

# RCE Candidate Skane

## Sweden



# **RCE Candidate Skane**

*The first Regional Centre of Expertise for Education for Sustainable Development in Scandinavia and the Baltic Region.*

## **Introduction**

The first Regional Centre of Expertise (RCE) for Education for Sustainable Development (ESD) in Scandinavia and the Baltic Region can be created in Skåne by a partnership led by Region Skåne, the City of Lund, Lund University, the City of Malmö and Malmö University. Furthermore, contact has already been taken with several other partners to join the RCE Skane. These organisations include Sustainable Business Hub (a network organisation for sustainable businesses), Sustainable Development Skåne (NGO working with regional networks), Kristianstad University and the Swedish University of Agricultural Science. Dr Harriet Axelsson, Pro Vice - Chancellor for Malmö University will be the chairman of the steering group for the RCE Skane. Quite a lot of work has been already put down on national level for ESD. The new Act on higher education, which came into force on 1<sup>st</sup> February 2006, emphasise the important role of education to facilitate the development towards a sustainable society (More information can be found in appendix 1). The aim of this document is to provide a baseline report of the pre-conditions, visions and aim of the RCE Skane.

## **Vision**

Our common vision is to make Skåne an exemplar region in Sweden, Scandinavia, the Baltic region and the world in delivering education for sustainable development (ESD) at all levels and in accordance with the ambitions of the UN Decade of Education for Sustainable Development (DESD). The RCE Skane will contribute to empower people of all ages in the region to assume responsibility for creating a sustainable future. The vision is also that the RCE Skane will become a catalyst to strengthen local striving for sustainable development in the region and a platform for partnerships with other parts of the world.

## **Description of the RCE Skane**

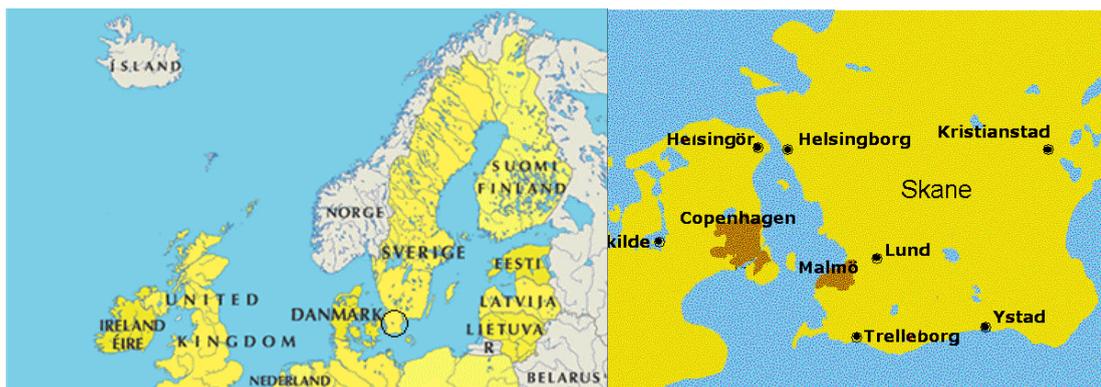
The RCE Skane covers the geographical area of Skåne, which is Sweden's southernmost region covering 11 346 km<sup>2</sup> and with 1.1M inhabitants (13% of Sweden's population on 2.5% of its land area, see Figure 1 and 2). Skåne is a well-defined and strategically positioned border region between central Europe, Scandinavia and the Baltic. The region has a strong identity, but is also a border region which, through the ages, has belonged to both Denmark and Sweden and has been subject to many external influences. Skåne is nowadays characterised by new influences and regional development and is both a multi-cultural part of the new dynamic Öresund Region and at the same time a region in its own right with strong links and traditions within Sweden.

Skåne is currently one of four pilot regions in Sweden for regional self-governance. The County Council, *Region Skåne* is a political organisation and this regional parliament consists of 149 elected members.

Region Skåne represents the interest of Skåne towards the rest of the country and particularly towards the government and its different departments.

Region Skåne is responsible for two core areas of regional activity, one sector for community care service and one sector for regional development. Day to day activities and issues such as health care, public transport, culture, nature and the environment and various development issues. Regional development is about making the most of the prevailing conditions in Skåne. The whole region have been mobilised in creating a Regional Development Policy Programme which is the overall platform for Regional Development in Skåne. This programme has been developed in collaboration with Skåne's 33 municipalities, the public authorities, business, universities and other stakeholders of the region. This means that there is consensus on the visions, objectives and action plans in the Development Programme, which is very important. This vision is a dynamic and sustainable Skåne in the long term. In order to realize this vision the Development Programme has four development objectives – growth, attractiveness, sustainability and balance. Mobilising and creating collaboration between various actors in the region initiates the process of production of non-formal knowledge in sustainable development.

For more details on Region Skåne's work with sustainability issues and education for sustainable development see Appendix 2.



**Figure 1** Skåne is Sweden's southernmost region.

Lund is Sweden's oldest city with long established ecclesiastic and university life. The *City of Lund* has 100 000 inhabitants and in addition to the actual city, includes a rural hinterland and smaller towns and villages in its administrative area. In Sweden, local authorities have primary responsibility for pre-school, the nine year long, compulsory, secondary schools as well as (voluntary) upper secondary education for 16-19 year olds. The City of Lund was awarded the title of "Best Schools in Sweden" and has been a leader in various areas such as developing outdoor teaching and environmental education. The City of Lund takes environmental protection very seriously, and is actively pursuing several programmes designed to achieve long-term sustainable development. These efforts involve many of the City departments and span across multiple areas of operations. Examples include safeguarding conservation areas within the City's municipal boundaries, adoption of the UN's Agenda 21, and LundaMaTs - a programme to develop an integrated, environmentally friendly, transportation system. See Appendix 3 for more details.

*Lund University* is the biggest university in Sweden and the second oldest. The great expansion in terms of number of faculties, departments and students started in the 1960:ies. In the late 1990:ies some of its departments in Malmö were transferred to Malmö University, and Lund University temporarily got smaller. After having grown again, it now has 40 600 students and 5 600 employees, 100 education programmes, some 100 subjects and more than 1 400 single subject courses of which around 250 are in English. There are 19 master programmes with international recruitment, and the university annually receives 1 700 exchange students and sends 1000 abroad. The University has exchange agreements with more than 600 universities in more than 50 countries world-wide and has more than 400 contracts in the EU-program Erasmus. The hallmarks of Lund University are a democratic philosophy, critical thinking, concern for the global environment and ethnic and social diversity. Other values important to Lund University include humour, innovation and a humanist perspective. For Lund University's competences in ESD please see Appendix 4.

*The City of Malmö* is Skåne's largest city and the third largest in Sweden with a population of 270 000. Malmö is also an old city which has been dramatically transformed during recent decades from a Swedish industrial town to a multi-cultural European city in a dynamic trans-boundary region. Like many other western European cities, Malmö has major problems with segregation, high unemployment and a large proportion of the population with low educational levels. A large proportion of Malmö's population is young with an ethnic minority background, and there is a need to work actively to ensure that everyone can have a good quality basic education and become active participants in Swedish society. Malmö's transformation from an industrial town to an attractive, forward-thinking and sustainable city of knowledge had a number of important milestones such as the founding of Malmö University in 1998, the opening of the Öresund Bridge between Malmö and Copenhagen in 2000 and the European Housing Expo Bo01 in 2001 with the theme "The Sustainable City of Tomorrow". See also Appendix 5.

*Malmö University* was founded in 1998 and is today Sweden's eighth largest university for undergraduate studies. Located in the centre of Malmö, the university has played a central role in the transformation of Malmö from an industrial town towards a centre of learning. Malmö University strives to be a university open to all; a university that is structured to cope with our ever-changing job market through a multi-disciplinary approach that crosses traditional school and faculty boundaries. This is also one of the reasons we make an effort to attract students that come from a background where university education has not necessarily been part of their tradition (see Appendix 6). The School of Teacher Education is one of six wide-ranging and multi-disciplinary schools and faculty areas at Malmö University. Some 7,000 students were enrolled in the School for the spring of 2005. All trainee teachers have timetabled teaching practice in schools in the region and the University has a contract with 25 of the 33 municipalities in the region.

All five partners work, in creating the RCE Skåne, systematically with sustainable development within their respective organisation. Lund and Malmö are close to each other in south western Skåne and cooperate increasingly. The RCE will initially focus on ESD in Lund-Malmö but the aim is as soon as possible to extend the partnership to cover the whole region and involve all players who can and want to contribute to ESD.

In addition to these organisations, initial discussions with Sustainable Business Hub and Sustainable Development Skåne showed that these organisations were very interested in joining the RCE Skåne partnership.

## Objectives

Our intention is to enable exchange of knowledge, ideas, experiences and research on ESD by offering support, seminars, courses, debates etc. among institutions and organisations in formal, non-formal and informal education in the region.

The RCE Skane will focus on the following objectives to meet the common aim:

1. The RCE Skane will act as a base for ESD in the region. The centre will coordinate the different activities to promote synergies between the different actors, organise networks and different educational activities.
2. Continuous surveying and documentation of ongoing activities on ESD in the region, identification of needs and problems as well as finding solutions using available knowledge and resources.
3. Support the Swedish National Agency for School Improvement in developing and implementing national targets to introduce ESD in the curriculum by e.g. promoting the status of “School for Sustainable Development”.
4. Develop a common platform for research on and for ESD in the region and strengthen links between research and the community.
5. Act as a facilitator between different educational bodies, such as adult education, public education and higher education to implement the idea of ESD on a broad level.
6. Build up thematic partnerships in areas that are essential for the region i.e.:
  - A. *Nature and urban environment for education.* Skåne has high quality natural heritage; in addition there are unique rights in Sweden regarding access to the countryside. Experiencing and learning about our environment is important in order to understand and become engaged in sustainable development; this is the case for urban environment as well as natural one. However, whereas for urban environment accessibility is not as much of a problem, many people, in particular in urban areas with a high degree of social exclusion, have limited access to the countryside. There is for example very little nature close at hand in Malmö. It is therefore important for the region to work together to develop environmental education and outdoor learning such as Nature Busses with trips into the surrounding countryside, specific actions to promote access to the countryside and environmental education for people in areas of social exclusion, as well as increased regional co-operation with museums, nature reserves etc.
  - B. *A Sustainable Society.* Increasing awareness and new methods in teaching are essential in order to create a more environmentally, economically and socially sustainable society. Skåne has unique opportunities to become a leading region for sustainable urban development. Yet this is dependent on a close partnership between the private sector, universities, local authorities and other stakeholders. More information and training is needed to learn about and spread sustainable solutions and possibilities.

C. *Food as a means for learning about sustainable development.* Skåne is an agricultural and food producing region. Issues around the production and consumption of food are essential for both local and global sustainability. Furthermore, food is also a key issue with regard to welfare, culture and public health. At the moment increasing problems with obesity and diabetes amongst children, not least in areas of high social need, is an increasing problem. There are great opportunities to improve the consumption and production of food in Skåne which could have a major impact on environmental, social and economic sustainability. Working with organic, locally produced and well-prepared school meals and linking this into teaching in school is one important area for ESD in Skåne.

Other thematic development areas will be developed in the future.

## Organisation

According to the United Nations University (UNU), an RCE partnership should include universities and partners in the surrounding region. The RCE should be led by a university and there should be a single named person responsible. The RCE Skane is organised primarily as a regional partnership between Region Skåne, the City of Lund, the City of Malmö, Lund University and Malmö Univeristy. Additional partners will be included at a later date. There is an established partnership with other universities, the Swedish University of Agricultural Sciences in Alnarp and Kristianstad University, the Biosphere Reserve in Kristianstads Water Kingdom, several NGOs in the region and DPU Copenhagen in Denmark. These are important future partners in the RCE Skane.

Dr Harriet Axelsson, Pro Vice - Chancellor for Malmö University (Deputy Dean for the School of Teacher Education and Head of department Science, Environment and Society at Malmö University until June 2006) will be the person responsible for the RCE Skane and chair of the steering committee. In addition to the chair the steering committee will include the following members:

Regional Commissioner Christine Axelsson, Region Skåne  
City Commissioner Agneta Eriksson, City of Malmö  
City Commissioner Rolf Englesson, City of Lund  
Director of Studies Ingegerd Ehn, Lund University  
Senior lecturer Per Wickenberg, Lund University  
Senior lecturer Kerstin Sonesson, Malmö University

A working group for the RCE Skane has been established and will be developed as activity commences. Kerstin Sonesson will act as the co-ordinator of the group and a co-ordinating office for the RCE Skane will be established.

## Contact persons:

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## **Strategy for the establishment and development of the RCE Skane**

The primary aim for 2006 is to gain official RCE statues from the UNU. Participating organisations and people will contribute with resources for the development of the description, organisation and financial arrangements of the RCE Skane and for the creation of the application, presentation material, participation in conferences etc.

Specific joint projects and initiatives will be planned in parallel in order to strengthen the partnership and develop ESD in the region. One important issue is to secure long term activity with the financial stability to operate under the whole DESD period or longer. A strategy for long term financing is being created at the moment to ensure this.

For more information on the organisations involved in creating the RCE Skane please see:

### **Region Skåne**

<http://www.skane.se>

<http://www.skane.se/upload/HamtaBestall/Dokument/FactsAboutSkane.pdf>

### **City of Lund**

<http://www.lund.se>

### **Lund University**

<http://www.lu.se>

### **City of Malmö**

<http://www.malmo.se>

### **Malmö University**

<http://www.mah.se>

### **Sustainable Business Hub**

<http://www.sbhub.se>

### **Sustainable Development Skåne**

<http://www.hutskane.nu>

## **Appendixes**

Appendix 1. ESD in Sweden

Appendix 2. Region Skåne

Appendix 3. City of Lund

Appendix 4. Lund University

Appendix 5. City of Malmö

Appendix 6. Malmö University

## **Education for Sustainable Development in Sweden**

The Swedish National Agency for School Improvement supports learning for sustainable development through: in-service training, enabling knowledge transfer, co-ordinating and participating in networks of schools, NGOs and government agencies, providing support materials and disseminating research findings and through the Sustainable School Award.

**Together we can create a sustainable society.** By the choices we make throughout life we can contribute to better living conditions for people in the world.

**Education has an important role** in the struggle to create sustainable development. Democratic methods, contacts with the surrounding society and international partnerships in pre-school, compulsory school, upper secondary school and adult education can give young people opportunities to learn and develop the capacity to take independent action based on knowledge.

In this way, **education can contribute** to overcoming developmental challenges and making sustainable development possible.

The Swedish National Agency for School Improvement supports both national and international development work for education for sustainable development. To encourage schools to work for sustainable development eminent schools in the field will receive recognition in the form of a **Sustainable School Award**.

## **On Sustainable Development in the Policy Documents in Sweden**

**Pre-schools, schools and institutes for adult education have a clear mandate to contribute to a social, economic and ecologically sustainable development.**

This task is formulated in national policy documents such as the Education Act, curricula and syllabuses. Sweden is also a signatory to international agreements such as Agenda 21 and the “Haag Declaration” where this mandate is specified with greater precision.

The preamble to the Education Act stipulates that all those who work in the ambit of pre-school, school and institutes of adult education shall encourage respect for the worth of the individual and for our environment.

**According to the curriculum for pre-schools** (Lpfö98), great emphasis should be placed on the environment and on conservation issues. The pedagogical programme should encourage a positive attitude to ecological principles and to belief in the future, and work towards the development of each child’s individual understanding of its own role in the cycle of nature. Pre-schools should encourage children’s understanding of how the environment can be helped by people’s everyday lives, both at work and at home.

**In the curriculum for state compulsory schools and independent schools (Lpo 94 and Lpf 94), four viewpoints are brought forward:**

- an environmental viewpoint
- the historical viewpoint
- the international viewpoint and
- the ethical viewpoint

These general elements should be found in all teaching, and together create the core for sustainable development.

**The curriculum for the compulsory school states:**

“The environmental perspective gives students the opportunity to take responsibility for the environment they interact with directly and gives them a personal involvement in general and global environmental issues. The teaching underlines the duties of society and the ways in which our way of life can be adapted to create sustainable development.”

A similar paragraph is included in the curriculum for independent schools.

**The new university legislation** (1992:1434) came into force in February 2006 with an added demand on universities to promote sustainable development in its activity.

§5/ comes into force I:2006-02-01/ Universities shall, in their activity, promote sustainable development which secures a healthy and good quality environment, financial and social welfare and justice for current and future generations.

Universities shall, in their activity, take into consideration and actively promote equality between women and men.

Universities should, in their activity, promote an understanding for other countries and for international conditions.

Universities should also actively promote and broaden recruitment to university. Law (2005:1208)

According to the government, education and research have an important and prominent role in work to create the conditions for sustainable development. Advanced knowledge is needed as a basis for the strategic choices that must be made and for an assessment of the effects that are associated with different choices. It is therefore important that there is a research perspective when actions are planned in different areas.

**The mandate that has been given to pre-schools, schools and institutes of adult education can be developed further within the three following areas:**

*Democracy*

**The Swedish school system rests on the foundation of democracy.** The curriculum for pre-schools gives the children the right to representation in and influence over what happens at school. The needs of the children and their best interests are central to the structure of the pre-school environment and to the planning of the pedagogical programme.

All children are to have the chance, in accordance with their ever-increasing competence, to have a say in the content and form of the activities in which they participate, and to evaluate those activities. In this way, they also undergo a preparation for future active participation, acceptance of responsibilities and other rights and obligations that occur in a democratic society.

According to the curriculum for the state compulsory schools and independent schools, all pupils and students are included in the **democratic principles** of the right to have influence over, take responsibility for and actively participate in their schooling.

To be offered the chance for increased responsibility for one's own work and for the school environment, and to have a proper influence over one's learning (to be able to have a say about the choice of content and the form of education) are, according to paragraphs Lpo94 and Lpf 94 of the curricula, necessary for the successful development of students' and pupils' knowledge and social competence.

**Every teacher should**, according to the curricula, presuppose that students and pupils wish to and can take personal responsibility for their individual education. The teacher is responsible for providing all students and pupils with the opportunity for real influence over the content and the form their educational activities take.

### *Social Aspects*

**According to the curriculum for pre-schools**, each pre-school should strive to develop in every child a sense of the importance of guarding their health and wellbeing.

The pre-school has a responsibility to see to it that girls and boys have equal influence and importance.

**Compulsory schools and institutes of adult education also have** an important task in working towards a consciousness in pupils and students of society's system of values. Important aspects of this value system are:

- the sanctity of human life
- the freedom and integrity of the individual
- the equality of all people
- equality between men and women
- a sense of solidarity with the weak and marginalised

### *Critical Thought and a Competence for Action*

**It is the responsibility of pre-schools, schools and institutes of adult education** to provide their learners with the chance to develop the skill of critical examination of facts and relationships, and to be able to foresee the consequences of various alternatives. ´

Giving every learner the ability to use knowledge, as a tool for formulating and testing assumptions is a goal to strive for. Students and pupils must be offered an educational or pedagogical system that allows the development of a personal attitude towards general and global environmental issues.

Paragraphs Lpo94 and Lpf94 also underline the importance of the development in every learner of the skill of taking **conscious ethical stands** based on both knowledge and personal experience.

Students and pupils in the compulsory school are to be given the chance to take responsibility for the environment they themselves can influence.

According to the curriculum for independent schools, teaching should include an environmental perspective, giving learners the insights needed to contribute to the avoidance of negative impact on the environment.

(This text follows the information given on [www.skolutveckling.se/in\\_english/sustainable\\_development](http://www.skolutveckling.se/in_english/sustainable_development))



Region Skåne, the County Council of Skåne, is a political organisation, responsible for all developmental issues in Skåne as well as health, medical and dental services. In only the last few years, opportunities for Skåne's development have changed radically with the construction of the Öresund Bridge, through Sweden's membership in the European Union, the opening of borders to the east and in the trial restructuring in which Region Skåne was given responsibility for regional development. A successful region must present a clear profile to the public and must have its own decision-making organ capable of choosing and publicising a strategy for the region.

Regional development is a co-operative effort that includes individuals, entrepreneurs, municipalities, authorities and organisations. Region Skåne is one of these elements with a special responsibility for stimulating, co-ordinating and in many other ways promoting development in Skåne.

The specific contribution of Region Skåne is to establish positive conditions for the business community, as well as outstanding public transportation and infrastructure. These factors will contribute to development in Skåne, together with an efficient social service and care sector, excellent recreational opportunities and a wide range of culture and education.

The Development Programme is the overall platform that Region Skåne has developed in collaboration with its 33 municipalities, the public authorities, companies, universities, organisations and citizens in the region. Regional development is a complex process and is the result of collaboration and deliberation between various sectors and players. The process in it self is important as enforcement for cooperation and the mobilisation of all actors in the whole region creates a considerable force. In order to realise the vision in the Development Programme, work must be done to promote growth, strengthen the attractiveness, improve sustainability and achieve better balance within the region. The Regional Development Programme contains the vision of a vital Skåne and possible action plans for all four objectives – growth, attractiveness, sustainability and balance.

**Growth** – To increase growth the development in Skåne must be stimulated. A vital and competitive business community in Skåne is a precondition if other objectives in society are to be met. Creating good conditions for business and especially for companies producing goods and services with the perspective of resource economizing is essential. This kind of business has good opportunities and can great potential on the export market.

**Attractiveness** – Being an attractive region is important for the development of Skåne. A healthy environment with clean air and water adds to Skåne's attractiveness and so does the diversity of the countryside. The wealth of culture contributes to creativity and helps in accepting differences and sees them as an asset. A good and growing R&D climate is a force in attracting knowledge intensive companies and labour to the region.

Sustainability – Sustainability means taking a holistic view of life in Skåne. Developments shall promote a sustainable structure in society that takes both the surroundings and the needs for the individual into account. To achieve this, respect for the environment must permeate all sectors of society and be an integral part of all planning. Sustainability is also about social needs and the development of the individual. Education plays an important role here, not least as a catalyst for breaking down segregation. The region shall offer a high quality of life with the objective to be one of the cleanest regions in Europe. Sustainability is about giving people information and knowledge enabling them to make right decisions.

Balance – Balance means that the development of every district is dependent upon the prevailing conditions, that there is access to work, services and education all over Skåne. People with insight and knowledge in how to integrate the social dimension with the environmental and economic dimensions in order to achieve this balance are very important for the development in the region. Balance is also about working for equality, equity and integration.

In this context, Region Skåne is among other things involved in:

**Baltic MaSTER**; is an interregional project involving the different regions around the south Baltic Sea area and is a project aimed at increasing the maritime safety of this region.

**ISO 26 000**; we are active in the global work of producing a “guidance standard for Social responsibility”. The standard is estimated to be finished at the end of 2008. The standard is being produced in order to help non-specialists in all sorts of organisations, all around the world to take responsibility for environmental, social and economic issues in a concrete and comparable way. The process behind this particular standard is quite extraordinary in the history of standard writing as 47 countries are involved actively in this work, whereof the majority is developing countries. In the early discussions of whether or not ISO should produce such a standard – all member countries of ISO agreed that such a standard would be valuable in helping organisations around the world contribute to sustainable development with the exception of 4 countries which all, interestingly were industrial countries. The fact that it was developing countries that initiated this discussion is also quite significant to mention. Further, this particular standard requires all major sectors to be represented in this work and that requirement goes for all countries involved. The different sectors are the financial sector, industry, public sector, NGO’s, consumers and others.

**Physical planning**; we work with the concept of Sustainable City Development, SCD, together with the different municipalities, businesses, universities etc in trying to promote more sustainable city planning and building in Skåne. But also to profile Skåne as a particularly distinguished and successful region within this field both towards the national and international level. We know that we have a lot of know-how and successful businesses within the field of environmental technology in Skåne. And we know there is a great demand for this kind of know-how and holistic systems-solutions, which this concept is based on.

**Environmentally driven enterprises**; is an area which actually touches very much on the things that we do within the concept of SCD and it’s an ambitious regional attempt to try to counteract the negative relationship between economic growth and environmental degradation. It’s a particularly ambitious field of work in that the politicians of Skåne have recently agreed to invest a large amount of money into this area over a long period of time.

The task is to maintain and further develop a strong position in the field of environmentally

driven businesses and export of environmental technology and know-how from this region. We've found from extensive studies that in Skåne, we have outstanding know-how and businesses within 3 particular areas; sustainable building, energy and climate and water management.

Further, this regional "investment" covers an array of different activities, which includes, export, research and development, businesses, public sector, innovations, employment, biogas, etc.

We believe that there is a great future within this field. OECD for instance identifies environmental technology as the most important business of tomorrow next to IT.

**SYNAPS (System analysis Process oriented tool for Sector integration)**; in January, 2004, the Regional Development Committee of Region Skåne (the County Council of Skåne) commissioned the department of environmental strategies (Region Skåne) to develop a proposal for an *Environmental strategy policy programme* in collaboration with a wide range of interested parties.

Here is an extract from the commission given to us:

***"Environmental issues often get treated as if they were separate from the rest of society. This is due to how environmental problems used to look" ... "The environmental quality objectives have a weakness in that in reality they have to be **integrated with all other objectives of society** such as objectives to achieve economic growth, public health, health and medical care, energy supply, building and physical planning, traffic, infrastructure and technology supply, safety and security, culture and history and other objectives which all aim to increase our quality of life. If we want to move forward in the environmental field, then environmental issues have to be discussed from this perspective and **balanced against all other objectives of society** and thus bring about what is commonly known as sustainable development" ... "The different sectors of society should be the starting-point of this programme in order to shed light on the different relations between these, balance and weigh different objectives against each other and from that identify which measures different sectors must take in order to optimise the conditions for Skåne to develop in a sustainable way."***

The commission asks of Region Skåne to develop a programme consisting of strategies to promote sustainable development by integrating environmental issues (environmental quality objectives) with *all other* objectives of society – social and economic. This quote also states that if we are to move forward in the environmental field, then environmental issues have to be discussed from this perspective. The reason for this is to be able to place environmental issues in a larger context, where they may be balanced against other objectives of society. This in turn will hopefully enable us to identify which measures different sectors should prioritise in order to optimise the conditions for Skåne to develop in a sustainable way. Today the proposal consists of a process oriented tool (SYNAPS) which may enable non-specialists in all sorts of organisations to take responsibility for environmental, social and economic issues in a concrete and comparable way.

**VHU-Conference**; the organisation *Science for Sustainable Development* is a national non-profit organisation which together with the universities in Skåne, The Swedish Sustainability Council and Region Skåne was organising a national conference on learning and education for sustainable development in March 2006. The aim of the conference is to intensify and deepen

the discussions on *Education for Sustainable Development*. Professor Charles Hopkins attended and gave a key-note speech.

**The RCE Initiative;** Region Skåne is one of the actors in creating RCE Skåne and has allocated funds to Malmö University for organising the work.

**A Triple Helix collaboration for sustainable development;** a study is being carried out in Skåne to investigate how we can increase the activity between the public sector, the private sector and universities in Skåne. The aim is to create an organisation that can coordinate and develop this kind of relationship. The organisation will have two main objectives;

- 1) to help students from all disciplines to gain sustainable development related work experience before graduating within either the public or the private sector.
- 2) To help SMEs develop their businesses according to the principles of sustainable development.

**Region Skåne** will also have more long-term objectives such as;

- 1) Help more unemployed academics into regular employment.
- 2) Integrate the perspective of sustainable development into all academic disciplines.
- 3) Create a market which understands the need for- and more explicitly demands a workforce with knowledge of sustainable development and system thinking.



## The City of Lund – Description of activities in the context of DESD (Decade of Education for Sustainable Development)

*The Nature School in Lund* is a city-run resource for different kinds of nature-based education for staff and children in pre-school, compulsory school and upper secondary education.

The Nature School has as its main aim to support and stimulate school development within learning for sustainable development and natural science by guidance, skill development and networks. The school works with both public and privately run schools and pre-schools in Lund.

The Nature School has four basic principles:

**that** staff at pre-schools and schools should improve their knowledge on and increase their interest in sustainable development and natural sciences.

**that** pre-schools and schools should use regular outdoor learning in their local environment. Methods and experiences should be developed and disseminated.

**that** the *Green School Grounds* programme should be further developed. Stimulating and educationally useful outdoor environments should be created in schools and pre-schools in Lund.

**that** pre-schools and schools should participate in work with *environmental management* and strive for *environmental certification*.

The Nature School's activity to reach these objectives can be put into three categories:

- Guidance to staff in schools
- Work in networks, professional training etc
- Participation in project and reference groups, consultations and exchange of knowledge.

Regular educational activity has taken place outdoors in many schools in Lund since the mid-1990s, primarily with a focus on sustainable learning. A survey carried out in the winter 2001/2002 showed that most schools in Lund now have regularly timetabled outdoor days with the students. More than 100 classes are out once a week all year round. The average class size is between 25 and 30 students which means that around 2 500 to 3 000 students a week have an outdoor day in the natural environment. With 40 weeks in a school year, this makes at least 100 000 outdoor pupil days per year! For more information see

[www.naturskolan.lund.se](http://www.naturskolan.lund.se)

The City Council's Political Working Group on the Environment has primary responsibility for work with environmentally sustainable development (Agenda 21) in Lund. The Political Working Group has the Environmental Strategy Unit in the City Office as its operational body with a role to deal with strategic environmental issues and activity and also educational issues. Last year for example, 900 people took part in environmental training organised by the unit and 700 young people participated in the "Youth Forum" sustainability project.

Below are some of the various sustainability initiatives launched by the *Environmental Strategy Unit*:

*Review of Lund's Agenda 21 / LundEko*; Work on a review of Lund's Agenda 21 has been ongoing since 2000 and is based on the national Environmental Quality Target. The state of the environment has been documented and the targets have been broken down to the local level. The City Council's Working Group on the Environment launched a consultation on the first draft Agenda 21 report in 2002. After further consultation with relevant local authority departments, there was a second round of public consultation in 2005. The programme was adapted in accordance with the findings of the consultation and the proposal was sent by the Working Group for a council decision in December 2005.

*Environment Week*; The Environment Week, in October, was arranged for the 16<sup>th</sup> year together with Lund's Society for Nature Conservation. The theme for this year was Food and the Environment. The week was launched with a carrot tasting at five locations throughout Lund. A survey was carried out in 17 shops to compare organic alternatives for 12 standard products. A study group on organic food was also launched during the week.

*Climate Change Investment Programme*; The City of Lund was granted SEK26.4M in government support in December 2004 for its local Climate Change Investment Programme (KLIMP) for the period 2005-2008. Four partners have received support for 11 projects under the responsibility of the City Council's Working Group on the Environment. Environmentally related capital costs for these projects will be SEK14.2M in 2005.

*Environmental partnership development group*; One of the City Council's nine development groups, Environmental Partnerships, will continue its work with the "Kilowatt Mission", a cross-departmental project in partnership with the LKF Housing Company and Lunds Energi.

*Environmental Management, MIL*; All departments and city-owned companies have been offered regular guidance from the managers of the environmental management system in 2005 and a forum for the environmental co-ordinators from all of the partners was formed.

A number of different training initiatives have been undertaken in 2005 of which the average score was 8.4 out of 10 in an evaluation. There were 965 participants in 2005, the most since this work was started.

Lund's work with environmental management systems is unusually large for a local authority and demands support to ensure that it is fully adopted. Continued work with employee training and guidance for environmental managers is therefore essential to maintain the broad initiative. Two full time posts will therefore be created by the City Council to support this work.

*Youth Forum*; The Youth Forum has been in existence since 1998 to support and stimulate environmental work among young people in Lund. The project is run in partnership between the Nature School and the Working Group on the Environment and is co-ordinated by a part-time post. The Youth Forum has worked closely with Lund's Youth Parliament during 2005 and supported the Parliament's environmental working group. The young people in the

working group have run a campaign against litter in Lund and have also had an exchange with Bilbao within the “Ungdom” EU-financed project.

The Youth Forum has organised a successful course for 16-19 year-old students from three upper secondary schools and two courses for students from the environment groups in eleven secondary schools. The project manager has given continuous support to environment groups and organisations. A study group on alternative fashion was run together with the youth section of the Swedish Society for Nature Conservation.

*Organic food in the public kitchens, EMIL;* The EMIL project started in January 2003 with the aim to increase the proportion of organic food in kitchens run by the city.

An evaluation has shown that the target of 10% organic was reached in 2005, in line with the regional target for the public sector. The project has been extended until the end of 2006.

*Cities and Towns against Climate Change;* The City of Lund is one of 18 local authorities (together with Malmö and Kristianstad from Skåne) in a network aiming to reduce emissions of greenhouse gases. The local authorities get support and advice on how to work, opportunities to influence central government agencies, the government and parliament. The City of Lund is also the host of the network with financial support from the Swedish EPA to finance 1.4 jobs to disseminate information and knowledge through newsletters, web site and 29 different seminars with 1250 participants. The aim of the network is to disseminate information, exchange experience, provide support for funding submissions, work on joint initiatives and show national authorities the barriers and opportunities in local climate work.

More information can be found on [www.lund.se](http://www.lund.se).



The tradition of learning in Lund goes back to the Middle Ages, when the city was home to a seminary, and in 1666 Lund University was founded. It is now Scandinavia's largest institution for education and research with eight faculties, several research centres, and specialised schools located in Lund, Malmö and Helsingborg. The university's eight faculties – technology, science, medicine, economics, social sciences, law, theology and humanities, and the academies of performing arts – enable research to be pursued with both depth and breadth. Thus, research of the highest international class is carried out at Lund University in several cutting-edge research fields; and there are interdisciplinary areas where the breadth is essential for success, namely in one of the university's three profile areas: global sustainable development.

Both basic and applied research is pursued at the university, at a total cost of approximately SEK 3.4 billion a year. Roughly half of the money comes from state grants and half from external contributors. Of the total research budget, SEK 2.1 billion goes to the training of new researchers. Each year this postgraduate education results in close to 500 doctoral dissertations.

Programmes cover traditional academic disciplines as well as specialised areas. In addition, provision of skills enhancement, continuing education and advanced education programmes for employees in the public and private sectors has a long tradition. As a result of this there were courses in environmental studies and environmental management targeted at professionals as early as around 1970.

Lund University cooperates extensively with other universities, colleges and research institutes around the world. One such example is Øresund University, which is run by Lund University and 13 other Swedish and Danish universities and colleges. The University also participates in the European Union's education and research programme and is the only Nordic member of Universitas 21, an organisation made up of 16 universities from eight countries, most of them outside Europe. All together, Universitas 21 has about 500,000 students and 40,000 researchers.

International students wanting to study at Lund University can do so either as exchange students or independent/non-exchange students. There are almost three hundred courses and almost twenty international master's programmes held in English. At least half of these programmes directly deal with sustainability issues, although in varying degree. Lund University is also involved in two prestigious Erasmus Mundus Programmes within the environmental area.

Lund University has a long tradition of responding to the need in society for change in relation to environmental and sustainability issues, and to be proactive in identifying such needs. Thus, the Environmental Studies Programme was set up in the late 1960s, to later evolve into an interdisciplinary department, the **Environmental and Energy System Studies** at the Faculty of Engineering LTH. The current umbrella organisation that serves Lund

University independent from any faculty is **Lund University Centre for Sustainability Studies (LUCSUS)**, which is a platform for education, research and cooperation inside and outside academia on questions related to sustainable development. There are also departments within different faculties partly working in the same manner: apart from Environmental and Energy System Studies, also for example the **International Institute for Industrial Environmental Economics** and the **Department of Studies in Environmental Science** at the Faculty of Natural Science. There are also educational programmes and a multitude of courses within the area of environment and sustainability at several faculties and departments, including the **Faculty of Engineering LTH** and the **Faculty of Social Science**. In this short overview only some examples of all the activities directly or indirectly related to Education for Sustainable Development can be described.

**At the Faculty of Social Science**, the unit Sociology of Law is collaborating with different stakeholders in many activities related to ESD and especially noteworthy are the involvement in the following activities:

The Swedish Network "Utbildning och hållbar utveckling" (Education and Sustainable Development), where around 30 senior researchers from 13 different universities/university colleges, including Malmö University, meet 2 – 3 times yearly around issues related to ESD.

The involvement in the establishment of several ESD-networks and the applications of funding for research and development in ESD-projects: (1) In collaboration with Learning Lund: ESDiL - Education for Sustainable Development in Lund University, which received financial support from LUCSUS during the planning stage; (2) With partners in the Nordic Countries (3) With international counterparts: an international ESD-network involving China, South Africa, Sweden, and Zambia.

The cooperation with local stakeholders in Lund and the neighbouring municipal district of Lomma to implement a long term research and collaboration around sustainable development with special focus on students in schools: participation, empowerment and democracy.

**The Faculty of Engineering LTH** is one of Sweden's largest higher educational institutes for the technical and engineering sciences, offering more than 20 educational programmes. One of the 14 different 4 ½ year programmes in engineering is Environmental Engineering, the objective of which is to produce engineers who are well suited for design, implementation, and evaluation of sustainable solutions for technical processes and management of natural resources.

**Environmental and Energy Systems Studies**, within the Department of Technology and Society at LTH has a long tradition of offering courses within the field of environmental and energy systems analysis: multidisciplinary courses with the express scope of promoting sustainable development. The courses, intended to supplement a university programme with sustainability aspects, are open not only for students from within the university, but also for people from outside who wish to complete their formal education. Thus, several of the courses are arenas for contacts between students and professionals, the latter present either as teachers or as fellow students. Naturally, Environmental and Energy Systems Studies has extensive contacts both within Lund University, and with other universities in Sweden and with the professional world in general (industry, companies, authorities, etc.), thus providing opportunities for students to set their learning not only in an academic context, but also a societal one.

**The Department of Studies in Environmental Science** is responsible for managing and administrating undergraduate and graduate education in environmental science at the Faculty of Natural Science. There are presently 210 undergraduate students in the two study programmes Environmental Science and Environment and Health. The programmes have their base in different disciplines within natural sciences, but with a multi-disciplinary approach. The teaching staff includes people involved in research or representatives from authorities or companies that deal with environmental issues. In addition, PhD education in environmental science will start this year.

With the firm conviction that prevention is better than cure, the **International Institute for Industrial Environmental Economics (IIIEE)** is engaged in multidisciplinary research and education with the overall ambition to further systems of production and consumption that support sustainable development. The research aims to develop and implement new systems of production and consumption that are capable of decoupling economic development and improved quality of life from environmental and cultural deterioration. This is done in close collaboration and interaction with stakeholders from various parts of society and various parts of the world. The main research areas are: Sustainable Product and Service Systems, Distributed Economies, and Energy for Sustainable Development.

***The two multi-disciplinary international master's programmes*** (1) Master of Science in Environmental Management and Policy, running since 1995, and with a network of more than 300 alumni from 75 countries meeting in Lund every second year, and (2) Master of Environmental Sciences, Management and Policy, which started in 2005 as an Erasmus Mundus Programme delivered in collaboration with universities in Hungary, Great Britain and Greece.

***The involvement with education of young students between 14 and 18 years*** especially through the Young Masters Program (YMP) and the Global Environmental Youth Convention. The YMP is a global web-based, interactive distance-learning course for young students and their tutors and teachers. The education focuses on environmental issues and preventative strategies to deal with environmental problems. Almost 4000 high school students from all over the world have been educated since the beginning of these activities in 1999 and well over 100 countries have been represented. New international partners are constantly getting involved. Thus the IIIEE now collaborates with the Foundation for Environmental Education (FEE) that organises the network of Eco-schools (Green Flag), the International Geosphere-Biosphere Programme (IGBP) within the Council of Sciences, and their partner GCIN (Global Change Information Network). The YMP is expected to be an important channel for disseminating information and knowledge within the IGBP.

***The UNESCO-Chair on Education for Sustainable Development*** granted in 2005 is based primarily on the Young Masters Programme. This clearly shows the strong international support for the continuing evolution and expansion of the education offered by the IIIEE to high schools all around the world.

***The collaboration with Learning Lund*** which is about research on the young students' acquisition of knowledge through the distance learning process within the Young Masters Programme about sustainable development in a global and local perspective. Learning Lund is a center at Lund University: a network, a meeting place and a resource for everyone interested in developing their understanding of, attitude to, and preparation for learning, whether this learning takes place within the university in relation to teaching, education and research, or in the extended relation the university has to the surrounding world.

**Lund University Centre for Sustainability Studies, LUCSUS** is an umbrella organisation that serves Lund University, operating independently from any faculty. The role of LUCSUS is to promote approaches to issues related to sustainable development by

- initiating and coordinating transdisciplinary research proposals
- taking part in several national and international research projects
- initiating and coordinating interdisciplinary courses in the area of sustainability at the undergraduate through postgraduate levels, and promoting the integration of sustainable development in the general curriculum and syllabi for different courses and programmes
- teaming up with others, both inside and outside the university, to offer lectures and seminars on different subject under the larger theme of sustainable development.

The research at LUCSUS receives extensive funds from the EU. Two of the Integrated Projects within EU-FP-6 are SEAMLESS and MATISSE. The SEAMLESS (System for Environmental and Agricultural Modelling; Linking European Science and Society) project will develop an integrated and operational framework (SEAMLESS-IF) which aims to rapidly become essential for integrated assessment of agricultural systems in the context of agro-ecological innovation, rural development, sustainability, agricultural policy reform, EU enlargement and world trade liberalisation. The project is coordinated by Wageningen University in the Netherlands. LUCSUS is responsible for participatory development, dissemination and stakeholder dialogue as well as involved in determining the structure of SEAMLESS-IF. Sustainable development has become an overall policy objective in the European Union. The objective of MATISSE (Methods and Tools for Integrated Sustainability Assessment) is therefore to achieve a step-wise advance in the science and application of Integrated Sustainability Assessment (ISA) of EU policies.

LUCSUS is the host of LUMES, Lund University International Master's Programme in Environmental Studies and Sustainability Science, which is an interdisciplinary international master's programme with the overall objective to furnish students with knowledge, competence and preparedness to take action in contributing positively to long-term ecological, economic and social sustainable development. The LUMUS programme started in 1997 and has educated more than 300 students from 75 countries. In April 2005 LUCSUS organised Lund Sustainability Forum in connection with a LUMES Alumni Conference with more than 200 participants from all around the world. LUCSUS is also one of the teaching partners in an Erasmus Mundus programme: Geo-information Science and Earth Observation for Environmental Modelling and Management, GEM.

Sustainable Development of Global Society is one of the prioritised research profile areas at Lund University. In 2004, the Vice-chancellor commissioned LUCSUS to initiate and promote this research area. Therefore, in 2004/2005 LUCSUS organised a series of trans-disciplinary seminars, lectures and a PhD course called Seven Challenges for Sustainability. Another important task within this research profile area is to support research ideas by facilitating networking and distributing planning grants, which aim to assist in the development of concrete research proposals for external funding.

The LUCSUS Seminars is a series of weekly seminars to facilitate discussion on environment and development, including issues of global equity and justice. LUCSUS Seminars are open to the public and for all scholars and students at Lund University. It is a joint venture with the Arena for Global Equity and Sustainability Issues (AGESI). AGESI was launched in 2004 with the intention to strengthen the collaboration between social sciences and humanities on these issues and contribute to the growth of a stronger and more consolidated research environment committed to global sustainable development. Through support from the Bank of Sweden Tercentenary Foundation (Riksbankens Jubileumsfond) it has been possible to establish an AGESI secretariat at LUCSUS.

LUCSUS is active in the European Panel on Sustainable Development, EPSD, which is a network of universities and other research organisations with the purpose to serve as an independent academic body for critical reviews and actions on EU policies but also as a pool of knowledge which can be used in the EU work for sustainable development. The network of institutions forming the EPSD includes Gothenburg University, Chalmers University of Technology and Lund University along with researchers at Charles University in Prague and the London School of Economics.

LUCSUS is supporting “Sustainable University”, which is a student organisation arranging evening lectures, seminars and debates. LUCSUS is previously known as Centre for Environmental Studies - MICLU. MICLU played a very active part in creating the Danish-Swedish platform Øresund Environment Academy.

**Lund University** aims to keep its position as a strong actor in the work for Sustainable Development and Education for Sustainable Development. Lund University will through high quality research and education in relevant areas promote a Sustainable Society. Lund University intends to further develop the strong ongoing work to integrate Sustainable Development in education and research. Through the use of the EU-developed "Method of Open Communication" a bottom-up communication process will be initiated throughout the University to share best practices, to promote initiatives through positive replicatoin and to legitimise the policy making process in the area. Lund University also aims to "practice what we preach" by minimising the direct Environmental Impact of our daily activities.

More information can be found on [www.lu.se](http://www.lu.se).



City of Malmö

The City of Malmö is with its 270 000 inhabitants Sweden's third largest city. It was first mentioned in the 13<sup>th</sup> century and grew during the middle ages and developed to a flourishing city in the Danish empire. In 1658 became Malmö Swedish and continued to grow, the economy mainly based on fishing. This changed when the shipyard Kockums was established in Malmö in the second half of the 19<sup>th</sup> century. The shipyard thrived and consequently Malmö did grow considerably during the time of the industrial revolution, passing the 100 000 inhabitants mark and doubling the number of its inhabitants again after 50 years. During the 1960 did the shipbuilding industry reach its peak in Malmö, declined however thereafter and thus caused increasingly problems for the city, since the rate of unemployment rose over the years. The shipyard activity finally ceased in Malmö, in the 1980s. The social problems increased over the following years, accompanied by a steady decline in inhabitants. In the 1990s finally a political decision was taken to transform the city from an industrially one to one that is defined by knowledge and culture with a strong sustainability focus. In 1998 was Malmö University opened and not even ten years later the number of students exceeds 20 000.

Malmö's geographical situation gives it a key position as turnstile between Europe and Scandinavia. It has always been looking towards the continent and the opening of the Öresund fixed link opened up a whole lot of new opportunities. The Öresund Region with Malmö and Copenhagen at its heart is seen as one of the regions in Europe with the highest growth and development potential and a lot of cooperation work has started, especially between the two cities of Malmö and Copenhagen.

The City of Malmö is very diverse, 24% of its inhabitants were born abroad and more than 160 nationalities are represented in Malmö. A rather high proportion of the population is young, which both offers opportunities yet also problems that need to be addressed.

## **Local Problems**

### *1. Increasing need for higher level education*

In order for Malmö to truly develop to be a city based on knowledge it is necessary to provide the best possible education to its citizens. Since there is a higher than average proportion of young people living in the city, the variety and amount of educational opportunities needs also needs to be higher than average. And that is not the case. The full potential of the available students cannot be utilised. Not only is there a lack in training and education facilities, but also individuals do not have the chance to follow their potential due to high levels of social exclusion and segregation.

### *2. Ethnic diversity*

This segregation is mostly due to the high number of different ethnic social groups. The very diverse and multicultural environment obviously provides a high potential, where different experiences, skills and knowledge could be utilised to develop new approaches and solutions to old problems. Unfortunately this is currently not the case and rather counteracts this development towards a common understanding. The differences in living standards are

continuing to increase due to differences in the employment rate and wage levels, which is likely to be a cause for rising isolation even in the future.

### *3. Development towards a sustainable city*

The above-described problems are obviously only one aspect of the sustainable city that Malmö is aiming to develop into. Although technical solutions are often well known and proven, there is still an implementation gap. How can the best practice case studies be implemented on a wide scale, thus reducing the environmental impact of the city's activities. Energy issues, waste management, traffic or construction are one some aspects that Malmö is trying to find manageable and realistic solutions for.

## **Existing Capacities and Local Priorities**

Endorse Sustainable Urban Development:

The aim for Malmö to become a city based on knowledge and culture is defined in the Masterplan of the city, which was originally published in 2000, and this objective was confirmed in the updated version in 2005. The City of Malmö was one of the main actors that supported and promoted the foundation of Malmö University, which was a major strategic step for Malmö's development. This will facilitate the education and training of a qualified workforce, which will benefit the city economically and socially.

The city supported furthermore the establishment of Malmö Incubator, which provides a connection between industry and the University. Several projects are being run in Malmö where a holistic approach is taken to involve different kinds of stakeholders to provide optimal education and training. One example is the SmartLIFE project, which has been selected by the UNESCO Decade for sustainable education as a reference project to demonstrate good practice, generate ideas and contribute to policy development.

### **Priority 1:**

Continue and expand the cooperation between stakeholders to provide the best possible education and training environment irrespective of social or ethnical background. Education for sustainable development includes a wide array of different aspects, ideas and concepts, the more that are incorporated, the more holistic the approach to sustainable development will be. The City of Malmö has been working on developing and testing sustainable urban development over the past decades, through different projects, such as the city-spanning commitment "Welfare for all" (Välfärd för alla), the Bo01 City of Tomorrow, Ekostaden Augustenborg, or work with the Building and Living Dialogue for sustainable construction.

### **Priority 2:**

Develop a knowledge base for sustainable urban development. These ideas and aspects must not remain theoretic appraisals but have to be implement in practice in order for them make a difference in Malmö. Only through the impact that the application in reality will have is it possible to induce long lasting change and improvement, on the socio-economic level of the city, i.e. its inhabitants, as well as on the environmental level, i.e. the minimisation of the environmental impact the city has.

### **Priority 3:**

Implement achievable and realistic measures to promote the development of Malmö to become a sustainable city.

More information can be found on the City of Malmö's homepage at [www.malmo.se](http://www.malmo.se)



Malmö University was founded in 1998 and is today Sweden's eighth largest university of undergraduate studies. Located in the centre of Malmö at Universitetsholmen, the university has played a central role in the transformation of Malmö from industrial town to centre of learning. Malmö University strives to be a university open to all; a university that is structured to cope with our ever-changing jobs market through a multi-disciplinary approach that crosses traditional school and faculty boundaries. This is also one of the reasons why the university makes an effort to attract students that come from a background where university education has not necessarily been part of their tradition.

Malmö University has [six school and faculty areas](#), all of which are multi-disciplinary. This means that several sciences meet under one roof, each one enriching the other. It also means that our more than 450 courses and about 50 programs give graduates a wider outlook as they prepare for their imminent professional working careers.

In 2003 Malmö University had 21,000 students participating in full and part-time studies, approximately 1,200 employees (over 200 research students and approximately 50 full professors). Some 170 international exchange students from 25 different countries covering four different continents studied at Malmö University in 2004. International exchange students come mainly from Europe but the university has also hosted students from such places as the USA, Australia, Hong Kong, Turkey, Chile, Canada and Greenland. Our own students are also given the opportunity to study abroad. The University has agreements with around 120 universities around the world. Malmö University's students are 31-years-old on average, are mainly women (69%), often come from a non-Swedish background (36% in 2001) and are parents (25% had children in 2001).

Malmö University works with three perspectives; migration and ethnicity, gender and environment, that should permeate all education, research and all other activity in the university. The perspectives address issues which are fundamental for our future and which are important in both working life and our private lives. The university shall adopt a leading role in knowledge development in these areas through our research and education. Knowledge about migration and ethnicity, gender and environment leads to a new understanding and new questions, and to new knowledge, complex thinking, critical approach and ability to deal with values.

**The School of Teacher Education** is one of six wide-ranging and multi-disciplinary schools at Malmö University. The School of Teacher Education offers Sports Science programs and Professional Guidance Counselling education as well as an array of individual courses. Some 7,000 students are enrolled in the School for the spring of 2005. In their first semester they all study a course Learning and Development where Sustainable Development issue are taking a major part. All students have a work placement during their training and the university has a contract and partnership with 25 of the 33 municipalities in the region in a unique partner school system.

In October 2005 the School of Teacher Education and the Swedish National Agency for School Improvement organised a conference on Learning for Sustainable Development in Skåne. A network among school in the region and the teacher training is now under development and more activities will be planned.

Senior researchers and doctoral candidates are taking part in the Swedish network "Utbildning och hållbar utveckling" (Education and Sustainable Development), where around 30 senior researchers from 13 different universities/university colleges, including Lund University, meet 2 – 3 times yearly around issues related to Education and Sustainable Development. In connection with the UN Consultation on Education for Sustainable Development in Göteborg in May 2004, the network published the anthology "Learning to Change Our World" with contributions from around 25 of the members of the network. In recent years, the network has linked up with research networks in Danmark (DPU) and the UK (Bath, Oxford etc).

Since 2001, teachers and students are engaged in the International Training Programme on Education for Environment and Sustainable Development in Formal Education. It is an Advanced International Training Programme - sponsored by the Swedish International Development Cooperation Agency (Sida). The programme is being collaboratively organised by Scandiaconsult Natura AB, the SADC Regional EE Centre in South Africa, the Environmental Education Training Centre at the East China Normal University in China, Uppsala University and Malmö University.

Environmental history has developed as a new academic field of research during the last decade. At Malmö University this research is concentrated on the environmental history of 20th century food production and forest history and there is a good cooperation with the University of Copenhagen. This research work is linked to the European environmental history network in ESEH (European Society for Environmental History). In teachers education this approach is visible in a compulsory course for all history teachers, divided between physics and history, about the use of energy during the last 200 years. Malmö University has also been coordinating numerous school projects concerning environmental history in all Baltic countries in the Baltic Sea Project. Two books have been published on the item (see for example "Learning from Environmental History in the Baltic Countries" which is published in cooperation with the UNESCO).

Environmental physics has developed as a new subject at The School of Teacher Education. The subject has a focus on energy and sustainable development. Two books have been published on the item and a new book, *Environmental physics for students not studying science*, is under preparation. In Climate –X, a project together with the City of Malmö, an interesting and exciting programme for schools has been developed to raise awareness of climate change and how we can make active choices for our future.

At **The Faculty of Health and Society** the education and research activities aim at contributing to the knowledge base in order to preserve, support and promote people's physical, psychological, and social health. The University educates nurses, social workers, public health scientists and biomedical scientists. The Social Work programme has four specialisations: Multicultural Aspects, Social Education, Social Care and Organisational Development. The results of the quality evaluations performed by the National Agency for Higher Education have been very positive to the educational programmes at the Faculty of Health and Society. Thus the programmes have among the highest number of applicants in Sweden. The Faculty has cooperation agreements concerning student and teacher exchange with partner universities in other countries in Europe, Australia and the United States.

**The faculty of Odontology** - Centre for Oral Health Sciences - was founded in 1946 as Malmö Dental School. From 1964 Lund University was the alma mater of the faculty and in 1999 it became one of the schools of Malmö University. Since the start, more than 3.500 dentists have graduated from the faculty and 150 doctoral theses have been presented.

The primary activities of the faculty are dental education (dentists, dental technicians and dental hygienists), postgraduate education of dental care personnel, research/research education and dental hospital care. The faculty acts as a partner working together with the dental and medical industry as well as a bank of ideas and knowledge.

The activities at our faculty have had an international touch ever since the start more than fifty years ago, and this international influence has been reinforced over the years. Researchers, practicing dentists and students from other countries and continents are frequent guests. The faculty took an early interest in the dental health problems of the Third World, which has become a particular research profile. As a result we attained the status of World Health Organisation Collaborating Centre in 1987.

Research spans a broad spectrum: from molecular biological studies of tissues and reactions in the oral cavity to wide-ranging studies of oral health in different generations and social classes; from designing advanced bridge structures and other tooth replacements to eliminating caries bacteria in developing countries. The research of oral health for the dental patient includes replacement of tooth structure with biocompatible, long-lasting dental materials that can withstand the adverse conditions of the oral environment. By means of applying and developing methods of manufacturing of prosthodontics, it will contribute to a sustainable oral health.

**The School of Arts and Communication**, also known as K3, is a multidisciplinary research and educational school that's split into two themes: Design, and Culture and Media. Since the research and tuition is multidisciplinary the research projects include researchers from different subject areas. Here, the different programmes intertwine with each other. For example, the media science programme also has a technical slant while the technically-weighted programmes also look at cultural science and ethnology.

**The School of International Migration and Ethnic Relations** (IMER) takes a look at the larger picture; the fundamental global processes within society and the concrete and ever-changing consequences they have on society and individuals. IMER lectures and researches in questions such as: democracy, human rights, migration, ethnicity, integration, peace and conflict, culture, human communication and language, morals and ethics. Our courses are international in both character and focus. They include: International Migration and Ethnic Relations, Human Rights, Peace and Conflict Studies, International Relations and Practical English in Cross-cultural communication. Most courses are given in both Swedish and English to help facilitate the international nature of the school. Bilingual courses help facilitate working with exchange students and with improving our contacts with other universities around the world. A common trend for courses at IMER is that they all deal with fundamental civic questions that are analysed from a scientific foundation. IMER takes a multi-disciplinary approach to get the most comprehensive view of our topic.

**The School of Technology and Society** actively tries to cooperate with the local community through various initiatives with the local authorities and business community. Technology and technological developments influence our society in a variety of ways and on a variety of

levels. Similarly, society is influencing the direction of technological development. In order to understand the interplay between technology and society, educational courses must be multi-disciplinary, integrating different aspects of the technical and social sciences.

The School runs both individual undergraduate courses as well as full programs. Our curricula are planned and carried out with the needs of the student and of society in mind. Our subjects relate to the interaction between technology and society. The school also put a lot of emphasis on recruiting students from a broad spectrum of society. The programs run are multi-disciplinary and aim to give a more holistic perspective on societal and technological development. The courses and programs are run with a focus on examining new ways of thinking in a clearly understandable fashion. This gives students the best possible preconditions for success in their education.

Post-graduate research and studies use today's most pressing issues in society as the foundation for all study but also the questions that come up in the traditional fields of research. Post-graduate studies take a more in-depth look at the school's subject areas but they also strive to maintain the multi-disciplinary approach.

More information can be found on [www.mah.se](http://www.mah.se).