

D28 (Report)

Proceedings of the 3rd Annual Conference

of the

E-School for Sustainability in the Danube Region
“eSchool4S”

A transnational e-learning cooperation
platform for collaborative learning

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1. Executive Summary

Introduction and Welcome

During the 3rd Annual Conference and based on the experience gained during implementation, the eSchool4S project partners and guests discussed educational challenges related to sustainable development and European integration in the Danube region and also provided concrete and operational solutions to tackle them. In this context, the official launch and further dissemination of the main project's contribution - an innovative E-Learning-Platform on Education for Sustainable Development (ESD) for the Danube Region - was of particular relevance. Within the Conference, the eSchool4S-Approach was contextualized, highlighting its contribution to the Agenda 2030 and the Sustainable Development Goals (SDGs) when it comes to learning in the globalized world. Furthermore, the relevance of networks for addressing current global challenges was addressed during the Conference. Finally and in order to take a look at the future, concrete initiatives to support use and dissemination of the E-Learning-Platform of the eSchool4S beyond project termination were presented.

“We are very proud to announce today that the usage and update of these modules will be guaranteed in the future”

Ms. Suzan Bacher, head of department of the Ministry of Education, Youth and Sports Baden-Württemberg-Germany and Ms. Sabine Trommershaeuser, GIZ country director in Baden-Württemberg-Germany, opened the event. They congratulated all partners for the successful implementation of such an outstanding project and emphasized its relevance in the framework of high level strategies such as the EU Strategy for the Danube Region (EUSDR). Both GIZ and the Ministry of Education, proudly announced that the dissemination of the E-Learning-Courses will be guaranteed in the future. After the end of the Comenius project eSchool4S in December 2016, the State Center for Civic Education Baden-Württemberg (Landeszentrale für politische Bildung (LpB)) and the project partner AINova will host the courses in their websites in English (http://www.elearning-politik.de/internetangebote_schulklassen.html) and in Slovak language (www.ainova-moodle.sk)

Presentation and launch of the E-Learning-Platform of the eSchool4S

The E-Learning-Platform of the eSchool4S has been finalized, tested and revised by the network partners. At the closing conference, project partners shared the particularly innovative characteristics of the E-Learning-Platform and courses with the audience.

A video containing testimonials of teachers and students coming from the Danube region who tested the eSchool4S-E-Learning-Platform showed their impressions and assessment of the project approach. Both teachers and students highlighted the relevance of the eSchool4S courses to build and strengthen valuable intercultural, social

and digital skills. They confirmed that they were empowered to assume responsibility and act to promote sustainable development and European integration.

Ms. Gabriela Pico (GIZ-Germany), Ms. Danka Puric (University of Belgrade-Serbia) and Ms. Lavinia Andrei (TERRA Mileniul III-Romania) presented the innovative features of the eSchool4S-E-Learning-Platform. The eSchool4S is innovative because it integrates the following three dimensions: the E-Learning-Approach and an ambitious didactic concept in order to contribute to the regional integration of people and countries by focusing on a specific topic: sustainability.

Afterwards, Ms. Christiane Spies (Landesakademie für Fortbildung an Schulen-Germany), Dr. Christine Lechner (Pädagogische Hochschule Tirol-Austria) and Ms. Danijela Petrovic (University of Belgrade-Serbia) addressed the quality assurance approach implemented by the project when developing the E-Learning-Courses. Concretely, two crucial elements of the quality assurance approach were presented to the public: 1) the methodology followed during the testing phases of the E-Learning-Platform which included evaluation and feedback by the target groups as well as implementation of corresponding improvements by course authors; 2) the analysis of the context within which the project eSchool4S was implemented. This included the elaboration of a baseline study which addressed potentials and challenges for E-Learning and ESD in the countries of the Danube region.

Finally, the great moment came: 10 representatives of the partner organizations cut the red band as a symbolic act to officially launch the E-Learning-Platform. Guests of the Conference were invited to test the E-Learning-Courses of the eSchool4S by themselves or accompanied by the course authors who were ready to provide bilateral “guided tours” through the E-Learning-Platform.

Contextualization of the eSchool4S-Approach: Learning in a globalized world

All countries have agreed on implementing the Agenda 2030 for a sustainable future in the framework of the Sustainable Development Goals (SDGs). Education for Sustainable Development (ESD) as well as for global citizenship is a crucial target within SDG 4 “Quality Education”. In a complex regional ecosystem, it is possible to reach the SDGs only if citizens can situate their behaviour in a broader context. During the Conference, it was shown how the eSchool4S-Project- Approach contributes to successfully address this challenge.

In the afternoon, within the discussion panel, speakers of organizations active in the education sector situated the eSchool4S in a broader context to understand the meaning and added value of the E-Learning-Platform. Ms. Julia Viehöfer (German Commission for UNESCO-Germany), Ms. Beatrix Melchinger (LpB-Germany) and Dr.

Darina Výbohová (Methodology and Pedagogy Centre -Slovakia) shared their insights about relevant topics related to education in a globalized world. Participants discussed these topics in small groups and presented their feedback to the speakers and the audience. Ms. Julia Viehöfer illustrated the important contribution of secondary schools to global citizenship and sustainable development by implementing a competency-based approach. Ms. Beatrix Melchinger addressed the relevance of sensitizing young people about the relevance of regional integration. She presented concrete projects with schools to promote integration in the Danube Region and highlighted the benefits of political education for the promotion of regional integration. Dr. Darina Výbohová shared valuable experiences, Lessons Learnt and insights on teacher education for the future of the Slovakian context. She emphasized the challenges and potentials in the context of a changing world and the essential role of teachers' education to prepare young people for living in a complex interrelated world.

Exploring the relevance of networks for addressing global challenges

The eSchool4S has been implemented as a network project. One of its aims was and is to promote a regional partner network. The conference provided insights into the relevance of the network approach for implementing ESD at European and international levels.

Prof. Dr. Armin Lude (Pädagogische Hochschule Ludwigsburg and Network Coordinator of ESD-Hochschulnetzwerk-Germany) and Dr. Christine Lechner (Pädagogische Hochschule Tirol and Member of ÖKOLOG Netzwerk-Austria) addressed the specific added-value of networking for addressing global challenges and achieving common goals. Two best practice examples, ESD-Hochschulnetzwerk Baden-Württemberg and the ÖKOLOG-Network were presented and discussed. Lessons Learnt and recommendation from these two examples were shared with the partners of the eSchool4S and the audience.

Afterwards, each partner organization of the eSchool4S reflected on and made statements on the added value of having worked as a network for three years in order to address global and regional challenges.

Presentation of concrete initiatives of the eSchool4S partners to support use and dissemination of the E-Learning-Platform in the future

The eSchool4S E-Learning-Platform and the approach behind it shall continue to be disseminated beyond project lifetime in different contexts. Awareness about challenges related to sustainable development and European integration shall continue to be raised. Therefore, at the end of the Conference, concrete measures that allow this were proudly presented.

The eSchool4S-Consortium in cooperation with committed partners like AINova and the LpB will ensure sustainability of the project approach. GIZ announced the two concrete initiatives for the future which were then presented in detail by AINova and LpB respectively. AINova will host a Slovak version of the eSchool4S-Moodle-Courses under the link www.ainova-moodle.sk and LpB will host the English version of the eSchool4S-Moodle-Courses in their Moodle environment under the link http://www.elearning-politik.de/internetangebote_schulklassen.html. Both AINova and LpB highlighted the added value of the E-learning-Platform for their organizations and expressed their deep motivation to approach more target groups and raise their awareness about sustainability and European Integration. Finally, they presented the courses in their new environment and invited guest to continue implementing them in different contexts.

2. Names and organisations of participants and speakers

Nr.	Name	Surname	Institution
1	Lavinia	Andrei	TERRA Mileniul III Foundation
2	Suzan	Bacher	Ministerium für Kultus, Jugend und Sport Baden-Württemberg
3	Nils	Bunjes	Europa-Zentrum Baden-Württemberg
4	Cristina	Casalini	GIZ
5	Jelena	Dimitrijevic	Centar Inventiva
6	Mira	Eberz	Ministerium für Kultus, Jugend und Sport Baden-Württemberg
7	Agnes	Eros	University of Nyíregyháza
8	Eva	Geiger	GIZ
9	Theo	Glöckner	Baden-Württemberg Stiftung gGmbH
10	Marta	Jendekova	Academia Istropolitana Nova (AINova)
11	Ingrid	Jung	ESD Expert
12	Sabine	Keitel	Landeszentrale für politische Bildung Baden-Württemberg
13	Vesna	Kezdorf	Aquilonis d.o.o.
14	Stefan	Krause	Duale Hochschule Baden-Württemberg
15	Thomas	Kunz	Bildungszentrum Weissacher Tal
16	Christine	Lechner	Pädagogische Hochschule Tirol
17	Janet	Lechner	GIZ
18	Armin	Lude	Pädagogische Hochschule Ludwigsburg
19	Zeljko	Marcan	Aquilonis d.o.o.
20	Beatrix	Melchinger	Don@au Online
21	Helge	Meyer	Donaubüro gGmbH

22	Ferenc	Monus	University of Nyíregyháza
23	Julia	Mrazek	Pädagogische Hochschule Heidelberg
Nr.	Name	Surname	Institution
24	Jörg	Müller	Berufliches Schulzentrum Leonberg
25	Danijela	Petrovic	University of Belgrade
26	Gabriela	Pico	GIZ
27	Danka	Puric	University of Belgrade
28	Christiane	Spies	Landesakademie für Fortbildung und Personalentwicklung an Schulen rAÖR
29	Zuzana	Stefanikova	Academia Istropolitana Nova (AINova)
30	Lucian	Stirb	TERRA Mileniul III Foundation
31	Christiane	Stoll	Berufliches Schulzentrum Leonberg
32	Sabine	Trommershäuser	GIZ
33	Radoslav	Vician	e-code
34	Mimi	Videnova	SOU73
35	Julia	Viehöfer	German Commission for UNESCO
36	Darina	Výbohová	Methodology and Pedagogy Centre
37	Reinhard	Wieser	Pädagogische Hochschule Tirol
38	Christiane	Stoll	Berufliches Schulzentrum Leonberg

3. Introduction

If European integration and Sustainable Development are to be permanently anchored in the society, one should start by inspiring the youth with these issues. Taking into account this premise and ensuring consistency to high-level strategies such as the EUSDR, the UN Decade of Education for Sustainable Development (ESD) and post-2015 Global Action Programme, the approach of the project *E-School for Sustainability in the Danube Region -eSchool4S-* is to create an innovative virtual space/platform to foster regional cooperation and exchange.

Concretely, the *eSchool4S* develops, tests and disseminates interactive, web-based teaching and learning concepts for secondary school students to cover cross-border issues in the fields of Sustainable Development and European Integration. The approach aims also at bringing together decision-makers, (in-service) teacher training institutions, schools, and students across the Danube Region to raise their ecological awareness and to promote inclusion of these issues into the school curricula. Students and teachers learn to which extent there is interdependence between social, economic, environmental, and political development of a country, and why the balanced interplay of the development dimensions is a condition for Sustainable Development at national, regional and European level. They improve their computer skills, cognitive competences, communication as well as soft skills.

The network-project *eSchool4S* unites 10 partners from Germany, Austria, Hungary, Slovakia, Croatia, Serbia, Bulgaria, and Romania who are specialized in different relevant fields of expertise and were brought together to pursue a common goal – encourage students to become actively involved in Sustainable Development as conscious European citizens.

The project is being implemented within the framework of the EU "Lifelong Learning Programme" (LLP), Comenius-Multilateral Networks. It was recognized as an official project in the Priority Area 9 "Investing in people and skills", within the framework of the EU Strategy for the Danube Region (EUSDR).

4. Scope of the 3rd Annual Conference

The dissemination of the project approach and achieved results to key stakeholders plays a crucial role within the eSchool4S. In this context, the 3rd and last Annual Conference offered the opportunity to share, reflect, discuss and draw an overall balance of all results achieved during the project execution.

The project E-School for Sustainability in the Danube Region (eSchool4S) integrated ESD and ICT approaches to create an innovative E-Learning-Moodle-Platform. This platform addresses cross-border issues in the fields of sustainable development and European integration. Furthermore, it constitutes the project's main contribution to strengthen future relevant skills and raise awareness among young people. Target groups that can benefit from the platform are: students between 15-18 years old, teachers, schools, teachers training institutions and other stakeholders active in the education sector.

The 3rd Annual Conference took place at the final stage of the eSchool4S project. All milestones have been successfully achieved: the Moodle-Platform has been created, the courses have been finalized, a teacher training has been conducted and two testing phases at schools have been implemented.

During the 3rd Annual Conference and based on the experience gained during implementation, project partners discussed educational challenges related to sustainable development and European integration in the Danube region. In this context, the official launch and further dissemination of the main project's contribution - an innovative E-Learning-Moodle-Platform on Education for Sustainable Development (ESD) for the Danube Region - was of particular relevance.

Objectives:

1. Presentation and launch of the E-Learning-Platform eSchool4S
2. Contextualisation of the eSchool4S approach: Learning in a globalized world
3. Exploring the relevance of networks for addressing current global challenges
4. Presentation of concrete initiatives of the partners to support use and dissemination of the E-Learning-Platform eSchool4S beyond project termination

Target audience:

Educational experts, teachers, educators, teacher training students, education policy makers and other stakeholders actively involved in ESD at school.

Note:

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5. Conference programme

Time	Topic	Speaker
9:00 – 9:30	Registration, Coffee	
9:30 – 9:45	Welcome	Ms. Suzan Bacher, Ministry of Education, Youth and Sports Baden-Württemberg-Germany Ms. Sabine Trommershaeuser, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)-Germany
9:45 – 9:50	Our experience with the eSchool4S-E-Learning-Platform - Testimonials of the target groups	eSchool4S partner organisations
9:50 - 10:30	<p>Presentation of the eSchool4S-E-Learning-Platform:</p> <p>What is special about the eSchool4S-approach?</p> <ol style="list-style-type: none"> 1. Didactic Concept (E-Learning, methodology and content) 2. Contribution to integration in the Danube region 3. Focus on Education for Sustainable Development (ESD) 	<ol style="list-style-type: none"> 1. Ms. Gabriela Pico, GIZ-Germany 2. Ms. Danka Puric, University of Belgrade-Serbia 3. Ms. Lavinia Andrei, TERRA Mileniul III Foundation-Romania
10:30 – 11:00	Coffee break	
11:00 – 11:45	<p>The eSchool4S-E-Learning-Platform in practice:</p> <ol style="list-style-type: none"> 1. The testing phases and the results of their evaluation by the target groups 2. Potentials and barriers for E-learning and ESD approaches in secondary education 	<ol style="list-style-type: none"> 1. Ms. Christiane Spies, Landesakademie für Fortbildung und Personalentwicklung an Schulen rAÖR (LAK)-Germany and Dr. Christine Lechner/Mr. Reinhard Wieser, Pädagogische Hochschule Tirol-Austria 2. Dr. Danijela Petrovic, University of Belgrade-Serbia
11:45 –	Official Launch of the eSchool4S-E-	eSchool4S partner organisations

12:30	Learning-Platform	
12:30 – 13:30	Lunch	
13:30 – 15:00	Panel: Learning in a globalized world 1. Education for a sustainable future 2. Promoting regional integration in the Danube region 3. Teacher education for the future	1. Ms. Julia Viehöfer, German Commission for UNESCO-Germany 2. Ms. Beatrix Melchinger, Landeszentrale für politische. Bildung-Germany 3. Dr. Darina Vybohova, Methodology and Pedagogy Centre (Institution for in Service Teachers’ Education and Training)-Slovakia
15:00 – 15:30	Coffee break	
15:30 – 16:15	Networks for changing perspectives and addressing global challenges	Prof. Dr. Armin Lude, Pädagogische Hochschule Ludwigsburg, Network Coordinator of ESD-Hochschulnetzwerk-Germany Dr. Christine Lechner, Pädagogische Hochschule Tirol, Member of ÖKOLOG Netzwerk-Austria
16:15 – 16:45	Relevance of the network approach for successful project implementation	eSchool4S partner organisations
16:45 – 17:15	The future of the eSchool4S	Ms. Gabriela Pico, GIZ-Germany Ms. Zuzana Stefanikova and Ms. Marta Jendekova, Academia Istropolitana Nova (AINova)-Slovakia Ms. Sabine Keitel, Landeszentrale für politische Bildung -Germany

Facilitation: Dr. Ingrid Jung, ESD-International Expert

6. Welcome

Ms. Suzan Bacher, Ministry of Education, Youth and Sports Baden-Württemberg-Germany

We saw a real challenge ahead, when we started the initiative for the ambitious eSchool project over three years ago. Once it had started I am sure it was a challenge to the GIZ to step so splendidly into their coordination tasks as they did and I do not doubt it was a challenge to all of you working together so successfully as it turned out. And now let me congratulate all of you for having realized such an outstanding project.

It's a great pleasure for me to welcome today experts from the Danube Regions reunited after three years of inspiring collaboration. The project has helped to connect people from various countries along the Danube River - maybe inspired by the River itself and its potential over centuries to connect people, languages and various cultures like no other European river has done. In our country we are proud to know that the river's source is here. Historically speaking, we have a long tradition of people from Southern Germany leaving their home country and seeking a new and better life downstream. Keeping that in mind, the Baden-Wuerttemberg government has always played an active part in the EU-Strategy for the Danube Region set up in 2011. It is under that framework that we have started the initiative for the eSchool project.

The strategy aims at meeting the challenges of the 21st century by transnational cooperation, by bringing together people motivated to take up concrete actions to tackle current problems in cooperation. Among its priority areas there is a specific educational committee, the Priority Area Investing in People and Skills. We are delighted that on our recommendation as a steering group member the eSchool4S was honoured by the coordinators and labelled as a strategy project. That is the overall political background that has supported your cooperation.

Of equal importance are the topics you have dealt with. One of the goals defined by the EU programme is bringing together stakeholders in the field of education about topics that have been explicitly defined as priorities: transnational issues such as sustainable energy, climate change and environmental protection.

These are challenges that transcend our borders as we all feel the impact of climate change and we all want to continue to live within balanced and protected ecosystems. These challenges were addressed by the United Nations' Decade of Education for Sustainable Development from 2004 to 2014, further elaborated with the seventeen sustainable development goals adopted by the UN in September 2015. To move from awareness to action has been the challenge ever since. With your work on the

eSchool4S modules, you have helped teachers and students in your countries to discuss global issues of our time.

Another target advocated both by our government in Baden-Wuerttemberg and on European level is the promotion of digital literacy. And that is the add-on the eSchool also provided: you have contributed to the improvement of ICT competencies among the participants, among your students, among our students. We are very proud to announce today that the usage and update of these modules will be guaranteed in the future because the Landeszentrale für politische Bildung Baden-Wuerttemberg, our regional organization providing citizenship education, has been integrating the modules on their website and will make them available for future use - be it by yourself or by others joining in.

Allow me to close with a very personal aspect. Above and beyond all being said so far, yours has been cooperation between European educators reaching out to young people at a time when the connective tissues in Europe, so to speak, need our care, need to be cultivated. For the last weeks I have been reading the book of the British historian Ian Kershaw: To hell and back: Europe 1914 -1949. Hell - in his book that is the period of nationalist conflicts and wars the 20th century started with, the way back, the way out of hell for Kershaw is the European idea and reality it turned into. To depict and to illustrate the hell part he quotes the Austrian writer Robert Musil, who wrote into his diary in 1918: " The war can be reduced to the formula: you die for your ideals, because it's not worth living for them." In contrast to that all of you have seized the opportunity to encourage young people to engage themselves for their ideals because it is worth living for them and for our common future. My thanks to all of you!

Ms. Sabine Trommershaeuser, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)-Germany

Please allow me a few words about the work of GIZ:

The GIZ's State Office in Baden Württemberg has been working in the region with a variety of local partners and on several international development topics for many years. It is part of more than 80 GIZ country offices world-wide. Altogether, we operate in 130 countries.

GIZ is owned by the German Federal Government and is a nonprofit organization.

Our main commissioner is the German Ministry for Economic Cooperation and Development (BMZ), but we also operate on behalf of other German ministries as well

as public and private, national and international clients; and as you can see, on behalf of the State of Baden-Württemberg and the European Commission.

In Baden-Württemberg, GIZ has been building bridges to the world, allowing our partners and projects abroad to benefit from the State's know-how, especially in education topics.

At the same time, through our programs and offices abroad, we bring international partners from all over the world to Germany and Baden- Württemberg, in order to foster the dialogue, networking and multilateral cooperation as well as the development of new and innovative joint approaches.

The best example for such multilateral beneficial cooperation is our Life Long Learning Comenius project "E-School for Sustainability in the Danube Region" within which GIZ, on behalf of the State of Baden-Württemberg and the European Commission, is responsible for the overall project coordination.

We implement this remarkable project together with 9 partners from 8 countries of the Danube Region - always inspired and guided by the premise that: if European integration and Sustainable Development are to be permanently anchored in the society, one should start by inspiring the youth with these issues.

Today's conference takes place at a strategic moment of our project journey: after almost three years of project implementation, crucial goals have been successfully achieved.

In our today's conference, the project partners and invited speakers will, indeed, share, reflect and discuss with you the main results achieved during project execution. Accordingly, we have prepared a very interesting programme which focuses on the following topics:

- The official presentation and launch of the main project's contribution, namely an innovative E-Learning-Platform which addresses cross-border issues in the fields of Sustainable Development and European integration in the Danube Region.

- The second main topic of the conference is: the Contextualisation of the eSchool4S project approach as a significant contribution for learning in a globalized world.

- Additionally, we will discuss the relevance of networks for addressing current global challenges. The eSchool4S is, in fact, a network-project.

-At the end of the conference, we will take a look at the future. Concrete initiatives of the partners Landeszentrale für Politische Bildung in Baden-Württemberg and AINOVA in Slovakia to allow further use and dissemination of the E-Learning-Platform eSchool4S in different contexts, in the future, will be presented.

Looking back to three successful years of project implementation, the strong commitment and hard work of 10 partners of different institutions and countries to achieve big and significant common goals – which is by itself an amazing achievement! - I would like to thank sincerely all project partners and our sponsors: the Ministry of Education, Youth and Sports of Baden-Württemberg and the European Union, for supporting the project in so many crucial ways, for making this project possible and for allowing us to encourage and enable young people in the Danube region to actively contribute to the sustainable development of their society and identify themselves as European citizens.

I wish us a fruitful, interesting and rewarding event!

And, I wish all of us a lot of success in our further journey to bring Sustainable development and European Integration closer to young people and schools! Thank you very much!

7. Our experience with the eSchool4S-E-Learning-Platform - Testimonials of the target groups

A video containing testimonials of teachers and students coming from the Danube region who tested the eSchool4S-E-Learning-Platform showed their impressions and feedback on the project approach. Both teachers and students highlighted the relevance of the eSchool4S courses to build and strengthen valuable intercultural, social and digital skills. They confirmed that they were empowered to assume responsibility and act to promote sustainable development and European integration.

The video can be found under: <https://www.youtube.com/watch?v=abmUiiUdTxA>
In the following a transcript of the video is presented:

Have you used e-Learning in your classroom? Did you enjoy it? Why?

Teacher Jörg Müller, Germany: "I think the e-learning part is very important and very interesting for the students. They like to work with modern media"

Teacher Ioana Sandu, Romania: ""Actually the platform is kind of dynamic, easy to use and it is a good experience to start teaching online"

Student Tsveana Nedyalkova, Bulgaria: "I worked on this e-Learning program in my English classes. It was very fun, it was something new and innovative and I really enjoyed the possibility that was given to me to try something that was so modern."

Student Alexandru Buleandră, Romani: "No, we didn't have e-learning in school before, but it was a nice experience and I think this will be the next learning age in school"

Teacher Katarina Stupalo, Croatia: "What`s also great is the idea of using technology in class. Gone are the days of staring at textbooks and listening to ex cathedra lectures"

Which topic was particularly interesting or important for you?

Teacher Ioana Sandu , Romania: "Well, all of the topics were interesting, but I think that Sustainable Development was particularly interesting."

Student Kristína Dudová, Slovakia: "We did Climate Change during the lesson, and I learnt a number of new things"

Student Vanda Csiki, Hungary: "I think it's an interesting way of studying and learning about sustainable households and I really liked the tasks and enjoyed the videos which were in the links."

Teacher Éva Nagy, Hungary: “In general I would say that the structure is very spectacular and I think it is easy to follow and it has a lot of additional opportunities”

In which way do you think the platform may help teachers to address sustainable development effectively with their students?

Teacher Lilyana Kostova, Bulgaria: “What impressed me was that students really got into it and interested in what they were watching in the lessons. They did activities, answered the questions. They even asked questions connected to the topic, which means that the project really works”

Teacher Ioana Sandu, Romania: “We had results, children understood the basic of sustainability and I think this is the goal of understanding problems.”

Student Iulia Teodora Manea, Romania: “Sustainability needs to be something really important to us because the earth is our home and we need to protect our home. People need to be more careful and find solutions like to travel by bike or public transport to work”

Student Alexandru Buleandră, Romania: “We understood to protect our planet to have a better future”

The eSchool4S-platform wants to motivate students of different countries in the Danube region to know each other better. Do you think this is important?

Teacher Ioana Sandu, Romania: “I think that the Danube river is like a bond between the different countries and regions making us a huge community with common problems and this community can definitely benefit from this online platform because it brings us together without having to be in one place”

Student Tsveana Nedyalkova, Bulgaria: “What I also think it is important about the program, is that it motivates students around Europe and around the world to know each other better because it is important not to focus only on your own country, but to learn also what other young people do to sustain our environment”

Teacher Jörg Müller, Germany: “I think we can learn from the other countries in the Danube region and we get the feeling that we are one world”

Student Alexandru Buleandră, Romania: “Meeting other persons is very important, because only together we can solve our problems”

Student Katrin Ries, Germany: “In my opinion it’s really important because we learn intercultural communication and it brings us all together”

You participated in a pilot implementation (testing phase) of the eSchool4S-platform. What was your general impression of the platform?

Teacher Ioana Sandu, Romania: “Actually in Romania nobody studies sustainable development and I’ve come to the conclusion that it is actually very, very important and it’s a good option to start using such courses and classes during optional classes”

Teacher Katarina Stupalo, Croatia: “I think this project is a great idea, a really great idea.”

Teacher Zuzana Vaňková, Slovakia: “This platform could be useful especially for teachers who deal with cross-cutting subject of environmental education. These topics are usually divided into smaller parts according to the state education programme.”

Teacher Lilyana Kostova, Bulgaria: “So I think that every teacher can get used of the project, the videos, the materials and so on.”

Student Vanda Csiki, Hungary: “The only thing I could mention to make it even more enjoyable is to make it more colorful, because this would catch the students’ attention”

Teacher Katarina Stupalo, Croatia: “Everything starts with teachers, or rather, students. They will take various functions in society, so this is an ideal platform, an ideal place to get together and do something.”

8. Presentation of the eSchool4S-E-Learning-Platform

The E-Learning-Platform of the eSchool4S has been finalised, tested and revised by the network partners. It constitutes the main contribution of the project. Therefore, at the closing conference it was important to share the particularly innovative characteristics of the E-Learning-Platform and courses with the audience. The main aim of this session was to create interest and curiosity by giving concrete and to the point examples instead of trying to give a complete overview. The eSchool4S approach is innovative because it integrates the following different dimensions: the E-Learning approach and ambitious pedagogic concept, in order to contribute to the regional integration of people and countries by focusing on a specific topic: sustainability.

Three aspects were highlighted during the session:

1. the great offer of the platform in general, especially the E-Learning approach and didactic concept, which aims at creating competencies of learners at secondary schools via appropriate content and methodology,
2. the aim of the eSchool4S to raise awareness and understanding of a) the regional dimension of global challenges and; b) the embeddedness of people and countries in the geographical and socio-historic context of the Danube region, and;
3. the focus on sustainability which is a common concern of citizens and policy makers, especially after the UN agreement on the Sustainable Development Goals (SDG) – Agenda 2030 in September 2015.

Each of the presenters explained the most important features of the specific topic and gave examples which illustrate best the specific characteristics of the platform.

What is special about the eSchool4S-approach? - Didactic Concept (E-Learning, methodology and content)

Ms. Gabriela Pico, GIZ-Germany

The main aim of the project eSchool4S is to initiate and strengthen regional network cooperation on Education for Sustainability (ESD) topics and e-learning as an innovative tool for the education system. Target groups of the project are students, teachers, school, school's advisers, teachers' initial and continuing professional development institutions as well as government institutions in the field of education.

In order to reach the project goals and approach target groups, the project partners of the eSchool4S developed an innovative E-Learning -Platform which addresses cross-border issues in the fields of sustainable development and European integration. This E-Learning-Platform constitutes the project's main contribution to strengthen future

relevant skills and raise awareness among young people. Target groups that can benefit from the platform are, concretely, students between 15-18 years old, teachers, schools, teachers training institutions and other stakeholders active in the education sector.

The didactic concept behind the E-Learning-Courses of the eSchool4S was developed by GIZ and agreed with all partners. It integrates ESD, ICT and the competencies approaches.

Learning about Sustainability, European Integration and the Danube Region – which are the main topics of the E-Learning-Platform of the eSchool4S - requires not only receiving specific content. It is indispensable to understand the systemic nature of these complex issues and regional/global challenges. Moreover, it is crucial to develop and strengthen certain competencies for successfully addressing these issues. In this context, the implications for the eSchool4S education approach are clear: not only knowledge but also values, skills and attitudes have to be promoted. Therefore, when developing the didactic concept of the E-Learning Courses, the eSchool4S project partners always kept in mind the competences approach. The main aim is to make concrete contributions to develop competencies like problem solving, critical thinking, creativity, collaboration, communication as well ICT, computer, cognitive and soft skills. In this way, young people are encouraged to change attitudes, assume responsibility and take action.

The E-Learning-Platform of the eSchool4S includes six complete courses which address relevant dimensions of sustainable development as well as the distinctive features of the Danube Region. Each course contains several lessons about key subtopics of the corresponding thematic area. In total, the eSchool4S-E-Learning-Platform offers 22 diverse lessons. Each lesson contains at least three learning activities and one “check for results” where learning achievements can be assessed by educators and learners.

Additionally, the eSchool4S-Platform offers a teachers’ corner. This area was conceptualized considering particular needs of educators. On the one hand, it contains additional information on relevant topics related to the platform, for example ESD, Moodle or the didactic concept behind the courses. On the other hand, it offers detailed information and guidelines about the courses and the lessons to facilitate their implementation in the classroom. Within the teachers’ corner, there is the possibility to communicate and exchange information with other teachers or tutors.

The eSchool4S courses address in an interactive and innovative way the following topics:

- Danube – River of United Europe: underlines similarities and differences of nature and culture in the Danube region dealing with its geography, history and the role of European Union

- What is sustainable development: explains the differences between sustainability and unsustainability, defines a way to sustainability and highlights the importance of education for sustainable development through development of critical values.
- Water: provides students with information on the role of water distribution, significance and conservation, deals with water pollution and informs about techniques to conserve and manage distribution of the rare resource.
- Climate Change: highlights reasons and consequences of climate change and considers the role of forests in combating climate change and the influence of agriculture on climate change.
- Sustainable Consumption: illustrates the importance of sustainability when consuming with selected examples (fair-trade in textile industry, sustainable households, alternatives for oil/ renewable energies, composting)
- Social Inclusion: promotes the importance of intercultural understanding, gender equality, education for all, migration, and fight for human rights and against different forms of discrimination.

In order to illustrate the didactic concept of the eSchool4S and keeping in mind that it wants to strengthen and promote competencies among young people, the following concrete examples of learning activities were provided:

Lesson about Sustainable Development: Before giving specific input, students' expectations regarding the new information are raised. To achieve this the goal is to provide the knowledge via active reflection of learners when asking students to analyze what are the three most pressing unsustainability problems in their locality or posing the questions: What kind of decisions do you expect from your local government in order to promote a more sustainable lifestyle?

In this lesson, it is also aimed at promoting understanding of intergenerational perspectives. For instance, when giving students the task of making a survey and ask parents, grandparents and also friends from the same age group what they would do to solve unsustainability problems.

Lesson on Gender Equality: In this lesson, skills like creativity, communication, collaboration between students are to be strengthened. Therefore, there is a concrete learning activity in which students are asked to work in small groups to create a slogan/motto for a campaign to promote gender equality. This is a contest to encourage group-wise elaboration of results.

Moreover, systemic and critical thinking has to be stimulated so that students understand the connections between issues, even if this link not that visible or evident.

With this purpose, in another learning activity students are asked to analyze learning materials and brainstorm to explore the connection between gender equality and sustainability.

Lesson on Consume and Consumerism: This lesson contains a learning activity in which students are made aware of their own responsibility when talking about global issues such as sustainability. Students are motivated to reflect and take concrete actions at the individual level in the daily life. So, students are asked, for instance, to explain how they can act sustainably in terms of textile consumption.

Finally, it was explained that the eSchool4S course authors considered important to allow evaluation of the learning outcomes, also regarding the specific competencies students should develop. It is important for educators to evaluate whether students understood the main topics, are able to discuss them and draw their personal conclusions, are able to relate their reflections to global or personal values and are able to understand and explain possible implications at the political level.

For this reason, each lesson contains the section “check for results”. In the lesson about Migration, for example, there is a quiz about all the issues addressed. This lesson also includes other more detailed check for results. For instance, students are asked to elaborate a comprehensive essay about the migration situation in their home countries.

What is special about the eSchool4S-approach? - Contribution to integration in the Danube region

Dr. Danka Puric, University of Belgrade-Serbia

Dr. Danka Purić was involved in presenting the final product of the project - the eSchool4s Moodle platform, with a special focus on the Danube region perspective. Dr. Purić emphasized the importance of raising awareness of the regional dimension of global challenges and the embeddedness of people and countries in the geographical and socio-historic context of the Danube region. She proceeded with explaining how the regional perspective has been integrated into the Moodle platform – in a both direct and indirect way. The direct approach is a separate course on Danube – the river of united Europe, while the indirect approach covers all other courses and lessons by adding important examples related to the Danube region when discussing more global and general issues. Dr. Purić gave several examples of how this has been implemented in the platform.

What is special about the eSchool4S-approach? - Focus on Education for Sustainable Development (ESD)

Ms. Lavinia Andrei, TERRA Mileniul III Foundation-Romania

ESD is a learning process for and about sustainable development and in itself contributes to sustainable development. The concept of sustainable development was defined in Our Common Future, the landmark report of the World Commission on Environment and Development (“Brundtland Report” 1987), as “... development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. The Earth Summit of 1992 led to the wide-scale adoption of Agenda 21, which produced agreements and conventions in many important areas and included a chapter on Education, Training and Public Awareness, underlining the role of education in the re-orientation of society towards sustainability. Implementation of Agenda 21 has laid the foundations for progress in many areas, including ESD. The follow-up World Summit on Sustainable Development held in Johannesburg in 2002 further emphasized that sustainable development involves the balanced integration of social and environmental objectives with economic development objectives. These three aspects of sustainable development – society, environment and economy – were reaffirmed at the summit as three interrelated pillars of sustainable development.

Sustainable development is strongly linked with the Millennium Development Goals. It is increasingly recognized that there is a strong relationship between human wellbeing, and the health of ecosystems. The Millennium Development Goal focusing on environmental sustainability is still not being met, and societies are faced with the double challenge of climate change impacts and loss of ecosystems and ecosystem services. These challenges are more acute in countries affected by poverty, HIV and AIDS, and other problems such as malaria, maternal health risks, gender discrimination and poor quality education.

Building on earlier international recommendations on environmental education following the first major conference on the human environment in Stockholm (1972), the Rio Earth Summit (UNCED, 1992) produced some important guidelines for the role of education which are still relevant today. Chapter 36 of Agenda 21 (UNCED, 1992), which focuses on education, training and public awareness, was arrived at through a participatory process including a wide range of representatives from different organizations, including state, civil society and business. This led to a broad framework for the re-orientation of education, training and public awareness towards sustainability. The follow-up World Summit on Sustainable Development (WSSD) in Johannesburg in 2002 led directly to the UN Decade of Education for Sustainable Development (DESD) as there was a need to strengthen the role of education, training and public awareness in sustainable development initiatives.

ESD in Danube region is in line with EU Strategy for Danube Region.

The main objectives of the Strategy could not be reached without a solid education on sustainable development: protecting the environment, building prosperity, straightening the region.

The 2030 Agenda is the result of years of negotiations at the UN between governments, called the 'post-2015 process'. It intends to replace – and build – on the Millennium Government Goals which lasted from 2000 to 2015

The 2030 Agenda is a political commitment of the governments of all 193 Member States of the United Nations (UN).

The 2030 Agenda is a voluntary commitment by Governments to:

- build a better future for all people, including millions who are currently denied the chance to lead **decent, dignified and rewarding lives and to achieve their full human potential**;
- succeeding in **ending poverty, reducing inequalities, and saving the planet** from ecological degradation and climate change

“This is an Agenda of unprecedented scope and significance. It is accepted by all countries and is applicable to all, taking into account different national realities, capacities and levels of development and respecting national policies and priorities...” - 2030 Agenda, para 5

The E-Schools for Sustainability in the Danube Region courses contribute to understanding the main goals of 2030 Agenda as follows:

Name of the course	2030 Agenda Goals
Course 1: Danube - river of united Europe	8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development 17. Strengthen the means of implementation and revitalise the global partnership for sustainable development
Course 2: What is Sustainable Development?	1 – 17 and especially: 4. Ensure inclusive and equitable quality

	education and promote lifelong learning opportunities for all.
Course 3: Water	6. Ensure availability and sustainable management of water and sanitation for all. 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
Course 4: Climate Change	13. Take urgent action to combat climate change and its impacts. 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
Course 5: Sustainable Production and Consumption	12. Ensure sustainable consumption and production patterns
Course 6: Social Inclusion	5. Achieve gender equality and empower all women and girls. 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Conclusions

- The course is the way to **promote a sustainable living in Europe** and globally.
- The **societal changes** that are necessary, are possible only if people understand the systemic **nature of global problems** and possess competencies for addressing these issues in their specific context.
- **ESD is a precondition for sustainable development.**
- **Political support is essential for increasing importance of ESD.**
- **Europe should speak the same language on SD.**

9. The eSchool4S-E-Learning-Platform in practice

While the previous session presented the main innovative features of the eSchool4S platform, this session focused on the quality assurance implemented by the project. Two important elements of the quality assurance were highlighted:

1. the testing of the platform which included the evaluation and feedback by the target groups as well as the implementation of the corresponding improvements by course authors.

The project eSchool4S has not only produced the E-Learning-Platform with courses on the different sustainability and regional integration topics but also organised a process of interaction with teachers who tested the platform with their students. This was a necessary and relevant step in order to a) understand possible challenges related to the use of the platform and courses and b) revising the courses in line to the feedback of the target groups and implementing improvements accordingly.

2. the analysis of the context of the eSchool4S by means of the baseline study (and its updates) which addresses potentials and barriers for E-Learning and ESD in the target group of secondary schools in the countries of the Danube region.

The actual (future) use of the eSchool4S-courses will depend on the current level and possibilities regarding the implementation of E-Learning/ESD activities at secondary schools in the Danube region. The eSchool4S is meant to contribute to strengthening the use of E-learning and dissemination of ESD at schools but also of raising awareness about the current situation and need of adaptation or change in some aspects. This section analysed the context within which the eSchool4S is being implemented.

The testing phases and the results of their evaluation by the target groups

Ms. Christiane Spies, Landesakademie für Fortbildung und Personalentwicklung an Schulen rAÖR (LAK)-Germany

The two testing phases

The eSchool4S project foresees two phases for teaching/learning about sustainability via Moodle classrooms:

- 1) 1st testing phase: eSchool4S web-based classrooms (initial term) has as objectives the implementation of at least one moodle course, the monitoring of the course(s) on a regular basis and the monitoring of the role and active contribution of each participant.
- 2) 2nd testing phase: Replication of eSchool4S web-based classrooms (second term) was based on the evaluation of the initially developed courses and on their

amendment according to the feedback of the teachers and pupils. This work package involved even more teachers and pupils to test the revised courses.

The why and what of the testing phases of the eSchool4S

The first testing phase represented the prototype of our eSchool4S-moodle-platform. Each country provided a teacher to test the courses with their classes. It served us as first step into teaching sustainability via an online platform linked to the Danube region and its culture. Being an unproven set-up of template lessons, the platform was revised and adjusted to the needs and demands of teachers and students according to its content evaluation after the first testing phase.

The second testing phase then concentrated more on the usability and effectiveness of the platform in practice with students and teachers. A minimum of three teachers per country with their classes tested our revised moodle platform. Our focus laid on the user-friendliness of the classrooms and lessons such as the handling and the comprehensibility of the applied language (level and complexity of English) on the one side. On the other side, the students' learning experience played a big role in the later evaluation of the second testing phase: attracting attention, arising interest, adding learning value were our buzz words.

The participants of the second testing phase

As the eSchool4S-moodle-platform after its revision was not any longer just a prototype, we invited more teachers with their classes to test our online lessons: 16 teachers and approximately 170 students from 9 different countries took part in the second testing phase and gave valuable feedback on our lessons.

The organisation of a testing phase – proceedings and consideration

The chronological proceedings foresee that – first of all – the test object must be fully ready for testing. This includes an internal pretesting of all functions and contents that will be published. If the contents prove to be ready for the launch, the testing period is set and the access und participation information (e.g. contents, person in charge, trouble shooting, etc.) are forwarded to the testers. The invited testers (here teachers) are requested to give their full name and e-mail address as well as the choice of course they plan to test. After the first (two) week(s) the testers will receive an e-mail with a (brief) interims questionnaire to make sure the testing is successful and to troubleshoot any occurring problems.

After the testing period, the courses will be evaluated by all testers (teachers and students) and a report will be generated including suggestions and measures for improvement.

A) Test object must be fully ready for testing: including an internal pretesting of all functions and contents that will be published.

B) Testing period is set and the access and participation information (e.g. contents, person in charge, trouble shooting, etc.) are forwarded to the testers.

C) The invited testers (here teachers) are requested to give their full name and e-mail address as well as the choice of course they plan to test.

D) A (short) interim questionnaire to be sent to testers after the first (two) week(s) (to ensure a successful testing phase and to troubleshoot any problems).

E) After the testing period: courses are to be evaluated by all testers (teachers and students) and a report will be generated including suggestions and measures for improvement.

Aspects to be considered for the organization of a (moodle) online course testing:

- Give sufficient information about the contents of the course (being available at any time!): in our case the “Teachers’ corner”
- Make sure to have a person in charge that deals with requests of the testers (at any time)!
- Never expect all invited testers to complete the testing!
- Expect technical failures!

Invite reliable and motivated testers!

Dr. Christine Lechner, Pädagogische Hochschule Tirol-Austria

Evaluation of Moodle courses

Together with the LAK, the PHT presented the results of the moodle courses. The input of the PHT focused on the results of the evaluation as the role of the had been to ask questions leading to enhancement.

The evaluation was based on questionnaires asking participants of the moodle courses about their levels of satisfaction. A similar questionnaire had been set after the first trialling phase & was slightly adapted for the second phase.

Now 21 questions were asked divided into the following sections:

Part 1: Personal information

Part 2: User-friendliness - handling & language

Part 3: Content & Structure

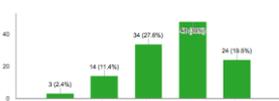
Part 4: Learning experience

Part 5: General feedback

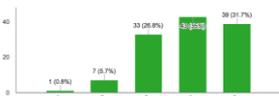
There were 123 responses. In the report all issues raised were covered. During the very short intervention specific aspects were selected.

In the intervention, the overview of courses chosen was selected showing that all courses were used & that the courses on Sustainable Development & Water were the most popular. The user-friendliness has been recognised as a vital issue & it can be seen that high levels of acceptance were achieved.

6. The moodle platform was easy to use. (123 responses)

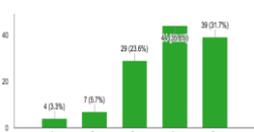


7. The texts of the online course were easy to understand. (123 responses)

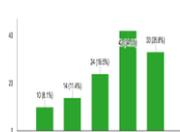


A further very interesting issue is the question of virtual learning and the appreciation of teacher support in learning.

8a. The lessons helped me to understand the main topic of the course. (123 responses)



9. The teacher helped me to understand the main topic of the course. (123 responses)



The results tell us that whereas e-learning is appreciated, in this case there was teacher support.

Learning experiences were deemed high. Here questions were asked on the levels of knowledge, understanding, analysing, forming opinions and knowing how to act, which clearly corresponds to competence learning experiences as expressed in the curricula of countries across Europe (cf. Baseline Study for information about countries within the project).

Teachers were asked 26 questions from the teaching point of view also to focus on teaching experiences & gauging of learning competences following the courses.

1: Personal information

2: User-friendliness - handling & language

3: Preparation of course & lesson

4: Teaching experience

5: Student competences after course

6: General feedback

80% of teachers, for instance, were satisfied or very satisfied with the usefulness of the learning materials. The overall conclusions drawn were that the European initiative had been overall successful.

Potentials and barriers for E-learning and ESD approaches in secondary education

Dr. Danijela Petrovic, University of Belgrade-Serbia

Dr. Danijela Petrović (University of Belgrade, Institute of Psychology, Serbia), as one presenter of the second session, highlighted the potentials and barriers for E-learning and ESD approaches in secondary education in the eSchool4S partner countries based on results of the Baseline study and its updates in 2015 and 2016. She pointed out that one of the main challenges in the future will be differences among eSchool4S countries regarding technical capacity for E-learning. According the Digital Economy & Society Index (DESI 2016), Austria and Germany are among 'running ahead countries' (score above the EU average and score grew faster than that of the EU over the last year); Croatia and Romania are among 'catching up countries' (score below the EU average and score grew faster than that of the EU over the last year) while Bulgaria, Hungary and Slovakia among (score below the EU average whose development was slower than that of the EU). Being non-EU member, Serbia was not included in this survey but I could estimate that Serbia is among 'falling behind countries', as well. From the perspective eSchool4S network sustainability a significant support is the fact that importance of ESD is recognized in all eSchools4S partners countries in various form of implementation: (1) the elements of ESD are integrated into the curriculum of various school subjects (in all eSchool4S countries), (2) ESD is a separate subject (e.g. Environmental Education in Slovakia, Education for development in Romania) and (3) elements of ESD are integrated in the extracurricular activities in cooperation with NGOs (e.g. in Romania and Slovakia). Additionally, Dr. Petrović emphasized the importance of teachers as key actor for supporting E-learning and ESD in the secondary schools in the countries of the Danube region.

10. Official Launch of the eSchool4S-E-Learning-Platform

eSchool4S partner organisations

Finally, the great moment came: 10 representatives of the partner organizations cut the red band as a symbolic act to officially launch the E-Learning-Platform. Guests of the Conference were invited to test the E-Learning-Courses of the eSchool4S by themselves or accompanied by the course authors who were ready to provide bilateral “guided tours” through the E-Learning-Platform.

The Eschool4S-Platform Structure

The E-Learning-Platform includes six complete courses which address relevant dimensions of sustainable development as well as the distinctive features of the Danube Region. Each course contains several lessons about key subtopics of the corresponding thematic area. In total, the eSchool4S-E-Learning-Platform offers 22 diverse lessons. Each lesson contains at least three learning activities and one “check for results” where learning achievements can be assessed by educators and learners.

Additionally, the eSchool4S-Platform offers a teachers’ corner. This area was conceptualized considering particular needs of educators. On the one hand, it contains additional information on relevant topics related to the platform, for example ESD, Moodle or the didactic concept behind the courses. On the other hand, it offers detailed information and guidelines about the courses and the lessons to facilitate their implementation in the classroom. Within the teachers’ corner, there is the possibility to communicate and exchange information with other teachers or tutors.

The ESchool4S-Courses

The eSchool4S-Courses address in an interactive and innovative way the following topics:

- 1) *Danube – River of United Europe*: underlines similarities and differences of nature and culture in the Danube Region and explores its geography and history as well as its role within the European Union. The course explains how migration and steadily changing borders contributed to shape the identity of people in the Danube Region.
- 2) *What is sustainable development*: describes the differences between sustainability and unsustainability. Furthermore, the course outlines ways and actions to contribute to sustainability. It highlights the importance of Education for Sustainable Development to strengthen essential values, skills and attitudes.
- 3) *Water*: provides information about the relevance of the natural resource water. In this course challenges related to water pollution and availability are analysed and options to conserve and adequately manage such a scarce resource are presented.
- 4) *Climate Change*: highlights causes and consequences of climate change and explores the role of forests and good agricultural practices, in particular, to tackle climate

change's challenges. Further, the course provides guidance about how each person can contribute in everyday life to prevent climate change.

5) *Sustainable Consumption*: stresses the relevance of considering sustainability criteria when making consumption decisions, for instance concerning textile products or articles produced with crude oil. Moreover, this course includes practical oriented topics like sustainable households and composting.

6) *Social Inclusion*: focuses on the social dimension of sustainability. The course addresses current topics of the European discussions like intercultural sensitivity, gender equality, migration, human rights, discrimination prevention and education for all.

11. Panel: Learning in a globalized world

It is important to contextualise the eSchool4S in order to understand its relevance and explore the potentials for further dissemination. All countries have agreed on implementing the Agenda 2030 for a sustainable future. Education for Sustainable Development as well as for global citizenship is a target within SDG 4 “Quality Education”. UNESCO leads the Global Action Programme for ESD with multiple partnerships all over the world. In Germany, the Curricular Framework for Global Learning promotes a competency approach, which aims at enabling learners to act accordingly in a globalized world. In a complex regional ecosystem it is possible to reach SDGs only if citizens can situate their behaviour in a broader context. What are the implications of the educational challenges for teachers and teacher education? The eSchool4S project approach contributes to address this question.

Education for a sustainable future

Ms. Julia Viehöfer, German Commission for UNESCO-Germany (Author of this abstract: Kim Bauer based on the presentation of Ms. Viehöfer during the Conference)

1. Origins of Education for Sustainable Development (ESD)

An important starting point for the contextualisation of the eSchool4S is to learn more about the origin of ESD. In this context Ms. Viehöfer gave a brief overview on where ESD comes from.

One of the key dates and milestones for the implementation of ESD was the publication of the Brundtland Report. In 1987 the World Commission on Environment and Development (WCED), led by the former Norwegian Prime Minister Gro Harlem Brundtland: defined sustainable development as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” Afterwards, the international implementation of the Brundtland Report was driven by the majority of governments during several global Conferences and Summits:

- United Nations Conference on Environment and Development in Rio de Janeiro in 1992 with the help of the Agenda 21
- Rio + 10 World summit in 2002 by proclaiming the UN Decade for Sustainable Development
- Rio+20 in 2012 with the publication of ESD in the final report
- World Conference on ESD in 2014 where the Global Action Programme has been launched

Finally, all these efforts lead to the inclusion of ESD in the Sustainable Development Goals.

2. Competencies

ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society. Ms. Viehöfer outlined that the successful transformation of society can only be achieved if learners acquire relevant competencies on three levels:

Cognitive

Learners have acquired knowledge, understanding and critical thinking about global issues and the interconnectedness/inter-dependency of countries and different populations

Socio-Emotional

Learners have a sense of belonging to a common humanity and sharing values and responsibilities and holding rights

Learners show empathy, solidarity and respect for differences and diversity

Behavioural

Learners act effectively and responsibly at local, national and global contexts for a more peaceful and sustainable world

3. Whole-school approach

Bridging the gap between ESD in general and eSchool4S Ms. Viehöfer highlighted how secondary schools can implement a competency approach which contributes to global citizenship/sustainable development. One major contribution of schools is to live what they teach. Next to an adapted curriculum, school facilities, governance policies of schools and community partnerships must be created accordingly.

4. Global Action Programme on ESD (2015 – 2019)

The Global Action Programme on ESD is a helpful framework which helps to advance ESD not only in schools, but on a global level. Its goals are to generate and scale up action in all levels and areas of education and to accelerate progress towards sustainable development. It is therefore highly related to the Sustainable Development Goal (SDG) 4 which proclaims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

5. Relevance of ESD for other SDGs

Although the SDG 4 is a standalone goal on education, its importance for the achievement of other SDGs cannot be underestimated. Responsible consumption and production (SDG12), climate change (SDG13) and biodiversity (SDG 14 &15) can only be attained if people develop skills and awareness relevant for sustainable development.

6. Linking up for ESD: Germany & the global level

Finally, Ms. Viehöfer illustrated the high interdependence between global level and national level. In Germany, five key partners are actively involved in the promotion of ESD at a global level:

1. Federal Ministry of Education and Research
2. UNESCO Chair on Higher Education for Sustainable Development at the University of Lüneburg
3. ESD Expert Net (Engagement Global)
4. rootAbility
5. Free and hanseatic city of Hamburg

In sum, it became apparent that stakeholders at all levels (schools, nation, globe) have to go hand in hand to bring about change when it comes to education for sustainable development.

Promoting regional integration in the Danube region

The Danube – our living link

Ms. Beatrix Melchinger, Landeszentrale für politische Bildung-Germany

1. The Danube as a link

If there is one immediately obvious link between all the countries and areas in the Danube region, it is the river, the Danube itself. It clearly has always connected people along its way, physically transporting people and goods as well as mentally and socially spreading ideas, thoughts and values. So this connection is the primary link, but if we want to talk about regional integration in projects, we also must consider that we don't only need a link, but also something greater to achieve together – something in/for which ever partner can and has to contribute something valuable. To also highlight this, the image used in this presentation is not the Danube itself, but rather a jigsaw-puzzle of the river, to focus on the result. All regions and partners working together should create a final outcome together, and nobody can be left out – otherwise the image wouldn't be complete in the end.

2. Regional integration and collaboration

As the Danube region is a region of special interest in several intra- and inter-EU political issues (the Danube Region Strategy being the best-known one), it is now the task of interregional projects, teachers, and different forms of collaboration to also raise awareness of the fact and possibility to be part of something bigger – to be part of an important region with many links and bonds between the partners. In terms of sustainability this here means working on intercultural competence – the exchange and discussion of differences, similarities and also shared values, guided by a linking bond, the living link Danube.

3. Using links in school curricular context

These possible interregional projects have to be put into a school-curricular context, but basically this is not difficult here. Depending on the focus and aims of the project, suitable subjects may be Geography, Politics, Social Studies, Economics, History, Modern Languages, Art, Music or basically whichever subject can be attached to the project. So the approach should always be a cross-curricular one – on the one hand to involve as many teachers and thus pupils at every single school as possible, on the other hand to show the complexity but also chances and future possibilities of the wide range of Danube region project work. So once having set the goal of inter-curricular learning, it is only one step away from being extended to a cross-national learning with the focus on intercultural competence, which is the main aim of integrational project work.

E-Learning here serves as a medium to get schools and pupils connected (here the Danube unfortunately needs assistance ☺).

4. Don@u Online

The “Danube Online” project 2016 was implemented and carried out by the “Landeszentrale für politische Bildung Baden-Württemberg” (the Regional Centre for Political Education Baden-Württemberg), with support by the Ministry of Cultural Affairs of Baden-Württemberg and the Europa-Zentrum Baden-Württemberg. 27 classes from Danube region schools (9 from Baden-Württemberg and 18 from other Danube region countries) took part in the project between December 2015 and June 2016. Before the online collaboration period, teachers were introduced to the project itself and the collaboration platform Moodle with the help of online introductory meetings and a kick-off event in Bad Urach in January 2016. The classes then worked online in trinational teams on a chosen topic via Moodle-tools mainly – forum, blog, chat, and sometimes also video chats. So there were a lot of discussion, exchange of information and various online activities. The project work process was guided and moderated by online tutors. Aim of the project was to create a shared trinational final product per team – results included videos, websites, eBooks and survey results. The underlying aims of course were to broaden the pupils’ view on Europe, the Danube region and – once again – altogether to develop their intercultural competence, as mentioned above. Sample products, results and more information about the Danube Online project can be found online on www.donau-online.projekt.de.

5. Conclusion

Let’s continue our cross-Danubian learning!

Teacher education for the future - Support of the Professional Development of Teachers and Implementation of Continual Education of Teachers in the Slovak Republic since 2009

Dr. Darina Výbohov, Methodology and Pedagogy Centre-Slovakia

This presentation aims at outlining the implementation of the systemic changes in the professionalization of the teacher profession since 2008, in the light of the Decree No. 245/2008 relating to education (school law) and Decree No 317/2009 on Pedagogical employees and professional employees (in effect from 1st November 2009).

The major change for school education was the bi-level curriculum, which consists of the state educational program and school educational program. Educational content is divided into **educational areas**:

- language and communication,
- mathematics and work with information,
- people and nature,
- people and society,
- people and values,
- people and the world of work,
- arts and culture,
- health and sport

Educational impact, social themes and global priorities were set in the so called **cross-cutting areas**.

- personal and social development,
- education to marriage and parenthood, environmental education,
- media education,
- multicultural education,
- protection of life and health

The main objective of the Decree No 317/2009 on Pedagogical employees and professional employees was to bring higher quality into the work of teachers and to create appropriate conditions and incentives for their professional development.

The pillars of the teachers continual development are:

- professional standards;
- career stages and positions;
- continuous education;
- credit system on the basis of the LLL;
- new system of differentiated remuneration.

Provider of continuing education teachers may be:

- Schools or school facilities
- Universities
- Organisations set up by the ministry for the provision or fulfilment of tasks within the area of continual education
- Educational organisations reporting to other state institutions
- Church or religious societies or other legal entities which have an educational role as part of their activities

The Methodology and Pedagogy Centre (MPC) takes active part in the process of educational transformation as a State budgetary organization of the Ministry of Education, Science, Research and Sport of the Slovak Republic (MŠVVaŠ) established for the purpose to fulfil the tasks in the field of teachers' continual education. MPC prepares educational programmes for pre-school, primary and secondary /schools. An important part of this process is arrangements of conditions inevitable for professional performance of those who deliver education to teachers. Most of the activities were carried out in the framework of the 6 national projects:

1. NP PKR - Professional and career development of pedagogical employees, educators, teaching and professional Staff

The objective of this project was to create and constantly improve an effective system of continual education for educators and teaching and professional staff in accordance with Decree No. 317/2009 on Pedagogical employees and professional employees

Project duration: 10/2009 – 10/2015. More can be found at:

<http://www.mpc-edu.sk/projekty/profesijny-a-karierovyrast-pedagogickych-zamestnancov>

2. NP MAT - Preschool teachers' education and training as a part of lifelong learning

The objective of this project was to implement the reform of education in pre-schools and to improve the effective system of continual education for pre-school educators and caregivers.

Project duration: 5/2009 – 9/2014. More can be found at:

<http://www.mat.iedu.sk/DTLN.MPC001.Interne>

3. NP MRK - Teachers' professional development towards inclusion of marginalized Roma communities

The objective of this project was to improve the educational standards of marginalized Roma communities through the education and professional development of pedagogical and professional employees. The goal is to help the Roma communities to develop necessary skills for their further education and successful inclusion in the labour market.

Activities:

1. Training of pedagogical and professional employees

2. *Implementation of all-day educational system at primary schools*

3. *Technical support – didactic packets for schools*

Project duration: 10/2011 – 8/2015. More can be found at: <http://web.eduk.sk/>

4. NP MRK II - Inclusive model of education on pre-primary stage of school system

The objective of this project is to improve professional competences of early childhood educators and caregivers participating in education of children from marginalized Roma communities and by this to support their social inclusion at pre-primary stage of school system.

Project duration: 2/2013 – 11/2015. More can be found at: <http://www.npmrk2.sk/>

5. PRINED - Project of Inclusive Education

The object of this project is, through the establishment of an inclusive model of education, to create better opportunities for children (pupils) from marginalized Roma communities in order to increase their success rate for completing primary education and for their continuation at other levels of education, to provide them with the competencies needed to be integrated into the labour market.

Activities:

1. *Inclusive environment in kindergartens and schools inclusive teams*

2. *Closer cooperation with the family and community of Roma children/pupils*

Project duration: 5/2014–11/2015. More at: <http://www.mpc-edu.sk/projekty/prined>

6. NP AMV Activating Methods of Education

The objective of this project is to enhance competencies of educators, pedagogical and professional staff with the emphasis on ability to professionally use experiential methods with the focus on media education, traffic safety, ethics and health. The project while specialized in professional use of experiential methods in education, special in connection with new information technologies.

Project duration: 5/2014 – 11/2015. More can be found at: www.amvprojekt.sk

7. NP EnglishOne - New trends of teacher education in the English language in primary schools was aimed at enhancing the quality of teaching of English language in basic schools in the SLOVAK republic. More can be found at <http://www.englishone.sk>

The current offer of the MPC consists of 776 continuing education programmes for all categories of pedagogical and professional staff and all areas of education.

After seven years of implementation of the system changes we can evaluate the progress and the experience with the continual education of the pedagogical and other educational expert staff.

The positive contribution is:

- the system of career and professional growth
- the acceleration of interest in education
- new continuing education programmes
- learning resources and support materials
- sharing experience
- the strengthening of the pedagogical investigation
- create a network of schools and classrooms for continuing education

The weak points of the implementation are:

- the understatement of the communication of the reform steps to leading school staff
- there is a lack of integration of the educational content on the level of the school and learning resources
- the method of incorporating cross-cutting areas to school education programs
- weak cooperation of stakeholders
- the quantity of the offer
- accreditation process of continuing education programmes
- the absence of the impact assessment
- Initial teacher education teacher and training still does not correspond to the set changes the devaluation of the credit system
- tying the credits to the salary conditions
-

The evaluation and the proposals should focus mainly on ways how to ensure quality programmes in the continual education. Who and by what means should be ensuring the quality and who and how should be verifying it. The reflection about the realisation of the continual education, within the framework of the national programme "Professional and career development of pedagogical staff (teachers)" conducted by MPC during 2010-2015, has resulted in the proposals for further actions to achieve systemic changes of the teachers' continual education model in Slovakia:

- review the types of accredited programs
- update of the offer of educational programmes
- create programs to support the incorporation of cross-cutting areas to school education programs
- set up a system of criteria for the accreditation of new programmes
- cancel the accreditation of a program in which a provider fails to fulfil the objectives and outputs of the educational program
- training of trainers programmes of continuing education.

- review of the linkage credits to the accomplishing and performance of pedagogical activities
- training of school teams
- to support the transfer of innovation of educational content on the basis of cooperation
- monitoring of the implementation on the side of the recipient
-

The school has to prepare pupils for the practice. In today's world, however, is subject to constant changes. Education must respond to the needs but also the trends of social development. From this perspective, it is necessary to speak not only about changes in the educational contents, but also on the extent, organisation and methods of the educational process. School, as an institution, must be open to all and able to cooperate at regional and international level.

12. Networks for changing perspectives and addressing global challenges

The eSchool4S project has been implemented as a network project. One of its aims is to promote a regional network of partner organisations. The eSchool4S partners have cooperated in order to achieve the project goals. Yet the interaction was very much focused on producing the E-Learning-Moodle-Platform since this is the main contribution of the project. This session is meant to motivate both the project partners as well as the conference participants to reflect on the value of networks for ESD and regional integration.

This session shall address the questions:

- What is the specific value of networking for addressing common (global) challenges and achieving common goals?
- Members, structure and activities of the network
- Which kind of partnerships are productive? Institutions and people?
- How networking can be made effective and efficient?

The conference will provide insights into the relevance of the network approach for implementing ESD at European and international levels, taking as example the ÖKOLOG-Network or other related networks.

ESD-Hochschulnetzwerk Baden-Württemberg

Prof. Dr. Armin Lude, Pädagogische Hochschule Ludwigsburg, Network Coordinator of ESD-Hochschulnetzwerk-Germany (Author: Kim Bauer based on the presentation of Prof. Dr. Lude during the Conference)

Prof. Dr. Armin Lude addressed the specific added-value of networking for addressing common global challenges and achieving common goals. He shared his lessons learnt and recommendations of the best-practice example ESD-Hochschulnetzwerk Baden-Württemberg with partners of the eschool4S and the audience.

Our Network at a glance

The ESD-Hochschulnetzwerk Baden-Württemberg was founded in 2012 and consists of 44 formalised members, about 150 different participants and 270 subscribers of newsletters. In sum, 5 universities, 6 universities of education and 9 universities of applied sciences are participating in the network next to other non-governmental and governmental organizations. The network is commonly funded by the Ministry of Education and the Ministry of Science Baden-Württemberg. It has been awarded with several prizes for its innovative character by the German Council for Sustainable

Development and by the German UNESCO Commission. Furthermore, there are a couple of publications on ESD at universities and ESD networks, where the network was highlighted as a good example.

Things we are doing

Apart from its ten trainings and network meetings each year, the network plays an essential role in the promotion of ESD in Baden-Württemberg. Its expertise is being used to comment on new syllabus for schools and teacher education and to analyse the ESD structure in Baden-Württemberg. Networking with other networks, projects and initiatives is not only part of its self-perception. It is also critical to increase its expertise and influence in order to change perspectives in schools and to address global challenges.

Lessons Learnt

Being part of the ESD-Hochschulnetwork is seen as a quality criteria for universities and many universities use the network's logo as a quality label. Members have the chance to participate in meetings in different contexts and to be trained on different topics such as teaching methods for ESD. Nevertheless, it remains challenging and time-consuming to establish and maintain a network. Meetings need to be very attractive and participants should be provided with reasons to come to keep members active. Patience and resilience is one of the key success factors of a network.

About our futures – and yours

Networks are changing steadily to keep pace with new developments and to attract new members. Trainings on ESD could enhance qualification and expertise of network members to keep changing on an individual level. On the network level, the network structure needs to be adapted to the needs of the members and of the environment. BUT: New connections between members must be established to change the network structure.

ÖKOLOG Network

Dr. Christine Lechner & Reinhard Wieser, Pädagogische Hochschule Tirol, Member of ÖKOLOG Netzwerk-Austria

The formal title of the intervention was “Networks for changing perspectives & addressing global challenges” and the example provided was the Austrian ÖKOLOG Network for Ecology Schools.

Since the 1980's “Networks have been regarded as megatrends of transformation necessary to optimize organisational processes of problem solving no longer achievable by hierarchical structures”. And it was during the mid-eighties that the ÖKOLOG network

was founded and developed. From the beginning the lead was taken by the Ministry of Education with strong support being given to the work in the regions.

The main concept of the network is education for sustainability strives towards lasting, sustainable quality of life, the environmentally and people- friendly design of teaching and learning and living together in school and environmentally and people-friendly school buildings and grounds. ÖKOLOG is a programme for environmental education and school development at Austrian schools is a contribution to the UNESCO Global Action Programme initiated and supported by the Ministry of Education. There are over 450 ÖKOLOG schools, over 118,000 pupils and over 14,000 teachers involved.

In general the network aims at a sustainable ecological development in schools, to make active contributions to the protection of our environment and to support educational and social development.

Schools that strive towards ecologisation save resources, reduce pollution, design rooms and grounds ecologically and ethically acceptable, and promote health and promote ecologically exemplary attitudes, ways of thinking and actions within schools, families and communities taking initiatives on an educational level, on a social level, on a technical and economic level. The working areas are the economic use of resources (energy, water, etc.), reduction of emissions (waste, traffic, etc.), space design (from classrooms to school premises), health promotion, culture of learning and teaching, school development - ecological school programme, (inter)action with the community – impact on community life.

The ecologisation of schools is the development from single projects to measures and finally to a new living school culture.

The schools network was supported for over thirty years by the ENSI Network (Environment and Schools Initiatives), which provided on the one hand academic impulses and, on the other hand, supported the teachers by providing practical CPDs. Both www.oekolog.at and www.umweltbildung.at provide a wide range of practical materials. It is the practical usefulness that keeps networks alive.

13. Relevance of the network approach for successful project implementation

eSchool4S partner organizations

The eSchool4S partners have cooperated for three years in the framework of a network-approach in order to jointly achieve the project goals. In this session, partners reflected and made visible the added value of having worked as a network in order to address global/regional challenges like raising awareness about sustainability and regional integration.

Ms. Gabriela Pico, GIZ - Germany

“One big challenge for networks is to move beyond information sharing and have a clear joint mission or guiding purpose to produce something very concrete– this is something the eSchool4S has successfully achieved after three years of hard work. At the end of the project, the partners have a network which developed tangible products, for example the E-Learning platform or the baseline study. In this spirit, the eSchool4S-network has created an added value which is innovative. Each partner by itself couldn't have created such innovation and products alone because what it makes them special is that regional/global topics were addressed from diverse perspectives brought in by the members of the network. This shows that networks are able to create innovation which is much more than just the sum of its parts.”

Dr. Danijela Petrovic, University of Belgrade-Serbia

Danijela Petrović, as UBG, Serbia representative took part in discussion about relevance of the network approach for successful project implementation by stating that involvement in eSchool4S network was looked like a learning in zone of proximal development were heterogeneity of consortium partners was basis for the learning from each other and further development of each partner competencies.

Ms. Zuzana Stefanikova and Ms. Marta Jendekova, Academia Istropolitana Nova (AINOVA)-Slovakia

“We feel that working with partners in a network always means an added value, transferring know-how of each partner to the network. In the eSchool4S project we learned about the situation in ESD in other partner countries, we could compare the situation, position our country and look for inspiration for possible solutions in the future. We believe it would be interesting to look further and also compare the situation and activities of the Danube region projects with activities of other EU macroregional strategies, such as the Baltic Sea region.”

Mr. Ferenc Monus and Agnes Eros, University of Nyíregyháza- Hungary

“Supporting networking of organizations in ESD may be crucial. For the sake of the cause it is necessary to continue the dissemination, and motivate schools and teachers to join our network.”

Dr. Christine Lechner/Mr. Reinhard Wieser, Pädagogische Hochschule Tirol-Austria

„The specific added value of networking to address common global challenges & achieving goals is that people with the same overall aims, people who try believe in the essential value of ESD, but coming from very different contexts and accustomed to working through different approaches have the opportunity to work together in on a concrete object of learning.

In a global world it is essential to think and co-operate at regional level first, acting locally and thinking globally. “It is only when you know how to be a citizen of your own region and country that you learn to be a citizen of the world.”

Terry Waite, CBE.

It was a tremendous learning opportunity to work with colleagues from the countries of the Danube in in this network. We met some wonderful people.

Sustainability clearly contributes to regional integration as a healthy environment is the basis of sustainable life in all regions in the world. One of the functions of a network team is that members come from different backgrounds, with different fields of expertise. Working together would not make sense if everybody were an expert in the same field. Variety is the spice of life!“

14. The future of the eSchool4S

The main objective of this session was to show that the eSchool4S-consortium in cooperation with committed partners like AINova and the State Center for Civic Education Baden-Württemberg (LpB) have ensured sustainability of the project approach. After having officially launched the main project product, i.e. the E-Learning-Courses, the participants were provided with a positive vision of the future and invited to continue implementing the courses in different contexts.

Ms. Gabriela Pico, GIZ-Germany

The project eSchool4S which is being funded by the EU and by the Ministry of Education Youth and Sports in Baden-Württemberg ends officially by December, 31st 2016. Projects in these contexts have a limited duration. This is probably the bad news, but the very good news is that the project partners and supporters are strongly committed to ensure sustainability and further dissemination of the eSchool4S-approach in the future. Therefore, a crucial task of the consortium during project implementation was to find concrete solutions to ensure further replication of eSchool4S activities. GIZ as coordinator proudly announced that the eSchool4S succeeded to commit two partners to host the eSchool4S e-learning courses in the future. The first partner is the Landeszentrale für politische Bildung /State Center for Civic education that with support of the Ministry of Education, Youth and Sports in Baden-Württemberg will host and disseminate the course in English and the Slovakian partner AINova who will host and disseminate the courses in Slovakian language. In the following, AINova's and the State Center's initiatives are presented in detail.

Ms. Zuzana Stefanikova and Ms. Marta Jendekova, Academia Istropolitana Nova (AINOVA)-Slovakia

AINova's presentation covered 4 main points - characteristics of the institution, motivation for the local version of the ESchool4s course, first feedback on the course in Slovakia and the next steps. AINova is an NGO, an institution of adult learning, celebrating its 20th anniversary this year. It provides training, consulting services and applied research in areas of European affairs, regional and local development, as well as communication and learning. The topic of sustainability corresponds with AINova's mission statement and activities especially in the international dimension of both, in efforts to develop skills of critical thinking and systemic thinking. Also the form of learning is interesting for us as AINova has been exploring the ways of flexible learning for a number of years. The strongest signal on the need to have the ESchool4s course on sustainability in Slovak came from the teachers during the testing phases. It made it clear that further dissemination and exploitation of the course would be possible only if it is in Slovak. AINova was allowed to use the unspent money from travel costs for

translation of the texts and transfer of the course on the AINova Moodle platform. During the dissemination workshop of the Slovak version of the course, for teachers of continual education, we received feedback on the form and content of the course, as well as possible ways of support for teachers in further use. The next steps we plan to do in 2017 include the translation of the texts from Teacher's corner, exploring the ways how to make the course a "recommended source" by the Ministry of Education, and further dissemination among teachers. On the policy level, we would like to promote "sustainability" in cross-cutting subjects, such as environmental education and global education.

Ms. Sabine Keitel, Landeszentrale für politische Bildung –Germany

We gave the eSchool4s-Courses a new home – here they are!

The State Center for civic education – Landeszentrale für politische Bildung Baden-Wuerttemberg - is a non-partisan facility in the division of the state parliament of Baden-Wuerttemberg.

What are our aims? We at the State Center take civil liberties and human rights for granted, and it's too easy to underestimate how precious and fragile they are. So we must be on our guard, because democracy is not guaranteed for all time. What's important is to win hearts and minds and to encourage people to support and live democracy. That's the mission of the Baden-Württemberg State Centre for Civic Education.

Which topics do we focus on? We cover a lot of different aspects: not only related to our region Baden-Württemberg. Germany, Europe, and the whole world are in our mind, too. Our interests are all topics which concern the living together. And to improve the understanding and cooperation in Europe is also a main goal of our work.

How do we do that? We offer publications, events and educational trips, trainings as well as political days. In total about 700 to 800 events each year. We are happy to have an elearning platform, so we are able to communicate with people from all over the world and have the possibility to realize e-twinning projects.

An example is our danube-online-project (Don@u-Online-Projekt); this project is carried out in German and aims to bring together students from Germany and other states in the Danube Region. During the course three classes - each from a different country - work together via the platform moodle with the support of tutors. The classes search for clues in their region concerning a specified topic and present their findings online. Following the transnational virtual collaboration, individually selected students meet at the International Danube Youth Camp in Ulm to present their results.

Because of our good experiences with the Danube online project, we are pleased to take over the six courses that were developed in the project “eSchool4S”. We are to have achieved the permission to use them and invite you to use them further. The courses are a great enrichment to our course offer and are already online on our platform. From 2017 on, you will find the courses only here at our website, because of the website eSchool4s being deactivated.

The starting point is the website www.elearning-politik.de where you choose the tab “Angebote für Schulklassen” (E-Learning-Courses for classes). If you scroll down you will find the icon eSchool4s and a description in German; beneath it’s available in English. There you can find the path to the courses.

The eSchool4s-courses are open; there is no enrollment key. You have different possibilities to see the content:

1. You log in as a guest and see the whole content.
2. You create a new account – just do it! It’s a self-registration.
3. If you would like to have a dedicated course only for your class – send us an email and we will create a course only for your group.
4. And if you would like to work together with a German school class – we will try to find a partner class for you so you can participate as an e-twinning-team. In that case the two classes use one course together.

You find the courses here:

<http://www.elearning-politik.net/moodle27/course/index.php?categoryid=30>

We support you while using them. The eSchool4s-courses are an attractive opportunity and modern way to teach students different aspects of sustainability. Just give it a try! We hope to keep in contact: Sabine.Keitel@lpb.bw.de !

15. Conclusions and recommendations. Closing remarks.

Ms. Gabriela Pico, GIZ-Germany

The 3rd Annual Conference of the eSchool4S in Stuttgart on 4th November 2016 with more than thirty participants accomplished the main goal of launching the project's main contribution – the eSchool4S-E-Learning-Platform. Moreover, the conference offered project partners, institutions and stakeholders active in the education sector the opportunity for fruitful dialogue, exchange and networking.

Some crucial topics came up in several sessions and will continue to be important for the dissemination of the project approach in the future. The eSchool4S-E-Learning-Platform and the approach behind it shall, indeed, continue to be disseminated beyond project lifetime in different contexts. Awareness about challenges related to sustainable development shall continue to be raised. More and more target groups are expected to learn about the interdependence between social, economic, environmental, and political aspects and why the balanced interplay of these dimensions is a condition for achieving a sustainable development at national, regional and European levels. An increasing number of young people shall acquire valuable intercultural, social and digital skills and be empowered to assume responsibility and act. It is expected that stakeholders who have worked, learned or participated at the eSchool4S-E-Learning-Platform will act as multipliers. They will spread the message of European integration and sustainable development and strengthen the network of stakeholders the eSchool4S once initiated.

In order to guarantee sustainability of the project approach, i.e. further existence and dissemination of the eSchool4S-Moodle- E-Learning-Courses, two concrete measures were implemented:

- a) AINova will translate the E-Learning courses of the eSchool4S into Slovak language and transfer them to its own Moodle environment to guarantee successful dissemination on site. After official project termination, the Slovak Moodle-E-Learning-Platform can be found under the following link: www.ainova-moodle.sk
- b) GIZ ensured that the Ministry of Education Youth and Sport of Baden-Württemberg supports the transfer of the English version of the E-Learning courses of the eSchool4S to the Moodle environment of the State Center for Civic Education in Baden-Württemberg. The State Center will ensure further use and dissemination of the project approach in the Danube Region. After official project termination, the English Moodle-E-Learning-Platform can be found under the following link: http://www.elearning-politik.de/internetangebote_schulklassen.html

In order to guarantee sustainability of the network and network activities, the founding partners of the eSchool4S successfully identified already more than 15 Associated Partners who are committed to the project approach and the implementation of network activities beyond project end. These Associated Partners have signed certificates as a clear signal of their commitment. Moreover, two current partners of the eSchool4S, e-code and AINova, will coordinate and implement two virtual meetings for the Associated Partners of the network in 2017.

The organizers thanked the presenters for their contributions and the participants for the discussion.

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