countries
Methodology	**Objectives** The project set the following goals: ● Giving young people a better understanding of changes in the Alpine landscape.
	Activities and methods The project showed young people how to organise meetings to collect ideas, develop their national projects and evaluate them. Six youth groups from six Alpine countries, were involved. Each group carried out an environmental project in their surroundings according to the personal interest of participants. Young adults also co-organised and took part in international meetings in the form of hiking tours which were held in Italy, France, and Liechtenstein and at the border between Italy and Slovenia. Changes in the Alpine landscape were documented and discussed with stakeholders, looking at scenarios from the past and for the future. The project was monitored by Swiss Alpine researchers.
Intended outputs, outcomes and impact	● A national team from Germany organised volunteer work on cultural landscape management in the Bavarian Alps; ● A national team from Slovenia educated young people about the problem in national park Triglav and the lake inside the park that is facing eutrophication; ● A national team from Italy raised awareness among young people at school about the importance of a clean environment, and negative consequences of waste; ● A national team from France organised a 'colour hunt' workshop for kids, to wake up their interest in nature. ● A national team from Austria produced a video about the problems in the Alps and voices of young people dealing with them; ● A national team from Liechtenstein did a workshop about landscape and homeland 'how the inhabitants of a small country look at it?'.

Evidence of outputs & impact	• Project results description in EN: https:B10/whatsalp.org/wp-content/uploads/2016/09/170929_whatsalp_en.pdf • Project results report in DE: https://whatsalp.org/wp-content/uploads/2016/09/170929_whatsalp_de.pdf • Several project videos: https://whatsalp.org/de/videos/ • Article on project and project outcomes on coordinator website: https://www.cipra.org/de/cipra/international/projekte/abgeschlossen/whatsalp-youth • Description of project activities on coordinator website: https://www.cipra.org/de/cipra/deutschland/junges-forum/whatsalp-youth • Description of project results on coordinator website: https://www.cipra.org/de/cipra/international/projekte/abgeschlossen/whatsalp-youth
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-LI02-KA205-000045
Project website	https://whatsalp.org/

110. Lifelong learning through nature (MT)

Programme strand and sector covered	**Erasmus+ Key Action 2: MORE THAN ONE SECTOR**
Project reference number	2014-1-MT01-KA200-000528
Project implementation period	01-09-2014 - 31-08-2017
Consortium	• Coordinator: Birdlife Malta (MT) • Partner: Irish Wildbird Conservancy (IE) • Partner: Royal Society for the Protection of Birds (UK) • Partner: Ogólnopolskie Towarzystwo Ochrony Ptaków (PL) • Partner: Ministry for Education and Employment (MT)
Project contact information	Coordinator (education@birdlifemalta.org)
Topics addressed	• Partnerships and cross-sectoral cooperation • Link between formal/non-formal learning • Teachers/educators training and professional development
Target group	Young people (5-21) in Malta, and from partner countries

Methodology	**Objectives** The project set the following goals: ● Environmental education programme development for at least 80% of young people (5-21) in Malta through formal, non-formal, informal learning and VET; ● Enhancing transnational cooperation opportunities for all young people including academics, low achievers, those with behavioural and learning difficulties, or vocational studies.
	Activities and methods The project implemented the following activities and methods: ● Baseline data on the current level of the environmental education programmes and research into areas where new ideas could be developed; an expert group developed a programme plan with innovative ideas; ● Small scale piloting of these ideas with primary and kinder schools in Malta, and 10% of secondary schools; ● Implementation evidenced by the changes in policy and curriculum and by the action guides developed. Documented evidence showing the importance of connecting with nature for health, wellbeing and education through an independent research study from the University of Malta, presented to government, international partners and members of the public. The partnership involved three environmental NGOs, the Ministry of Education and Employment in Malta; the NGOs are linked internationally as part of the BirdLife International.
Intended outputs, outcomes and impact	● Outputs: The environmental education programmes all have curriculum links and increased outreach across all schools in Malt;. ● The outline is transferable to other countries; a conference with presentations and lessons learnt was organised; good practice guides and case studies are available; ● Outcomes: full implementation in Malta – 80% of children aged 5-21 came into contact with the project's outputs; ● Impact: improved environmental sustainability in Malta; programme ideas expanded in Poland and Ireland.
Evidence of outputs & impact	● Outputs: The Erasmus+ project portal card and the external project website contain links to the educational outputs produced as part of this project, e.g., worksheets for use by young people in identifying parts of their local natural environment.
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-MT01-KA200-000528
Project website	https://lln.birdlifemalta.org/

111. AquaPath (IT)

Programme strand and sector covered	**Erasmus+ Key Action 2: MORE THAN ONE SECTOR**
Project reference number	2014-1-IT02-KA200-003610
Project implementation period	01-09-2014 - 31-08-2016
Consortium	● Coordinator: Eurocrea Merchant (IT) ● Partner: AREANATejo - Agência Regional de Energia e Ambiente do Norte Alentejano e Tejo (PT) ● Partner: aiforia GmbH(DE) ● Partner: Knowledge Innovation Market .(ES) ● Partner: Aiforia - Nachhaltigkeitsagentur, A. Burzacchini N.A. Philipp GbR (DE) ● Partner: Energies 2050 (FR) ● Partner: Stichting Water Footprint Network (NL) ● Partner: Comune di Monza (IT)

Project contact information	[No information]
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Teachers/educators training and professional development
Target group	● Adults, citizens of any age and background to address their skills gaps and their educational needs ● Children and teachers
Methodology	**Objectives** The project set the following goals: ● Raising awareness on water resources, consumption, scarcity, pollution and the way to reduce the individual footprint; changing behaviour to sustainable consumer.
	Activities and methods The project implemented the following activities and methods: ● Conducting a training needs analysis and desktop research to investigate skills gaps and map existing initiatives and material (936 participants involved); ● Creating six learning modules: on water scarcity, water sustainability, production models, sustainable lifestyle, household consumption, water in the public sector, the concept of individual water footprint; further reading, links and quiz to self-assessment of knowledge ● Creating a module for children – Aquapass, considered as a medium to reach and inform adults with the content summarised in an educational booklet enriched with games, quizzes and child-friendly materials, released together with a handbook for teachers/educators, guidelines to train children using the Aquapass; ● Testing, evaluation and fine-tuning – 200 participants; ● Developing a water footprint calculator to calculate the own individual water footprint and provide feedback on how to decrease it with relevant training content; ● Producing a tool for water issues online reporting, a widget embedded in the platform allowing citizens to report any problems related to water consumption, leakage, pollution; ● Dissemination activities to launch the awareness-raising campaign through the internet presence, social networks and multiplier events – seven events in six countries, 1009 participants (400 adults and 609 children).
Intended outputs, outcomes and impact	● Outputs: Results developed, reviewed and translated and made available as OER; ● Outcomes: Awareness and knowledge about the society's problem with limited water resources; ● Impact: The project organisers stated that most of the people who tested the training program became more aware and acquired knowledge about the problems with water consumption.
Evidence of outputs & impact	Outputs: ● Six training modules ● One module for children ● A water footprint calculator ● A tool for reporting water issues online
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-IT02-KA200-003610
Project website	http://aquapath-project.eu/

112. Science-Technology-Society education models to transmit to society the challenge of global change in the ocean – EDUCO2CEAN (PT)

Programme strand and sector covered	**Erasmus+ Key Action 2: MORE THAN ONE SECTOR**
Project reference number	2016-1-PT01-KA201-022952
Project implementation period	01-09-2016 - 31-08-2018
Consortium	• Coordinator: Associação Portuguesa de Educação Ambiental (PT) • Partner. IES Virxe do Mar (ES) • Partner: IES Ribeira do Louro (ES) • Partner: Ciência Viva é a Agência Nacional para a Cultura Científica e Tecnológica, (PT) • Partner: Universidad de Vigo (ES) • Partner: Marine Alliance for Science and Technology - Scotland (UK) • Partner: Caretakers of the Environment International - Poland (PL)
Project contact information	[No information]
Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation • Teachers/educators training and professional development
Target group	Students and teachers and the society
Methodology	**Objectives** The project set the following goals: • Promoting students' interest in knowledge – to study the subjects and to communicate their commitment to sustainable management of the seas, climate change, reducing the impact of CO2; giving them an active and leading role; • Experimenting with STS education models to transfer the results of research on the impact and mitigation of climate change in the seas and oceans: the Atlantic Ocean and Baltic Sea; • Promoting collaboration and synergies between all stakeholders in the education system and society in general; setting up a collaborative network of educators, students, NGOs, and public authorities working together on the impact of climate change on the oceans and seas.
	Activities and methods The project implemented several teachers training courses with innovative strategies and methods, creating also materials for implementing the training courses at schools. This included e.g., an e-book with the project content to be used in and outside the classroom, created by universities and research centres of the project; scientific articles adapted by the pedagogic partners for a secondary education student and the society in general; workbook activities, laboratory experiments, and field activities. The didactic unit of the e-book contains flexible and adaptable didactic proposals able to be transferred into any European curricular area of secondary education. There was a wide use of multimedia resources (infographics, videos, animations and illustrations) and a tool was created for dissemination, transferability and sustainability of the project, with audio-visual and artistic resources developed by the project partners and students of schools in close collaboration with teachers and researchers. A project platform was set up as a meeting place for the professionals, teachers, students, NGOs staff and other relevant stakeholders. There was a direct involvement of young people in creating educational content: youth, creativity, formative stage of life, enthusiasm and commitment to a better future, provided a fresh outlook at the challenges of conservation and sustainability of the sea, contributing to awareness raising. The cross-sectoral partnership included associations, universities, secondary education centres and NGOs.

Intended outputs, outcomes and impact	• Outputs: teacher training courses, e-books, an online project platform (website); • Outcomes: participating students and teachers have an improved understanding and appreciation of the ocean and its protection; • Following the Science-Technology-Society (STS) pedagogical model, the learnings from the project was transferred to a wider society to improve environmental sustainability in the oceans (specifically the Atlantic Ocean and Baltic Sea).
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-PT01-KA201-022952
Project website	http://www.educo2cean.org/

113. Youth for sustainable life (CZ)

Programme strand and sector covered	**Erasmus+ Key Action 3: YOUTH**
Project reference number	2017-1-CZ01-KA347-035382
Project implementation period	01-05-2017 - 31-07-2018
Consortium	• Středisko ekologické výchovy SEVER Horní Maršov, o.p.s. (CZ)
Project contact information	[No information]
Topics addressed	• Multidisciplinary approach • Link between formal/non-formal learning • Link to key competences
Target group	• Over 240 young people involved • 12 groups x 20 young people from all over CZ
Methodology	**Objectives** • Dialogue with young people and local authorities about problems and needs of sustainable development; • Developing civil society and promoting partnerships between young people and local authorities; • Developing participatory and self-paced based learning methods.
	Activities and methods The project implemented learning by doing approach. The participants analysed and mapped problems and needs of their places which were presentated to and discussed with the local authorities. The goal was to choose together a problem that can be solved by the young people in cooperation with local authorities. Young people working together in 12 groups prepared a project plan and implemented it; regular meetings and consulting work took place. Two conferences were organised with all groups involved, sharing experience, ideas, difficulties and achievements.
Intended outputs, outcomes and impact	• Outputs: Young people's action plans implemented in cooperation with local authorities across the Czech Republic; • Outcomes: Fostered active citizenship, sustainable development in practice at a local level, decision-making, communication, presentation skills, teamwork, searching and processing information, and being acquainted with the decision-making process; • Young people gaining belief in one's influence, establishing dialogue and partnership among the youth and local authorities, real participation in public life, dealing with problems that led to practical results (reconstructed old bus stop, revitalised Public Park, building an outdoor classroom, workout zone...); • Impact: Involvement of young people in environmental policies at local level.

Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-CZ01-KA347-035382
Project website	[No information]

114. Think globally, act locally: climate youth Ambassadors (DK)

Programme strand and sector covered	**Erasmus+ Key Action 3: YOUTH**
Project reference number	2015-2-DK01-KA347-004383
Project implementation period	12-10-2015 - 11-04-2017
Consortium	• Coordinator: Crossing Borders (DK), • Partner: Leaders of Tomorrow (JO), • Partner: CESIE (IT), • Partner: Green Line Association (LB)
Project contact information	Coordinator (cb@crossingborders.dk)
Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation • Link between formal/non-formal learning • Youth worker training
Target group	• 16 young youth workers (under 30) • 40 youth mainly from rural areas (after taking part in the essay tournament: Youth writers in action: tackling global climate change now – innovative approaches • 2 decision-makers per country assessing the essays, deciding who will attend the training course
Methodology	**Objectives** The project set the following goals: • Empowering youth mainly from rural areas in the countries (Denmark, Italy, Jordan and Lebanon) to formulate and communicate their concerns to decisions makers, advocate for their right to a healthy, sustainable and safe environment on an international, national and local levels; influence the attitude of youth and local decision-makers; • Creating a best practice example for more collaboration on the global issues of climate change, e.g., Europe and Global South as a meaningful European climate change policy.
	Activities and methods The project implemented two transnational meetings, one national seminar, thematic workshops, field trips, and group work and discussion rounds with decision-makers. Non-formal learning methods were applied such as simulations. Training for youth workers provided practical knowledge and innovative methods to empower young people to become climate youth ambassadors advocating the environmental concerns. According to the 'going glocal' concept: 40 young people were trained as youth climate ambassadors for 10 days by trained youth workers. Facilitated workshops in three Danish schools were organised for the most active participants. Youth manifesto with recommendations was disseminated physically and online, at the local level and globally.

Intended outputs, outcomes and impact	● The participants of the project strengthened their competencies such as communication in a foreign language or social and civic competencies; ● A platform for international exchange and collaboration; ● In the long term, this project has the potential to influence the attitude of young people and local decision-makers in Denmark, Italy, Jordan and Lebanon about threats of climate change.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-2-DK01-KA347-004383
Project website	[No information]

115. The Black Sea and the Youth Policy (RO)

Programme strand and sector covered	**Erasmus+ Key Action 3: YOUTH**
Project reference number	2016-2-RO01-KA347-024842
Project implementation period	01-12-2016 - 31-07-2017
Consortium	● Coordinator: Asociatia Young Europe Society (RO) ● Partner: Genç düşler atölyesi derneği (TR) ● Partner: Občiansky spolok (SK) ● Partner: Sporten Klub Champions Factory (BG)
Project contact information	info@yes-eu.ro
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences
Target group	● 40 young people between 16 and 30 years of age interested in the areas of marine biology, marine biodiversity protection, political science, environmental governance ● five decision-makers and experts ● six team members
Methodology	**Objectives** The project set the following goals: ● Dialogue between young people and policymakers; increasing young people's interest in policymaking; involving young people in creating policy proposals.
	Activities and methods The project implemented a Jean Baptiste's 'EcoBatucada activity' with a 5-day performance on the seaside – creating percussion instruments from recyclable material, an environmental art exhibition for passers-by, a visit to the National Research and Development Institute 'Grigore Antipa' with scientists holding presentations on the Black See problems. Five decision makers were involved in finding solutions together with young people. Structured dialogue activities included presentations, debates, discussions, round tables. All participants created a policy proposal. The topics covered eutrophication, nutrient enrichment, the impact of the Danube on the Black Sea, Black Sea pollution and its types, changes in marine resources, biodiversity and habitat changes, including the introduction of new species. The partnership involved youth organisations, researchers, and policymakers.

Intended outputs, outcomes and impact	• Outputs: Structured dialogue event in June 2017 involving 40 young people from the four partner countries, five decision-makers and six team members; • Outcomes: Project participants (young people specifically) acquired an improved ability to identify environmental problems and find solutions in a structured and coherent way; • Young people enriched their knowledge, skills and attitudes about the importance of active involvement in protecting the Black Sea ecosystem; • Enhanced active citizenship, interculturalism, cultural awareness and expression, literacy, multilingualism; • Impact: Improved Black Sea-related policies.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-2-RO01-KA347-024842
Project website	[No information]

116. Wild Rivers Camp (SI)

Programme strand and sector covered	**Erasmus+ Key Action 3: YOUTH**
Project reference number	2017-1-SI02-KA347-014092
Project implementation period	01-06-2017 - 30-11-2017
Consortium	• Coordinator: Leeway collective, institute for promotion and protection of aquatic ecosystems (SL) • Partner: Ernst Moritz Arndt Universität Greifswald (DE) • Partner: Guardians of Ecology (GE) • Partner: Young Biologists Association NGO (GE) • Partner: Сдружение с нестопанска цел 'Ново Бъдеще' (BG) • Partner: Umweltverband Österreich (WWF) (AT) • Partner: European Rivers Network - France (FR) • Partner: GoodPlanet Belgium (BE) • Partner: Organizația Națională Cercetașii României Centrul Local "Mircea cel Bătrân (RO) • Partner: Centar za životnu sredinu (BA) • Partner: Highlanders of Montenegro (ME) • Partner: Grüne Liga - Netzwerk ökologischer Bewegungen c/o Bundesgeschäftsstelle (DE) • Partner: Legambiente Piemonte e Valle d'Aosta (IT) • Partner: The Living Taff Community Interest Company (UK)
Project contact information	Coordinator (home@leeway-collective.com)
Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation • Link between formal/non-formal learning • Link to key competences
Target group	55 young people between 18-28 years of age and accompanying staff

Methodology	**Objectives** The project set the following goals: ● The 'Wild Rivers Camp' seeks to strengthen the youth voice in the huge effort of European Water conservation by bringing young people together and giving them tools to interact with other voices from politics, administration and civil society; ● Building an international youth network to promote the multigenerational effort of water conservation.
	Activities and methods The project implemented group work on water conservation proceeded by four months of preparations through online workshops on rivers and their challenges and opportunities. The project applied mainly non-formal learning and blended learning approaches. The participants produced, presented and discussed a policy briefing on wild, free-flowing rivers, with specific reference to the Water Framework Directive and Bathing Directive. They shared the experience with other participants, learnt about EU water policy, discussed them with decision-makers, got inspired by successful activism actions, participated in the symbolic action on World Water Day. The focus was on natural rivers, their unique morphology, ecology and high water quality; youth were able to rediscover pristine rivers that are soon to disappear due to dam construction and poor river management. Participants had an opportunity to experience untamed rivers and then discuss the Water Framework Directive with administrators, politicians, and social innovators moving from the local to the national and finally to the transnational level. Youth manifesto on water protection was drafted with the key message: we do not inherit water from our ancestors, we borrow it from future generations.
Intended outputs, outcomes and impact	● Awareness on water conservation and skills and abilities to discuss with decision-makers the topic; ● The students took inspiration back home to their country and created a multi-generational European effort on water conservation; ● Developed skills in literacy, active citizenship, multilingualism.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-SI02-KA347-014092
Project website	http://en.bigjumpchallenge.net/slovenia-wild-rivers-camp-2017.html

117. No time to waste, environmental youth summit (IE)

Programme strand and sector covered	**Erasmus+ Key Action 3: YOUTH**
Project reference number	2018-2-IE01-KA347-038868
Project implementation period	01-08-2018 - 31-08-2019
Consortium	● Coordinator: The Irish Environmental Conservation Organisation for Youth-UNESCO Clubs CLG (IE) ● Partner: Omilos Gia Tin UNESCO Pireos & Nhson (EL) ● Partner: Resilience Earth SCCL (ES) ● Hordaland Fylkeskommune (NO)
Project contact information	Coordinator (info@ecounesco.ie)

Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation • Link between formal/non-formal learning • Link to key competences
Target group	• Although there were a core group of 58 participants (40 from Ireland and 18 from abroad), a total of 90 young people (aged 15-18) participated in at least one activity • The programme was also supported by 15+ politicians and policy-makers as well as by experts from within ECO-UNESCO's staff and a number of young social innovators and activists
Methodology	**Objectives** The objectives of the project were: • Providing young people with the space and opportunity to exchange knowledge and ideas on achieving environmentally-themed SDGs through structured dialogue with local politicians with a particular focus on waste; • Developing their skills in peer education by empowering the young people with the necessary tools required for them to take action; • Supporting young people to develop and implement their action plans following the summit, and to coordinate a day event as part of this; • Maintaining dialogue in the post-action phase with politicians on getting actions implemented into policy to foster active citizenship, literacy, and multiculturalism.
	Activities and methods The project implemented a training workshop on waste and sustainable development to build the knowledge base. Structured dialogue was launched enabling an interaction with policymakers and experts, and translating policy into action, which mostly took place via Skype. A 3-day-international youth summit in Dublin followed with presentations of the actions, dialogue with the policymakers, training sessions, field trips, cultural activities. Action project groups met with the local politicians, talked at school assemblies, organised classroom workshops at school, and beach clean-ups. Video interviews, music videos, documentaries for dissemination were produced. Young environmental awards and presentations took place during 1-day transnational event concluded with sharing recommendations and a final report. Creative, participatory non-formal learning approaches were applied.
Intended outputs, outcomes and impact	• Outputs: five activities involving the participation of young people from four countries; • Outcomes: project participants developed skills to discuss their environmental plans with politicians and other decision-makers; fostered active citizenship, literacy and multiculturalism.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-2-IE01-KA347-038868
Project website	[No information]

118. Youth Climate Transition Dialogue (DK)

Programme strand and sector covered	**Erasmus+ Key Action 3: YOUTH**
Project reference number	2015-3-DK01-KA347-021995
Project implementation period	01-01-2016 - 31-12-2017
Consortium	• Coordinator: Copenhagen Municipality (DK) • Partner: Malmø Stad (SWE)
Project contact information	[No information]

Topics addressed	● Multidisciplinary approach ● Link between formal/non-formal learning ● Link to key competences ● Lifelong learning perspective
Target group	45 participants 13-14 years of age (Climate Transition Agents), public schools in Malmo and Copenhagen Decision-makers
Methodology	**Objectives** The project's objective was to create a structured dialogue between young people and decision-makers on climate and environmental topics, and to understand the value of a transnational EU cooperation: testing and improving learning methods, systems, structures and processes.
	Activities and methods The project implemented a 7-full-day workshops outside the school to prepare and conduct a dialogue with decision-makers. The process was facilitated by 10 mentors and role models. Mainly non-formal learning approaches were used and the project delivered an example how school education can take place in out of school settings. Decision-makers got insights into what motivates young people, as well as a new input to the solutions to the climate challenges. The project was commissioned by the Danish Ministry of Foreign Affairs and city of Malmo to investigate how Danish and Swedish schools can help to lift 17 SDGs, particularly those linked to quality education, gender equality, sustainable energy, responsible consumption and production, climate action.
Intended outputs, outcomes and impact	● Awareness and knowledge about democracy and climate among young people; ability to act, take an active part in developing sustainable future; ● Mutual learning, exchange of languages and culture; ● Civic competences, multilingualism, active citizenship, cultural awareness and expression, communication skills; ● Cooperation and learning process between young people from Denmark and Sweden on climate, democracy, culture and languages; ● Awareness among decision-makers on what motivates young people when it comes to sustainability and climate.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-3-DK01-KA347-021995
Project website	[No information]

119. Dialogue between us (CZ)

Programme strand and sector covered	**Erasmus+ Key Action 3: YOUTH**
Project reference number	2018-3-CZ01-KA347-059820
Project implementation period	01-01-2019 - 30-06-2021
Consortium	● Coordinator: Slezské gymnázium, Opava, příspěvková organizace (CZ) ● Partner: Devonport High School for Boys Academy Trust (UK)
Project contact information	Coordinator (sekretariat@sgopava.cz)

Topics addressed	• Multidisciplinary approach • Partnerships and cross-sectoral cooperation • Link between formal/non-formal learning • Link to key competences
Target group	• Eight students and 2-3 teachers took part in each mobility event within the project • Two secondary schools: one each from Czech Republic and UK
Methodology	**Objectives** The project goal was a dialogue between young people and decision-makers on the light pollution.
	Activities and methods The project partners got to know each other through the School Education Gateway with the aim of initiating changes in ongoing debates with politicians and policymakers. Both partners dealt with a specific environmental problem: reducing air pollution in the region in the project Emise (Czech Republic); the UK partner had been doing energy reviews and environmental projects at school. Pre-mobility tasks included lectures, workshops on an environmental topic of light pollution, examining existing legislation. Interactive debates, practical workshops to investigate the topic set on international and national meetings with decision-makers followed. Non-formal learning methods were used such as moderated writing discussion on the topic, interviewing an expert, open space concept, sharing personal experience and views, world café, working in groups with facilitators and open house methods. Video and presentation on 'The Light Pollution' including measurement, statistics, photographs were presented to the European Parliament, national parliaments, cooperating cities, universities and schools, and made accessible to wider public through schools' websites.
Intended outputs, outcomes and impact	• Outputs: a set of information materials that will be used for informing and challenging the communities about issues around light pollution; meetings with decision-makers at EU, national and local levels; • Outcomes: a greater European consciousness among project participants and ability to carry out projects and policy dialogues; • Wide range of skills strengthened by working in internationally mixed groups: personal skills such as self-presentation, responsibility, tolerance, accepting and giving realistic feedback, creative thinking, advanced knowledge; • Language and presentations skills, communicativeness, creativity and independent critical thinking; • Decision-makers learning that young people can contribute; change in the attitude to decision making and policy itself; • Young people perceiving politics as a tool for changing lives for the better; • Impacts: policy changes and legislation reflect the project's findings on light pollution.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-3-CZ01-KA347-059820
Project website	[No information]

120. Live and let live – desertification and its effects (AT)

Programme strand and sector covered	**Erasmus+ Key Action 1: YOUTH** **YOUTH EXCHANGES**
Project reference number	2018-3-AT02-KA105-002320
Project implementation period	01-01-2019 - 30-11-2019

Consortium	● Coordinator: Jugendzentrum Perg (AT) ● Partner: Ungdommens hus, Alta kommune (NO) ● Partner: 'International Center 'Falcogroup ' (RU) ● Partner: Association Solidarite Echange et Developpement (TN) ● Partner: Asociatia Point of Vyou (RO) ● Partner: Gyumri Youth Initiative Centre NGO (AM) ● Partner: Ahi Evran Ulus Gençlik (TR) ● Partner: Baltijas Reģionālais fonds (LV) ● Partner: Bait Byout (PS)
Project contact information	Coordinator (jugendzentrum.perg@gmail.com)
Topics addressed	● Multidisciplinary approach ● Partnerships and cross-sectoral cooperation ● Link between formal/non-formal learning ● Link to key competences
Target group	43 young people, including group leaders and facilitators, various backgrounds, including former asylum seekers with travel documents, immigrants in Tunisia (from Congo), people with fewer opportunities
Methodology	**Objectives** The main project objectives were ● Understanding the situation of different people, developing empathy for inclusion and gaining new perspectives; ● Understanding the reasons for desertification (climate change) and asylum-seeking (effect); ● Transferring methods and ideas on how to influence/foster participation and civic competences.
	Activities and methods The project explored the following questions: what is the reason that people leave their countries; why young people are coming to Europe; how can we influence our surroundings and society to change things for everybody – in the context of climate change, desertification and its effect. The following activities were implemented: planting trees, visiting local families, staying in the desert. Non-formal learning methods were applied. The project was based on cooperation with international organisations (FAO), local youth and the cultural house in NEFTA (oasis), as well as local schools.
Intended outputs, outcomes and impact	● Actions against desertification disseminated via website, social media; ● Knowledge about desertification and its effects in the countries involved; ● Language skills and social skills, civic competences, participation, taking over responsibility, self-acceptance, acceptance of different societies and differences; ● International friendship and solidarity.
Evidence of outputs & impact	[No information]
Erasmus+ project card URL	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-3-AT02-KA105-002320
Project website	[No information]

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