

CALL FOR PARTNERS

CONCEPT NOTES

14 organisations are looking for partners to join their European consortium on skills to apply for the upcoming Erasmus+ [KA2 Strategic partnership](#) and [KA3 Policy reforms](#) calls.

Are you interested in being a partner in an innovative project on skills? Then please apply to take part in the discussion around one of the project proposals selected for the ERRIN Erasmus+ project development workshop (more information available below). The discussions will be organised online.

Deadline to apply is Thursday 5 November, 23.59 CEST. Please apply [here](#).

The selection of partners will be communicated in the week following the deadline.

ABOUT THE WORKSHOP

The main theme of the workshop is global competences under which four sub-themes have been identified:

- green skills in a global perspective
- digital skills in a global world
- intercultural competences
- global competence as a life-long learning process.

The project proposals all relate to one or more of these themes.

Please be well prepared to answer questions about your expertise, human and financial commitment to the project, time you need to obtain the formal “go” of your organisation, etc.

Your participation in the project development workshop cannot guarantee a successful outcome for your project. However, it is an excellent opportunity for organisations to meet potential European partners, which might result in a fruitful and sustainable Erasmus+ or Horizon Europe project.

More information about the workshop can be found [here](#).

HOW TO APPLY AS A POTENTIAL PARTNER

- **Step 1**
Read the description of each project proposal by clicking on the project title in the list in the next section.

- **Step 2**
Select one project proposal that you would like to apply for.
 - **Step 3**
Apply to participate as a partner [here](#). Deadline to apply is Thursday 5 November, 23.59 CEST.
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PROJECT PROPOSALS THAT YOU CAN APPLY FOR (alphabetical order according to organisation)

- [**Youth, mobility and sustainability**](#)
Buskerud videregående skole
- [**Systems thinking in Early Childhood Education**](#)
Djapo
- [**LEAF - Learn biodiversity through Environmental Action For the community**](#)
Eurocrea Merchant
- [**New employment opportunities to fight against climate change**](#)
FOUNDATION MEDITERRÁNEO
- [**Higher business education for Circular economy: Accounting, Metrics and Reporting dimensions of Circular economy business models**](#)
Haaga-Helia University of Applied Sciences
- [**CORE: Code of Sustainable and Resilient Design**](#)
Institute of Advanced Design Studies, non-profit Kft. (ADES)
- [**Global competences and blended learning for better student achievement**](#)
Catholic Education Flanders
- [**Constructing a Green wave in VET**](#)
Learnmark Horsens
- [**Communication and Education for Sustainable Development in Teacher Training \(COM-ESD 4 TEACH\)**](#)
Martin Luther University Halle-Wittenberg (MLU) and Catholic University of Eichstätt-Ingolstadt (KU)
- [**Minno Effects \(towards global innovation competences in intercultural collaboration\)**](#)
Metropolia University for Applied Sciences
- [**K203: Encouraging local consumption: planting the seeds for a Green Change**](#)
Universidad Rey Juan Carlos (URJC)
- [**EduBlend**](#)
UC Leuven-Limburg
- [**Interdisciplinary green skills in sustainable construction**](#)
University College Northern Denmark
- [**Higher Education for Sustainable Development \(HESD\)**](#)
VIA University College

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| Organisation name | Buskerud videregående skole |
| Project title | Youth, mobility and sustainability |
| Short summary of the project idea (max. 750 words) | <p>We want youth to explore how they can influence a local community to be more sustainable. The student's local community and their own school will be their point of departure to explore how their community and school can be smarter and more sustainable – like smart cities. We want to learn the students how a community works by working interdisciplinary with different subjects: social studies, history, geography, entrepreneurship and business development, natural science, etc. What preconditions do a society need to possess to develop sustainable solutions? Part of the student's investigation will be a comparison with another foreign local community that has different preconditions.</p> <p>We want to recruit students from our school who have low motivation for completing high school. If the students feel a responsibility to the project, they will be motivated to complete school. Engaged students are more important than students with good grades. One idea is that different subjects will be integrated in the project.</p> <p>Focus: sustainable development, democracy, and citizenship. We want to explore and reflect on digital resources amongst teachers and to use different media to communicate across borders. A main goal must be to both communicate digitally and meet each other in the student's local community. How can youth develop suitable communication channels? One example is the car-breaking deposit, which in Norway is a positive measure to a more environmental car park, while in Germany, the environmental movements protest against this approach.</p> <p>PROFESSIONAL PART OF THE ASSIGNMENT:</p> <p>KNOWLEDGE OF UN SUSTAINABILITY GOALS:</p> <p>We want to anchor the project in the UN's sustainability goals:</p> <p>4 - inclusive, equal, and lifelong education for all, including sub-goal 4.7: 4.7) By 2030, ensure that all pupils and students acquire the skills necessary to promote sustainable development, including through education for sustainable development and lifestyle, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and the contribution of culture to sustainable development.</p> <p>11 - sustainable cities and communities</p> <p>12 - responsible consumption and production</p> <p>17 - collaboration to achieve the goals</p> |
| Type of partners sought (type of organisation and expertise) | High school students and teachers as a reflection group. We want to get in touch with schools from other European countries, Germany may be one of the countries. Our students are 16-19 years old. |
| What key action are you aiming for? | By working with this project, we hope that young people can develop an awareness as citizens, both on a local and international level. We want the students to be acting individuals, not just passive to challenges they might face in the future. The youth needs to feel that creating sustainable solutions works better than making a protest to a subject. |
| Your region and country | Viken, Norway |
| Experience as a project leader in EU funded projects? | No |
| Contact information (first name, last name, email, phone number) | Ms. Hanne Martinsen hannemar@viken.no |

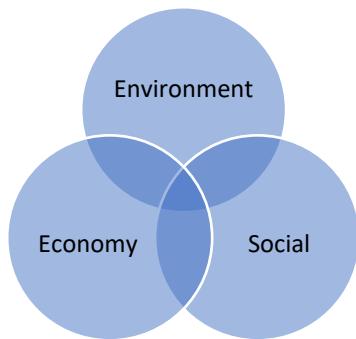
What is/are the objective/s of your project? (max. 500 words)

We want to work by a quote from Albert Einstein in mind: "We cannot solve our problems with the same thinking we used when we created the problems".

By working with this project, we hope that young people can develop an awareness as citizens, both on a local and international level. We want the students to be acting individuals, not just passive to challenges they might face in the future. The youth needs to feel that creating sustainable solutions works better than making a protest to a subject.

We want students to investigate and find concrete, sustainable solutions to challenges in their local community.

Why do we want to work interdisciplinary? There is an interplay between economic, social and environmental aspects of every action. If we do not take all three sides into account, the result will not be sustainable.

**How are you going to obtain the above objective/s? (max. 500 words)**

Working methods: digital communication and student exchange. The students will be mixed in groups with the partner schools when they visit their partner school.

We want to work interdisciplinary. The new Norwegian curriculum highlights education across the school subjects. We want the students to work with democracy, citizenship, and sustainable development.

What do you expect the concrete output of your project to be? (max. 500 words)

We expect that the concrete output of our project will be a **product**: The students must find a product that can influence a sustainable development, citizenship, and democracy. It can be a concrete or digital product, establishing an organization, set up events at each school, etc.

We also expect that the students have got another view on democracy and global citizenship, by concrete examples from their local community. By comparing their community and working together with youth from other countries on ideas on how creating a smarter community, we hope that the students will be able to be participants in their own future.

SKILLS WE WANT STUDENTS TO ACHIEVE:

GREEN SKILLS - Sustainable development is the theme of the thesis, among other things mentioned through the UN's sustainability goals. We believe it is more important than ever that young people engage in opportunities to influence society to think more sustainably. Instead of young people protesting against what adults do, as in Fridays for Future, we want young people to develop the ability to think of sustainable solutions that can make a difference in the future, for example by founding their own organization, making sustainable products, etc.

DIGITAL SKILLS - Digital skills will be developed through the process. How can students communicate across borders with digital tools? We also hope that the teachers who contribute to the project can exchange ideas and reflect on the use of digital tools in teaching. In this way, teachers will also be able to develop better digital skills.

INTERCULTURAL COMPETENCES - We believe it is important that young people experience that young people in other countries may not be as different as they think. Through international contact, we hope that the

threshold will be lowered to work together internationally, work abroad, etc. in the future. As mentioned above, we believe it is more important than ever with such a project. Sustainable development does not take place alone in Norway, nor in isolation in other countries. In this project, we hope that students can understand and reflect on the similarities and differences in local communities that are linked to students' immediate environment.

GLOBAL COMPETENCES - As important as being a citizen of a democracy in their own country, it is important that students experience that it is possible to participate and influence in global contexts. We want students to develop the ability to become a global citizen. They do this, among other things, by working with the UN's sustainability goals and the four themes mentioned here.

What input do you expect from potential partners? (max. 500 words)

We hope that this project can be a project where teachers and students can learn about each other's strengths and challenges in local communities, and work out solutions to find smarter, more sustainable local communities based on what young people are interested in.

Our partner schools must be able to:

- complete a student exchange where the schools visit each other during the project period
- facilitate that the students can work together digitally during the project period
- facilitates that the students get to know their local community

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| Organisation name | Djapo |
| Project title | Systems thinking in Early Childhood Education |
| Short summary of the project idea (max. 750 words) | <p>Together with partners, we will develop a didactic package (described in more detail below) on systems thinking in the context of Early Childhood Education (ECE) in formal education. UNESCO defines systems thinking competency as “the abilities to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.” It is also part of the OECD’s <i>Transformative Competencies for 2030</i>.</p> <p>Systems thinking is a crucial competence as part of lifelong learning and has been elaborated theoretically and academically, but still needs broader practical and ready-to-use implementation methods in education, especially in the context of early childhood education. Our project will have teachers in ECE as its beneficiaries.</p> <p>In UNESCOs central policy document “Education for Sustainable Development Goals: learning objectives”, systems thinking is one of the key competencies and therefore “crucial to advance sustainable development”. “Key competencies represent cross-cutting competencies that are necessary for all learners of all ages worldwide (...). [They] can be understood as transversal, multifunctional and context independent (...).” This increases our proposal’s potential for collaboration across member states and its educational impact, both directly and towards educational research and policy.</p> <p>Our project proposal links to the workshop’s themes “Green skills in a global perspective” and “Global competences as a lifelong learning process”. The innovative aspect of our project is its strong practice-oriented focus through teacher trainings and best practices as part of the complete didactic package.</p> |
| Type of partners sought (type of organisation and expertise) | Partners with experience in Early Childhood Education that work with or for educational institutions (schools, teacher trainers, ...). |
| What key action are you aiming for? | KA2 |
| Your region and country | Western Europe - Belgium |
| Experience as a project leader in EU funded projects? | No, but we have experience with EU-funded projects as a local partner. |
| Contact information (first name, last name, email, phone number) | Mr Laurens Bynens laurens.bynens@djapo.be |
| What is/are the objective/s of your project? (max. 500 words) | |
| <ul style="list-style-type: none"> • The project will contribute to the advancement of quality Early Childhood Education (ECE) by bridging the gap between theory and everyday school practice on systems thinking with young children; • The development of a didactic package on systems thinking in the context of ECE in formal education; • Teacher trainings that introduce teachers (in-service/pre-service) to the concept of systems thinking in ECE and its implementation in class; • Project partners will have reinforced and enriched their complementary expertise in ECE, systems thinking and the design of practice-informed teacher trainings and materials; | |

- The broader educational community (policy makers, other organisations, ...) will become aware of the added value of systems thinking in ECE and its practice-oriented implementation.

We are of course very open to adapt and finetune the different aspects of this proposal. If possible, we would like to ensure the continuity of the teacher trainings afterwards, e.g. through a KA1-project of Erasmus+.

How are you going to obtain the above objective/s? (max. 500 words)

- a practice-oriented theoretical framework on systems thinking that aims to bridge the gap between theory and school practice;
- Teaching methods and best practices on implementation, e.g. inspiring examples on how to implement systems thinking in class. Within this objective, Djapo will develop materials that will be tested (through small focus groups that will inform the broader process) and validated through the teacher trainings (cf. part c);
- Teacher trainings, to be made available live or digitally;
- Public dissemination of results and good practices, for example through a multiplier event and/or an interactive digital platform. This platform should be sustained after the project is finished and should give teachers access to our materials and best practices;
- An exchange session in which all partners and those interested can get inspired and learn more.

What do you expect the concrete output of your project to be? (max. 500 words)

Our outputs would be those described in the previous question (a through e), to which we therefore refer.

What input do you expect from potential partners? (max. 500 words)

Our project aims at the formal education sector, so we are looking for partners that:

- are specialised in ECE;
- can help connect the project to actual schools in order to realise good practices;
- are able to do research in order to collect evidence concerning the didactic package;
- have knowledge and experience to develop the digital platform (cf. objective D).

In practice, we want to establish a collaboration with teacher training centres in different EU countries, since the teacher is at the heart of this project. In a spirit of co-creation, collaboration, and mutual learning, we would like to develop the aforementioned outputs, the specifics depending on the partners, in different EU member states.

We would like to team up with partners that work with or for educational institutions (schools, teacher trainers, ...). Knowledge of and experience with Education for Sustainable Development and/or Global Citizenship Education, including the competencies related to it (Systems Thinking, Critical Thinking, ...) is a strong plus.

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| Organisation name | Eurocrea Merchant |
| Project title | LEAF - Learn biodiversity through Environmental Action For the community |
| Short summary of the project idea (max. 750 words) | <p>The LEAF project aims to leverage on the “service learning” and “citizen science” methodologies and apply them to secondary schools, with the aim to engage students in the monitoring of local plant biodiversity. The project will develop a training path for secondary school teachers on how to combine service learning and citizen science to design a learning environment and engage students into real-life initiatives, providing data collection and analysis of local plant biodiversity.</p> <p>What is service learning? Service learning means to create a link between students' learning objectives and actual needs from the community they are living in, therefore literally taking learning out of the classrooms and into the real life. Service Learning differs from community service because it is not sporadic or made on a voluntary basis, but systematic and included in the school's syllabus, developed in a close and long-term relationship with the community's stakeholders.</p> <p>What is citizen science? Citizens science refers to the participation of citizens to the scientific research process in different ways, including data collection, monitoring and analysis. This practice contributes to the democratization of science, closing the gap between citizens and professional scientists while promoting grassroots participation in science research, governance, and accountability.</p> <p>Why plant biodiversity? Biodiversity is a cluster of concepts that describe diversity of life. The term is mostly used to express the species richness, but it describes the diversity of life at all levels, from genetic diversity to habitat heterogeneity and it's a fundamental component of ecosystems. According to BISE (Biodiversity Information System for Europe), Europe's flora comprises 20-25,000 species and the areas with the highest plant richness are in the Mediterranean region (https://biodiversity.europa.eu/topics/species). Plants not only create the atmosphere we need to breathe, but form the basis of the food we eat, the fuel we use to live and work, the clothes we wear, and many of the medicines we use.</p> |
| Type of partners sought (type of organisation and expertise) | <ul style="list-style-type: none"> • At least 2 secondary schools • EU network of schools • University department with biology expertise (plant analysis) • Agency for biodiversity protection and conservation • Organisation for environmental and civic engagement of (young) citizens • IT expert (for the development of the digital educational platform) • Municipalities /local authorities (to be involved in the same territory of the schools) |
| What key action are you aiming for? | KA201 Strategic Partnership for Innovation in School Education |
| Your region and country | Milan, Lombardy region, Italy |
| Experience as a project leader in EU funded projects? | Yes |

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| Contact information (first name, last name, email, phone number) | Mr Gianluca Coppola gianluca.coppola@eurocreamerchant.it Mr Francesco Agresta francesco.agresta@eurocreamerchant.it |
| What is/are the objective/s of your project? (max. 500 words) | |
| <ul style="list-style-type: none"> • A contribution to the Continuous Professional Development of secondary school teachers, that will be provided with an innovative methodology blending service learning, Project-based learning, and citizen science to update their profession. • The overcome of obsolete methods for delivering classes in secondary schools, leaving behind purely face-to-face passive programs in favour of active learning quests demanding students to put immediately in practice the knowledge received and learn by doing. • The promotion of a learner-centred and competence-based approach within school education, particularly aimed at the wide diffusion of STEAM competences. • Raise awareness on the issue of plant biodiversity loss as a consequence of climate change, environmental reaction and human activity, with the aim to attract the interest of secondary school students and make them grow a sense of responsibility towards their local biodiversity wealth. • Higher and more diffused knowledge on local plant species and the ecological standards for them to thrive. • Increase the percentage of European plant environments actually monitored on a regular basis. • Promote a new model of grassroots citizen-science initiative dedicated to plant biodiversity performed by schools • Enhance the quality of STEAM learning for secondary school students through innovative project-based methodologies. | |
| How are you going to obtain the above objective/s? (max. 500 words) | |
| <p>To develop a solid basis for the project, we will start carrying out a need analysis carried out to get a clear insight into the current situation of the participating countries regarding plant biodiversity, environmental issues and school programs in biological studies. Results of the need analysis will be included in the text of the proposal.</p> <p>The first stage of the project will be dedicated to start building the foundation of the project's outcomes through a deep understanding of the underlying concepts, methods and tools that will be developed. In order to achieve it the strategy the consortium will implement is based on the concept of co-creation of results together with the target group of the project, which is needed to better align target group needs with the tangible results. Based upon the results of the first phase, partners will conceptualise the educational contents.</p> <p>The methodology in place starts from the assumption that there is a direct link between the effectiveness of school education practices and a competence-oriented methodology, aimed at testing the skills acquired through real-life activities that might trigger new powerful learning experiences. As such, all these aspects will need to be taken into account throughout the design of project results, together with the awareness that schools by themselves cannot achieve the desired results but need to rely on the participation of the wider community where it is based, all committed to a shared educational effort to create a common value.</p> <p>The last phase will entail the validation of the training contents and tools by realising a pilot experience in the participating countries. This is conceived to guarantee full alignment of the platform, tools and materials with the needs of the target.</p> | |

What do you expect the concrete output of your project to be? (max. 500 words)**IO1 LEAF Teacher's Handbook and Competence framework**

The first thread of activities will be aimed at delivering the LEAF Teacher's Handbook, i.e. an instructional resource for secondary school teachers in the field of science and biology to guide them towards the design and implementation of Service Learning-inspired initiatives addressed to plant biodiversity. The Handbook will mix theoretical contexts and rationale with practical insights. It will be organised around two main modules:

- 1) The first module will focus on the methodological framework given by service learning project-based and citizen science learning at large, highlighting pedagogical benefits and pitfalls together with expected outcomes, all of them tailored on the characteristics and requirements given by secondary school education.
- 2) The second module will be specific on the case of plant biodiversity, showing how service learning for schools can be customised in this direction. Methods for plant observation, sampling, nutrition, analysis, and investigation will make part of the contents, demonstrating how these tasks can be performed with the school resources and included in a holistic system involving key relevant community players. A multidisciplinary approach will be fundamental, enabling links with multiple fields to make learning more efficient and contribute to the STEAM paradigm. The growth of entrepreneurial mindset will animate the whole path as a transversal competence.

IO2 LEAF Online Academy as a Social Learning Environment

The LEAF Academy will be an open online environment that will be useful for secondary school teachers and leaders to integrate the learning path taken with the Handbook. It will host a set of complementary resources (i.e. the Toolbox) like proposals for activities, project concepts and strategies, templates, assessment sheets and digital resources, delivered in a variety of formats. Elements of gamification will be adopted to improve students' engagement. The Academy will be designed as a Social Learning Environment, thus encouraging cocreation of materials, participation, and the formation of a European-wide community of practice.

What input do you expect from potential partners? (max. 500 words)

- Input to project design
- Contribution to preliminary needs analysis
- Provide expertise in the project's topics
- Engagement with local/national/international networks to enhance project impact

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| Organisation name | <p>FOUNDATION MEDITERRÁNEO, a non-profit organization located in Spain. This organization was the result of the integration of several small financial institutions from the South East of Spain. It was a non-profit organization, well-known by its social and cultural activities. In 2011, the Foundation started a new path, focused on its contribution to the economic and social development of Valencia and Murcia Regions.</p> <p>The Foundation is focused on 3 priorities:</p> <ol style="list-style-type: none"> 1. Cultural heritage, enhancement, preservation and promotion of legacies, historical housing, collections. 2. Sustainable Society, CSR, the climate change, and the new economies. 3. Creativity and cultural innovation, emerging artist, audio-visual works, minority cultural actions. <p>Relevant projects include contemporary art collections, exhibitions of legacies, concerts, films festivals, debates, environmental educational actions, etc.</p> |
| Project title | NEW EMPLOYMENT OPPORTUNITIES TO FIGHT AGAINST CLIMATE CHANGE |
| Short summary of the project idea (max. 750 words) | <p>Climate change is one of the main topics of interest and concern of almost every country on the planet, its effects, and consequences. However, as a positive aspect, climate change is generating new employment opportunities for different target groups, especially for more vulnerable groups (low skilled people, NEETs, long-term unemployed people, etc).</p> <p>The recognition that climate change and employment face interrelated challenges and require coordinated responses demonstrates that labour market can contribute significantly to climate action by generating jobs and improving environmental sustainability.</p> <p>During the COP 25 held in Madrid, the Spanish Public Employment Service stated that the job market is undergoing substantial adjustments due to climate change, technological innovation, demographic movements and globalization, among others, being climate change one of the greatest challenges and at the same time, one of the greatest opportunities for the future of labour market.</p> <p>These new labour market needs linked to climate change involve the need of training target groups in the specific professional skills to cover new profiles.</p> <p>Our project aims at detecting these new training needs linked to climate change and design a modular curriculum of different modules to re-skill and up-skill target groups with required competences for the new jobs' profiles as well as to identify and develop business opportunities derived from the fight against climate change, as well as motivating companies and creating opportunities to innovate and generate profit through sustainable products and services.</p> <p>One of the examples of training needs detected as a consequence of climate change is the use of drone technology in the field of agriculture, forestry and stockbreeding. The application of this new drone technology aimed at improving sustainable production will be of vital importance in these sectors.</p> |
| Type of partners sought (type of organisation and expertise) | <ul style="list-style-type: none"> ▪ Organisation working against climate change ▪ Public employment agencies ▪ Regional authorities ▪ Training institutions (VET and Higher Education levels). |

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| | <ul style="list-style-type: none"> ▪ Business support organisations |
| What key action are you aiming for? | <ul style="list-style-type: none"> ▪ Transnational Desk Research ▪ Training the trainers ▪ Development of training needs ▪ Training portal ▪ Multiplier events ▪ Mobility actions |
| Your region and country | Region of Murcia, Spain |
| Experience as a project leader in EU funded projects? | <p>We have no prior experience in EU projects, but we are highly experienced in designing and managing interesting national and regional projects. Some of the initiatives implemented by Foundation Mediterráneo are the following ones:</p> <ul style="list-style-type: none"> ▪ Green Jobs Observatory for the fight against climate change and promotion of renewable energies: It analyses the situation at local level and detects the possibilities of employment and of training derived from it. It highlights the options to up-skill and re-skill people (mainly unemployed, entrepreneurs and recent university graduates) in job positions that are able to mitigate the effects of climate change. ▪ School of new Business Models: Its general aim is to inform and encourage, within the framework of CSR, the development of new sustainable economic models (for example: circular economy, social economy, etc.) by promoting the education and training of the various stakeholders, improving their knowledge of these models and making them more visible. |
| Contact information (first name, last name, email, phone number) | Mr Antonio Gómez agomezpl@cajamediterraneo.es consuelo.garcia@eurovertice.eu |
| What is/are the objective/s of your project? (max. 500 words) | <ul style="list-style-type: none"> ▪ To contribute to fight against climate change with new green and sustainable professional activities and projects. ▪ Improve employability competences of participants in new market niches linked to climate change. |
| How are you going to obtain the above objective/s? (max. 500 words) | <p>Basic elements to achieve project results:</p> <ul style="list-style-type: none"> ▪ Project is based on a through needs analysis and therefore the work programme will be planned according to these needs to achieve project results and outputs. ▪ Collaborative design and implementation with the support of a group of local stakeholders in each partner area. ▪ Multi-agent, complementary and experienced partners. ▪ Work Programme will be designed always taking into account exploitation and sustainability of project outputs. |
| What do you expect the concrete output of your project to be? (max. 500 words) | A modular online training curriculum together with an online training portal based on the use of green and innovative technologies applied to different economic sectors, mainly in agriculture, forestry, and stockbreeding sector. |

What input do you expect from potential partners? (max. 500 words)

- Experienced in EU projects management.
- Knowledge on employment opportunities and training needs.
- Experienced in designing and implementing digital teaching tools.
- Connexions with the local ecosystem.

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| Organisation name | Haaga-Helia University of Applied Sciences |
| Project title | Higher business education for Circular economy: Accounting, Metrics and Reporting dimensions of Circular economy business models |
| Short summary of the project idea (max. 750 words) | <p>Circular Economy (CE) business has particular characteristics that have systemic or two-way impact on the functions of any company applying circular business models. The impact also includes the ecosystem the company in-question operates in. For instance, applied Circular Economy business models are likely to bring forward the need for specific business metrics. The metrics that gives fundamental and strategic understanding about the feasibility and success of the business activity are the most likely quite different from in the so-called linear business. Strategic decision-making is based on analyzing forecasted the financials of new CE business models. Financial and Management Accounting function needs to create new metrics and define reporting dimensions and practices suitable for CE business.</p> <p>Circular Business Models have specific characteristics concerning the topics like the ownership of financial items that are of any size or have any durability in respect of time, the responsibility of the whole life cycle of the tangible product etc. This also challenges the Financial Accounting processes of companies. Due to the CE business circular nature in processes is there a need for new application guidance or legislation opposed to traditional linear business? It is important to understand how to apply existing legislation and practices, what financial and management reporting needs and changes to reporting systems are driven by CE business and what are the impacts e.g. on revenue recognition, liabilities, asset valuation or activated development costs?</p> <p>To train the expert to support the transformation Europe needs for Green Deal the new kind of business must be supported in all the levels, including the financial management.</p> <p>The teachers in Business and Administration Higher Education Institutions (providing Bachelor and Master degrees) should be prepared and trained to teach above mentioned topics. As the phenomena of Circular Economy is yet more an emerging concept than an up and running fact of life the overall understanding about the matter is rather vague. Therefore, the immediate goal of the project is to increase the understanding among the main target group: the teachers and trainers of the financial and management accounting. In addition, the teachers should be provided with some teaching material so this new topic can easily be adjusted into current course contents, or even specific new Circular economy and Accounting courses could be created.</p> <p>A further aim of the project will be to ensure that an element of digitilisation will permeate all aspects of the project and will be planned in accordance with partners competences and respective knowledge bases. The role that digitilisation will play in the future of CE will be substantial and this is also reflected in EU policy, as such, the project will aim to evolve current digital practices and identify future trends related to CE.</p> <p>The project will address following: What are the elements of circular economy accounting and how CE is affecting business and accounting processes? What should an accounting teacher know about CE related accounting in European HEI by 2025? Different business functions are connected within and outside a company in circular mode for longer periods than previously. What demands does it to pose to accounting and its role in driving company</p> |

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| | competitiveness and profitability? What kind of metrics should a Circular Economy company use and how to report financials? |
| Type of partners sought (type of organisation and expertise) | <p>1. Higher education institutions (two or three organizations)</p> <ul style="list-style-type: none"> • that provide BBA and MBA degrees • and are developing their teaching in Circular economy • That have teachers (several) with suitable knowledge to help us with the idea development and with the project • We look for a long-time partnership <p>2. Researcher (one researcher)</p> <ul style="list-style-type: none"> • who has interest to collect research questions we find and to perform preliminary study on the topics within the limited resources given by ERASMUS+ SP-projects • Who in ideal case is interested in leading us new and more ambitious projects in the future <p>3. Business partner (businesses) and regulatory organizations (e.g. IFRS board)</p> <ul style="list-style-type: none"> • to provide current practices and challenges • from which we can create study cases for teaching <p>We are open to all EU countries. However, we expect that partners have some experience on teaching Circular Economy for Business students and strategic aim to teach circular economy topics in the future. We also hope that the in the region the partner comes from have exciting CE business and even emerging business ecosystem(s). We hope that the partner organizations have strong and validated support for Erasmus+ projects and understanding of the unit cost principles and specific accounting needs these projects have.</p> |
| What key action are you aiming for? | KA2, Strategic Partnership for HEI |
| Your region and country | Helsinki, Uusimaa, Finland |
| Experience as a project leader in EU funded projects? | <p>There are several ongoing EU founded projects Haaga-Helia is involved at the moment. Concerning ERASMUS + Haaga-Helia coordinates one Knowledge alliance and Capacity building at the moment. On the other hand, there has been more than one Erasmus + and LLL projects Haaga-Helia has coordinated.</p> <p>Haaga-Helia is also member of European Universities consortium</p> |
| Contact information (first name, last name, email, phone number) | Annariikka, Rosendahl Annariikka.rosendahl@haaga-helia.fi |
| What is/are the objective/s of your project? (max. 500 words) | |
| <p>The project will address following: What are the elements of circular economy accounting and how CE is affecting business and accounting processes? What should an accounting teacher know about CE related accounting in European HEI by 2025? Different business functions are connected within and outside a company in circular mode for longer periods than previously. What demands does it to pose to accounting and its role in driving company competitiveness and profitability? What kind of metrics should a Circular Economy company use and how to report financials?</p> <p>The project will Increase the knowledge and teaching skills of European HEI on the topics that are needed in transformation for CE. It will support the business with CE ambitions by providing them with more accurate information and training new experts for their needs during and after project life cycle.</p> <p>Project will create and update the teaching materials on the core topic.</p> | |

Project will support the EU green deal strategy also by bringing awareness of topics related to accounting, metrics, and reporting dimensions of CE.

How are you going to obtain the above objective/s? (max. 500 words)

We have recognized following activities to reach the goal:

1. Company interviews
2. International Workshops (accounting teachers and researchers) (2-3 in total)
3. In house workshops (each partner)
4. National Workshops (Dissemination events or seminars)
5. Learning material development (pre and post pilot)
6. Piloting
7. Publishing the outcomes (learning materials and other)

Recommendations and other spin offs (need for further study)

What do you expect the concrete output of your project to be? (max. 500 words)

There will be two kind of concrete outputs:

1. Learning materials (for teachers and students)
2. New research questions and /or policy recommendations (researchers and/ or policy makers) Tips of current and relevant content on the topic: Lists of books, Journal articles and Readings and list of weblinks (for teachers)

What input do you expect from potential partners? (max. 500 words)

Participate in developing this project idea and involve the right experts and to find the support from the management. The idea at the moment involves activities where we expect partners to be involved as an expert or as a Work package lead. The roles are discussed more in detail once the project idea is jointly agreed.

1. To Perform Company and stakeholder interviews, locally and to participate on preparatory phase and the analysis of the interviews
2. To participate/ organize International Workshops (accounting teachers and researchers) (2-3 workshops in total)
3. To organize in house workshops (each partner)
4. National Workshops (Dissemination events or seminars)
5. To develop Learning materials and make the national versions (pre and post pilot)
6. Piloting
7. Publishing the outcomes (learning materials and other)
8. Participate in reporting Recommendations and other spin offs (need for further study)
9. Reporting the project
10. Take one or more task to be led (WP leader role)

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| Organisation name | Institute of Advanced Design Studies, non-profit Kft. (ADES) |
| Project title | CORE: Code of Sustainable and Resilient Design |
| Short summary of the project idea (max. 750 words) | <p>ADES (HU) in partnership with Chora 2030 (DK), proposes a pan-EU project for introducing a Code of Sustainable and Resilient Design - "CORE" - into higher design education and the design profession.</p> <p>The project aims to directly contribute to the development and delivery of the Skills for the Green Deal, by A) innovating higher design education with a concept of sustainability and resilience studies as a core element of the education programmes; in addition, offering a related Continued Professional Development (CPD) training programme to design professionals; and B) offering a European Sustainable Design Code of Delivery (COD) aimed at adding value to the European community of design professionals by encouraging the creation of sustainable and resilient products and services, hereby also futureproofing the design industry for the green transition.</p> |

Goals and Course of Action

The goal of the CORE project is to develop a framework for the Code of Sustainable and Resilient Design, which will address the most pressing challenges of the future of the material wellbeing of the European society through a renewed role of sustainable design. The project will contain two parts:

1. development and prototyping of the Code of Sustainable and Resilient Design, including metrics to measure Sustainable Design Value, to be embedded in higher design education curricula and in design practices through a Continued Professional Development (CPD) training programme.
2. development of a model for a Code of Delivery - COD: a novel and needed framework for the design practice to increase the value of the professional services rendered by designers. This can subsequently lead to developing a certificate programme when experience have been gathered from the embedment of the COD.

Fully developed, both parts will form the spine of a pan-European Code of Sustainable and Resilient Design, embedded in higher design education and design practices, as well as in organisations within the value chain of European design.

Why CORE

The European and global community is looking to the community of professional designers to help achieve the SDGs by taking the radical steps needed to pursue green transition. However, practice shows that the current impact of designers on the green transition is marginal. We recognise two significant and interrelated causes, both of which this project is addressing:

1. The design profession and its services are undervalued, which influences the profession's ability to monetise the time committed to research and apply sustainability methods and related metrics in their work. This consequently hinders the design profession's contribution to sustainable development and green transition. A comprehensive survey made for The Bureau of European Design Associations (BEDA) to document the remuneration and income level of European design professionals showed that designers as professional service providers on average earn a mere 63% of what other business advisors make and have an income of only 71% of the average salary in Europe. While

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| | <p>there is an abundance of sustainability methods available to designers, these are laborious and time-consuming processes to be added to their already undervalued services.</p> <p>2. At large, current design education fails to equip the students with sufficient knowledge of the contexts in which they will work. Lack of contextual knowhow leaves the design profession incapable of working with the bigger development issues such as sustainable development and resilience to massive change as well as in assisting societal actors in making the required transition.</p> <p>The design education as well as practice are often seen as being merely about creativity - rather than a multi-facetted practical science, which contributes significantly to a sustainable material wellbeing of the European society.</p> <p>The SDGs, entailing renewed focus on sustainability and resilient design solutions, are a unique opportunity for the design community to reinvent and reposition themselves, and for European design education to recapture the agenda for the future of design. Knowing that designers can potentially greatly influence the development of new products, services, experiences and environments, the awareness of their responsibility needs to be embedded already in design schools as a fundamental and integrated premise for embarking on a career as a professional designer. Moreover, it is equally important to retrain practicing designers and give them the appropriate tools and skills to navigate in this profoundly and rapidly changing environment, and to revitalise and reappraise their role in contributing to a more sustainable future.</p> |
| Type of partners sought (type of organisation and expertise) | <ol style="list-style-type: none"> 1. National or sector specific organisations representing design education, design students and/ or design school alumni 2. National or regional design support networks or organisations 3. National, regional, or pan-European organisations representing major design-service- consuming industries of new products, services, experiences and environments 4. Organisation or body representing knowledge of / experience at developing standards, accreditation formats, certification schemes etc. 5. Open category: Any other network, organisation or body occupying a space in the design value chain and who can contribute to the development or dissemination of CORE |
| What key action are you aiming for? | <ul style="list-style-type: none"> • The project will be based on an extensive use of co-creation workshops as well as other forms of stakeholder engagement, such as interviews and consultations. Prototyping will characterise the methodology from very early on – leading up to the development of pilots when the prototypes reach a certain level of maturity. • Annually, the progress of the project and its achievements will be presented to a pan- European and multi-sectorial, high-level advisory board. • In the last part of the project – phase 3 – the outcome of the project (educational and CPD programmes and COD guided by CORE) will be disseminated in close collaboration with key partners like BEDA and CUMULUS, as well as directly at national and regional events targeting design educators and design professionals. |
| Your region and country | ADES is an international institute based in Hungary. Chora 2030 is based in Denmark. |

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| Experience as a project leader in EU funded projects? | ADES is currently engaged in an Erasmus+ project “ABRA” in partnership with three European universities. Partners for this ERRIN call have extensive experience in managing, participating and evaluating EU funded projects. The partners have significant experience in managing large development projects. |
| Contact information (first name, last name, email, phone number) | Ms Karina Vissonova, Ph.D. vissonova@designstudies.hu |
| What is/are the objective/s of your project? (max. 500 words) | |
| <ul style="list-style-type: none"> • The overall objective of this project is to introduce a well developed and tested framework for a Code of Sustainable and Resilient Design, to be embedded in design education and in the design profession. We aim to strengthen the focus on design's influence on sustainability, to embed knowledge of relevant methods and metrics at the heart of higher design education as well as to offer accessible and affordable CPD modules for design professionals to pursue the development of sustainable and resilient products, services, systems and environments. • In collaboration with the representative bodies for design education and design professionals – CUMULUS and BEDA – the project aims at co-creating, prototyping and testing educational modules, methods and metrics on design students, design educators, practitioners and design procurement professionals to ensure resonance throughout the design value-chain. • The applicant partners both possess documented expertise, both theoretically and practically in the application of sustainability principles on various value-chains. An objective is to merge this knowledge with profound knowledge of current, relevant issues in design practice and design education. This in order to develop a common understanding of and ambition to pursue the adoption of a standardised approach to embed sustainability methods and metrics as a baseline for state-of-the-art design education and practice. • Furthermore, as the field of design education is still not fully conversant with sustainability and the 17 SDGs, this project aims to address this and develop knowledge-based educational material in sustainable development and design. • The design industry and professional design practitioners are severely under-valued compared to other knowledge-based service providers. An objective of the project is to revitalise and contribute to reappraising the contributions of design as a key component in the provision of more sustainable choices for individuals and organisations, thus contributing to the achievement of the UN SDGs • Finally, on a systemic level, the objective of this proposal is to contribute to the European agenda for Skills for the Green Deal. | |
| How are you going to obtain the above objective/s? (max. 500 words) | |
| <p>As noted in our Course of Action above, the project partners will research, develop, prototype and pilot-test the learning and training programmes in higher design education and design profession.</p> <p>We estimate the following phases will be part of such a development process:</p> <p>Phase 1: Setting up the project team, crystallising the project objectives together with the partners, setting goals and milestones, scheduling the events and deliverables (3 months).</p> <p>Phase 2:</p> | |

2.1. A concept proposal for a Code of Sustainable and Resilient Design and for the steps to embed in higher design education and as a CPD programme. (24 months).

2.2. A concept proposal for the Sustainable Design Code of Delivery (COD), co-created with to be identified partners within the design profession (12 months)

2.3. A pilot programme undertaken in collaboration with BEDA and CUMULUS and their member organisations:

- rolled out in 4-5 design schools in 4-5 countries, based on a prototype for the Code of Sustainable and Resilient Design, and Design Value Metric System, and aligned with the CORE developed teaching modules, materials, and tutorials (6 months)
- rolled out with 4-5 national trade organisations for professional designers, based on a prototype for the Code of Sustainable and Resilient Design, and aligned with the CORE developed training modules, materials and tutorials (6 months)

Phase 3:

A revised and updated version of the Code of Sustainable and Resilient Design, and the COD, as well as the course of action for dissemination in close collaboration with BEDA and CUMULUS and their member organisations. (6 months)

What do you expect the concrete output of your project to be? (max. 500 words)

Delivery # 1: A Sustainable Design Code of Delivery COD to benchmark the value delivered by design as a key component in the green transition, supporting design practitioners, design promotion centres and design support organisations.

Delivery #2: The Code of Sustainable and Resilient Design CORE consisting of:

2a): Guidelines for sustainable design learning integrated across higher education of design disciplines – and as a parallel track:

2b): An accessibly formatted CPD – Continuous Professional Development Programme for professional design practitioners to be rolled out by the partner organisations.

These deliveries are thought as making up the core and baseline of a future certificate programme. Such a certificate programme is not included in the CORE project proposal – however all developments within the scope of CORE will be conceived to allow for the integration into such a future programme.

What input do you expect from potential partners? (max. 500 words)

- From the potential partners within the field of design education, we expect to collaborate on developing the new metrics for learning to design for sustainability, and for training educators under the objective of CORE.
- From the potential partners from design practice, or design associations, we expect to collaborate in having in-depth insights to the processes involved in delivering design outputs, co-creating the COD programme, and a structured feedback for the pilot programmes in CPD, all under the objective of CORE.
- From the potential partners in design networks we expect a collaboration in communicating and in educating the design community of the initiative.
- From the organisation or body representing knowledge of / experience at developing standards, accreditation formats, certification etc., we expect to collaborate on the technical and formalised development of the COD based on their knowledge of regulatory factors, as well as compliance and governance-related issues

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| Organisation name | Catholic Education Flanders |
| Project title | Global competences and blended learning for better student achievement |
| Short summary of the project idea (max. 750 words) | <p>In this project we aim to examine how schools/teachers can optimise (digital) learning activities by bridging academic learning and global competences. Schools do much more than educating math, languages and physics which are part of their core business and which are often defined as their primary task. Schools also play an important role in students' social learning. Today, this social learning is increasingly important in our superdiverse and mediatised society. It helps students to better understand and cope in our complex society. At school, students learn to cooperate, to voice their opinions and to think critically about what they learn.</p> <p>The importance of these social skills in relationship to students' achievement cannot be underestimated. Professor Weltzel as a motivational expert explains for instance how social competences can have a positive motivational influence on students' academic achievement (cf. publication: <i>Handbook of Social Influences in School Contexts: Social-Emotional, Motivation, and Cognitive Outcomes</i>; 2016).</p> <p>Nevertheless, in times of educational crisis, schools risk to focus on their primary task. Extra-curricular activities, school-exchange projects, cultural activities are the first to be cancelled. During the corona-crisis, schools are catching up for instance how to include blended learning and digital activities for their regular courses. But they pay barely attention to the classroom climate, the school climate or exchange projects. School activities are often falling back to simple one-to-one or one-to-all digital communication.</p> <p>PROJECT GOALS We aim to develop teacher professionalization activities because the teacher is central to how and what students learn especially when it relates to digital learning and global competences:</p> <ul style="list-style-type: none"> • The teacher will never be replaced by new technology. The teacher needs to be the expert, the designer, the facilitator and coach when implementing digital activities in the classroom. • The teacher can be seen as an instructional gatekeeper. Related to its own identity the teacher will make choices while teaching (Biesta, 2016). Hence it is important for the teachers to realize how pedagogical and educational choices can influence students learning both related to academic achievement and social skills. <p>PROJECT OUTCOMES The project will provide adaptable scenario's that can be used in a teacher professionalisation activity. This professionalisation activity will provide hands-on teacher materials to support the teacher to optimise both students' social skills and academic achievement in blended learning activities e.g. international online cooperation projects, blended courses including interactive and social activities as energizers for academic activities.</p> <p>RESULTS Teacher level:</p> <ul style="list-style-type: none"> • Teachers become online adaptive experts |

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| | <ul style="list-style-type: none"> Teachers become blended learning experts <p>Student level:</p> <ul style="list-style-type: none"> optimized academic outcomes students achieve more global competences (social skills, digital skills) positive impact students' wellbeing and motivation students feel more ownership related to their own learning (self-steered learning) |
| Type of partners sought (type of organisation and expertise) | Partners having expertise in teacher professionalisation: secondary education schools, network organisations, course providers, teacher education institutions, universities |
| What key action are you aiming for? | KA2 |
| Your region and country | Belgium (Flanders) |
| Experience as a project leader in EU funded projects? | Several KA1 and KA2 projects |
| Contact information (first name, last name, email, phone number) | Ms Dorien Sampermans dorien.sampermans@katholiekeonderwijs.vlaanderen |
| What is/are the objective/s of your project? (max. 500 words) | |
| In this project we aim to examine how schools/teachers can optimise (digital) learning activities by bridging academic learning and global competences. | |
| How are you going to obtain the above objective/s? (max. 500 words) | |
| In this project we will develop hands-on teacher training augmenting social skills in blended learning activities. The project will provide adaptable scenarios to support teachers to set up international online cooperation projects and we will provide guidelines that help teachers to teach online, interactive and to use social activities as energizers for academic activities. | |
| What do you expect the concrete output of your project to be? (max. 500 words) | |
| The project will provide adaptable scenario's that can be used in a teacher professionalisation activity. This professionalisation activity will provide hands-on teacher materials to support the teacher to optimise both students' social skills and academic achievement in blended learning activities e.g. international online cooperation projects, blended courses including interactive and social activities as energizers for academic activities. | |
| What input do you expect from potential partners? (max. 500 words) | |
| Partners have expertise and/or are willing to learn more related to the topics: | |
| <ul style="list-style-type: none"> adaptive expertise, inclusive education blended learning student motivation global competences classroom climate | |

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| Organisation name | Learnmark Horsens |
| Project title | Constructing a Green wave in VET |
| Short summary of the project idea (max. 750 words) | <p>Background and topic In the period 2020-2023 three VET Colleges in Denmark are running a project together about how to implement UN Global Goals in a local Danish VET context.</p> <p>In the Danish project we aim to develop methods, processes and pedagogical approaches that promote a sustainability mindset among young people attending VET programmes, so that knowledge and skills are acquired through a vocational school pedagogy. The Danish project especially support the implementation of UN target 4.7: "Education for sustainable development and global citizenship" for ensuring (by 2030) that all learners acquire the knowledge and skills needed to promote sustainable development.</p> <p>The project is supported by the Danish UNESCO-ASP network among others.</p> <p>Purpose, topic and objectives In 2021 we aim to turn this project into a European development project together with relevant and interested VET partner schools in EU. In this KA2 project we would like to discuss the result and progress of the Danish project with equal European partner schools interested in implementation of UN Global Goals for sustainable development of VET. This will empower our VET staff to better understand others' perspectives and world views, to engage in open interactions with people from different cultures, and to act for collective well-being and sustainable development (OECD).</p> <p>In this KA2 project we will focus on the Green construction sector, and as such it will be aligned with the workshop sub-theme "Green skills in a global perspective". The European Green Deal published by the European Commission in December 2019 addresses construction as one of the key topics for the green transition. In particular, renovation has been highlighted. The text focused on construction is the following:</p> <p style="padding-left: 2em;"><i>"...The construction, use and renovation of buildings require significant amounts of energy and mineral resources (e.g. sand, gravel, cement). Buildings also account for 40% of energy consumed. Today the annual renovation rate of the building stock varies from 0.4 to 1.2% in the Member States. This rate will need at least to double to reach the EU's energy efficiency and climate objectives. In parallel, 50 million consumers struggle to keep their homes adequately warm. To address the twin challenge of energy efficiency and affordability, the EU and the Member States should engage in a 'renovation wave' of public and private buildings..."</i></p> <p>Depending on the other EU partners, we are very open to develop intellectual outputs in the project as well. In this case our objective would be to find a common pedagogical-didactic model for implementation of UN Global Goals in green construction for VET. Study modules in the participating countries and for different VET programs inside green construction should then be developed and tested, and finally a review of the common model would be done.</p> <p>Relevant links: UN target 11.1: Safe and affordable houses: https://www.globalgoals.org/11-sustainable-cities-and-communities</p> |

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| | Greening TVET: https://unevoc.unesco.org/up/gtg.pdf |
| Type of partners sought (type of organisation and expertise) | We are looking for VET schools that are interested in green construction and implementation of UN Global Goals. We are a cluster of three VET schools in Denmark (Learnmark, Mercantec and Tradium) and we would like to have a similar cluster in two other EU countries, i.e. we are looking for 6 partners all together |
| What key action are you aiming for? | Key action 2. Sector Skills Alliances ensuring cooperation between education and employment in tackling skills gaps with regard to one or more occupational profiles in a specific sector. |
| Your region and country | Region Midtjylland – Denmark |
| Experience as a project leader in EU funded projects? | All three Danish VET Colleges have a lot of experience with EU funding and EU funded projects, including Sector Skills Alliances and other Erasmus+ projects |
| Contact information (first name, last name, email, phone number) | Ms Lone Ørsted looe@learnmark.dk |
| What is/are the objective/s of your project? (max. 500 words) | |
| <p>The objectives of the project are to:</p> <ul style="list-style-type: none"> • Exchange existing good practices for adapting UN Global Goals for sustainable development in general and particular for education and training in green construction. • Form a new European network in order to stimulate green skills and a green mind set in VET. A Danish cluster of three different VET schools participating gives an ideal opportunity for discussing and comparing how to implement the new ideas and practices in a Danish VET context. Likewise, we want to establish a Green VET construction cluster in two other EU countries, giving all participants the best possible opportunity for using the project results and having long term benefits of the project. The good practices from all three participating countries will be documented and shared, giving valuable inspiration to other VET schools in EU. | |
| How are you going to obtain the above objective/s? (max. 500 words) | |
| <p>By forming an international network with equal European partner schools, who are interested in implementation of UN Global Goals for sustainable development of VET, we hope to share results, processes and pedagogical approaches that promote a sustainability mindset among young people attending VET programmes. The young people will bring knowledge and skills to the companies – and support sustainable development.</p> <p>We will meet, share, discuss and promote the results and progress of the Danish project with these partners and draw a perspective to similar activities in the field of VET education / construction on other contexts.</p> <p>By sharing best practice and developing new ways of coping with “the education for sustainable development and global citizenship” - we hope to contribute to “ensuring that all learners acquire the knowledge and skills needed to promote sustainable development”. UN target 4.7.</p> <p>We will empower our VET staff to better understand others’ perspectives and world views, to engage in open interactions with people from different cultures, and to act for collective well-being and sustainable development (OECD).</p> <p>WE will focus on the Green construction sector, and as such it will be aligned with the workshop sub-theme “Green skills in a global perspective”</p> <p>We will share and develop a common pedagogical-didactic model for implementation of UN Global Goals in green construction for VET.</p> | |

What do you expect the concrete output of your project to be? (max. 500 words)

That we will reach the goals and objectives of the project

That all partners have obtained a new knowledge, shared best practise and created a new platform for working with UN goal in learning as well as giving the students a green and global perspective as both citizens and students in Vet education.

That we develop intellectual outputs in the project as well. In this case our objective would be to find a common pedagogical-didactic model for implementation of UN Global Goals in green construction for VET. Study modules in the participating countries and for different VET programmes inside green construction should then be developed and tested, and finally a review of the common model would be done.

What input do you expect from potential partners? (max. 500 words)

We are looking for VET schools that are interested in green construction and implementation of UN Global Goals. We expect to share best practice according to the green agenda and sustainability in education.

We will arrange meetings – and facilitate workshops, so we hope potential partners will take part and maybe arrange similar events in the different clusters.

We expect partners to take part in development of methods, processes and pedagogical approaches that promote a sustainability mindset among young people attending VET programs.

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| Organisation name | Martin Luther University Halle-Wittenberg (MLU) (Germany) Catholic University of Eichstätt-Ingolstadt (KU) (Germany) |
| Project title | Communication and Education for Sustainable Development in Teacher Training (COM-ESD 4 TEACH) |
| Short summary of the project idea (max. 750 words) | <p>Global challenges such as climate change, resource availability, biodiversity, migration and global injustice are closely linked to the issues of the future development of planet Earth. In this context, Education for Sustainable Development (ESD) plays a crucial role in school education in the present and in the future. It is teachers and prospective teachers who serve as multipliers for an innovative and transformative school culture. Thus, during their studies, traineeship and in-service training, (prospective) teachers should acquire ESD-related skills enabling them to empower their students.</p> <p>What does this mean? We believe that language skills, communicative competence and Education for Sustainable Development are closely linked: Can sustainability and sustainable development be conceptualized without having the words for it? Can responsible social and sustainable action be carried out without appropriate communicative competence? Can a critical awareness of trends and discourses be raised without addressing the role of language in the context of ESD? It is hardly possible to think about ESD without thinking about language-in-use, but the relationship between the two has so far been a blind spot in current sustainability and language debates.</p> <p>This desideratum calls for a systemic approach to language-sensitive and critical ESD, which opens up opportunities for learners to develop global competences in multiple ways: In this holistic approach, green skills, intercultural competences and global competences are intertwined and play a prominent role in teacher education, supported by digital skills.</p> <p>The target group of our project are (prospective) teachers, as they serve as role models for students when it comes to seeing the world and engaging responsibly in it. Language competence, whether in academic discourse, languages for specific purposes or foreign languages, is at the heart of social interaction and is essential for understanding and nurturing the relationship between people and their environment. In the context of ESD, it is important to develop a global and multi-perspective view in order to promote systemic thinking, which is essential for problem-solving ability, future ability and sustainability to meet global challenges. Furthermore, teachers need the ability to initiate ESD as a whole school approach.</p> <p>We believe that "it is not enough to focus on technical skills or language" and that teachers must be critical and reflective thinkers. We think of teachers as citizens who see for themselves how discourses and issues (on ESD) are connected and who are able to systematically address these issues in their work with their students. The focus here is on the analysis of the connection between language and ESD in the sense of critical ESD: Who talks in which ways about ESD? Which goals are thereby pursued?</p> |
| Type of partners sought (type of organisation and expertise) | Partners <ul style="list-style-type: none"> • involved in teacher education (pre-service as well as in-service training), either from universities or institutions for advanced vocational training • with a background either in ESD and/or in Content-and-Language-Integrated Learning and/or in language and intercultural education |
| What key action are you aiming for? | Erasmus+ Key Action 2 (Strategic Partnerships supporting innovation) |
| Your region and country | Saxony Anhalt, Germany |

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| | Bavaria, Germany |
| Experience as a project leader in EU funded projects? | No |
| Contact information (first name, last name, email, phone number) | Jun.-Prof. Dr. Maxi Kupetz maxi.kupetz@germanistik.uni-halle.de Prof. Dr. Anne-Kathrin Lindau anne.lindau@ku.de |
| What is/are the objective/s of your project? | |
| <p>In the light of education and training for global skills, the project's objectives are:</p> <ol style="list-style-type: none"> 1. to develop a conceptual basis for integrating ESD and communicative competence, i.e. to clarify at which levels language(s) and ESD are linked, 2. to derive a competence model for integrating ESD and communicative competence for (prospective) teachers that combines and integrates knowledge and skills with critical awareness and critical attitudes, 3. to develop and test learning modules for integrating ESD and communicative competence for pre-service and in-service teachers which, <ol style="list-style-type: none"> a. develop critical-analytical and (self-)reflexive attitudes among the teachers themselves and b. provide teachers with ideas that enable students to develop such attitudes in the classroom (and beyond). 4. to establish an EU working group fostering innovative debates on ESD and communication and respective improvements of current curricula. <p>(Objectives 1 to 3 are Intellectual Outputs, objective 4 can be pursued through Multiplier Events.)</p> | |
| How are you going to obtain the above objective/s? | |
| <p>In order to obtain objective 1, the project partners will explore the field of tension between language use and ESD based on jointly developed criteria. The investigations will be based on</p> <ul style="list-style-type: none"> • video studies on language and content integrated learning (with a focus on secondary schools), • empirically based casuistics in teacher education, • analyses of current school curricula and textbooks that focus on how ESD is framed linguistically, • exploratory analyses of the mediated discourse on ESD. <p>Based on these empirical findings, a competence model is derived (objective 2) that integrates ESD and communicative competence for (prospective) teachers, i.e. it combines and integrates knowledge and skills with critical awareness and critical attitudes. Existing competence models of ESD and communicative communication may be taken into account. The aim of the new model is to systematically develop dimensions and developmental stages of COM-ESD in order to professionalize teacher training in terms of language sensitization and ESD in the future.</p> <p>Based on the competence model, learning modules are developed (objective 3). They focus a) on raising teachers' awareness of the issue of the linguistic framing of/in ESD, and b) providing them with concrete measures for their work in the classroom. The learning modules make use of methods such as a irritations or comparisons of data from different partners, e.g. texts from political institutions, science, and mass media, allowing to reveal (varying) discourse patterns on ESD. In a second step, concrete ideas for working with students in the classroom on ESD topics such climate change, resource availability, biodiversity, migration and global injustice are developed, based on continuous and discontinuous text types, including e.g. factual texts, narratives, dialogues, but also caricatures, graphics and maps. The learning modules undergo an iterative process of testing, reflection, and improvement.</p> <p>In order to obtain objective 4 (EU working group fostering innovative debates on ESD and communication and respective improvements of current curricula), the following events will be organized:</p> | |

1. workshops between partners, in order to discuss state-of-the-art on COM-ESD in several EU countries, and point out blind spots in research and discourses (early phase of the project),
2. participation in EU conferences (on ESD/geography didactics, language and communication, teacher training) promoting and reflecting current research (ongoing),
3. multiplier events targeting multiple stakeholders (from teacher education (pre-service/in-service), curricular development, textbook production etc.) (late phase of the project).

What do you expect the concrete output of your project to be?

The results of the project can be seen at different levels. The main goal is to work on a new and so far hardly considered topic area internationally. The following results will be generated in the course of the project:

- presentation of the status quo of the respective partner countries (e.g. using case studies),
- conception, implementation and evaluation of teacher training workshops,
- COM-ESD website: dissemination of the competence model (and its conceptual basis) and concepts for teacher training workshops (in several languages),
- changes/specifications regarding COM-ESD in high school curricula,
- changes/specifications regarding COM-ESD in teacher training institutions,
- a network of trainers following COM-ESD in teacher training (pre-service/in-service),
- national and international publications and conference contributions to the project.

What input do you expect from potential partners?

By combining the strengths of experts and practitioners from different disciplines and from several EU countries, the project will offer exactly the variety of perspectives that should be addressed in teacher education and will have an impact on several educational institutions (secondary and tertiary level) and regions (depending on partners).

The different perspectives of the project partners on ESD will be systematically raised and discussed. This enhances the European debate on EDS. The aim is to allow for different subject disciplines to bring in their perspectives on COM-ESD4TEACH. From both the natural sciences and the humanities, participation is appreciated, be it languages, literature, geography, biology, physics, chemistry, ethics/philosophy, social sciences, history, or others.

It would be favourable if project partners had experience in the fields of teacher training and/or ESD and/or communicative competence and/or discourse analysis. Ideally, prerequisites are present in at least two subject disciplines. Methodological skills in the qualitative paradigm (e.g. analysis of spoken and written language) are desirable, but experience with quantitative research methods and evaluation.

Practitioners actively involved in teacher education (university and/or in-service training) and scholars involved in curricular development are equally addressed, in order to guarantee that the project's measures are put into practice.

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| Organisation name | Metropolia University for Applied Sciences, Finland |
| Project title | Minno Effects |
| Short summary of the project idea (max. 750 words) | <p>Let's develop global social innovation competences and the pedagogies and assessment tools needed for them!</p> <p>Having the multidisciplinary collaborative innovation competences to be able to participate in interconnected, digitally assisted, complex, and diverse distant international development processes as an engaged citizen and professional is becoming increasingly important in multicultural participatory communities. Today, we need citizens and workers to participate in developing new solutions to our constant ecological, cultural and societal problems. Ideas are not enough, but also the concretization and implementation competences of new solutions and incremental innovations are important. These personal, but collaborative innovation competences relate to the capacity to participate in tackling and solving local, global, and intercultural issues, to understand others' perspectives and world views, to facilitate and engage others in open interactions with people from different cultures, and to act for collective well-being and sustainable development. The objectives of the project is to provide metrics and practical assessment and evaluation tools to discover global innovation competences and the best pedagogical practises of authentic project practises leading to value created as student learning, local society, and the local and international companies around the university.</p> <p>The consortium will design and pilot test teaching and training programmes that will give learners the possibility to develop different aspects of global innovation competences. Based on the effect measurement scales we will together develop assessment tools for tutors and teams themselves to be used in authentic projects.</p> |
| Type of partners sought (type of organisation and expertise) | HEI (universities of applied sciences and universities) and VET (Vocational education and training) with expertise in university-industry/ societal organization collaboration and authentic project-based pedagogy. |
| What key action are you aiming for? | The consortium will design and pilot test teaching and training programmes that will give learners the possibility to develop different aspects of global innovation competences. Based on the effect measurement scales we will together develop assessment tools for tutors and teams themselves to be used in authentic projects. We will study, document, and publish open access the learners' and participating organizations levels of global innovation competences at HEIs and VET, by pilot testing different types of authentic project-based learning activities and their assessment methods. |
| Your region and country | Helsinki-Uusimaa region, Finland |
| Experience as a project leader in EU funded projects? | Metropolia UAS has a long experience in leading EU funded projects both international and local. Dr. Hero has acted as a project manager and producer for a ESF -projects. |
| Contact information (first name, last name, email, phone number) | Dr. Laura-Maija Hero laura-maija.hero@metropolia.fi |
| What is/are the objective/s of your project? (max. 500 words) | |
| <p>Having the multidisciplinary collaborative innovation competences to be able to participate in interconnected, digitally assisted, complex, and diverse distant international development processes as an engaged citizen and professional is becoming increasingly important in multicultural participatory communities. Today, we need citizens and workers to participate in developing new solutions to our constant ecological, cultural and societal problems. Ideas are not enough, but also the concretization and implementation competences of new solutions and incremental innovations are important. These personal,</p> | |

but collaborative innovation competences relate to the capacity to participate in tackling and solving local, global, and intercultural issues, to understand others' perspectives and world views, to facilitate and engage others in open interactions with people from different cultures, and to act for collective well-being and sustainable development (cf. OECD). Today, in addition to digital skills we need to train global intercultural collaboration skills for new innovations.

The objectives of the project is to provide metrics and practical assessment and evaluation tools to discover global innovation competences and the best pedagogical practises of authentic project practises leading to value created as student learning, local society, and the local and international companies around the university.

Impact assessment of innovation and entrepreneurship activities in higher education institutions (HEIs) remains underdeveloped (OECD/EU, 2019). The lack of an effective measurement of the impact of engagement activities is that – even in advanced innovation-intensive countries – there is no consensus on the metrics to use to assess innovation project initiatives. (OECD/EU 2019) This is partly due to the fact that the currently available metrics typically focus on the number of spin-offs, the volume and quality of the intellectual property and of the commercialisation of research results. The collaboration of local societal companies and organizations and HEIs produce great value on several levels, but the metrics are not focusing on competence. Such metrics do not take into account important factors such as: 1) teaching and learning outcomes, 2) the contribution to local economic development and 3) the impact of the broader entrepreneurial and innovation agenda such as social and cultural dimensions and solutions adding more than economical value. These are the objectives of Minno Effects.

Minno Effects European collaboration consortium will provide validated and practical tools for multidisciplinary industry-university collaboration and social and cultural innovation work to promote global innovation competence. Minno Effects will lead the international development of the lacking metrics and assessment tools for finding out the effects of project-based programs to the global innovation competences produced in intercultural collaboration.

Digital skills in a global world are needed for novel innovations. The digital transformation offers never-seen-before global collaboration opportunities for new innovations as the international team collaboration has become possible. E.g. teams will collaborate in virtual reality and we will pilot international innovation project work in browser-VR platforms such as AltSpace (altspace.com). Live video teamwork enables the virtual visits to companies and organizations all over the world. RDI work among students from different countries is more lively and more emphatic, it is even possible to become friends and co-workers without meeting each other. *Thus, during its pilot projects, Minno Effects will develop global digital innovation skills that play an important role in being globally competent in using the full potential of our youth as future professionals.* The ecological way of digital collaboration helps participants to act responsibly, figure out how to use and create digital media that work across cultures, and how to utilise global digital business opportunities for responsible social, cultural, economical new services, products and operating models.

The whole project will be conducted with minimum amount of travelling if the partners agree on this.

How are you going to obtain the above objective/s? (max. 500 words)

To obtain the objectives, Minno Effects consortium is collected to focus on developing and validating practical tools for measuring the impact of HEI multidisciplinary societal innovation projects for more efficient competence development programs. These tools would also help in showing the impact of HEIs in our societies and make the benefits of such projects transparent. This collaboration would also benefit those countries that have less experience in authentic and multidisciplinary innovation pedagogy, as the best practises and worst experiences can be shared.

The consortium will design and pilot test teaching and training programmes that will give learners the possibility to develop different aspects of global innovation competences. Based on the effect measurement scales we will together develop assessment tools for tutors and teams themselves to be used in authentic projects. We will study, document, and publish open access the learners' and participating organizations

levels of global innovation competences at HEIs and VET, by pilot testing different types of authentic project-based learning activities and their assessment methods.

The Minno Effects collaboration will develop tools for measuring the effects of HEI projects at least in six levels: On 1. student, 2. multidisciplinary team, 3. the competence of a local firm/ work organization collaborating with HEI, 4. end-user citizen who participates as a user of the solutions developed in pilot projects and 5. local area development as a whole, 6. teacher lifelong competence, levels. Global innovation competence scales for all six target groups will be developed in international collaboration. Examples of tools that could be jointly developed could be e.g. Student innovation competence (Individual innovation competence scale) pre-post and post-pre surveys, digital team diary to understand team global competence, mediating artefact success assessment tools, games for competence discovery, new product or service success measurement tools, etc.

What do you expect the concrete output of your project to be? (max. 500 words)

The output of this project is the know-how in all participating educational institutions, companies, and social organizations. The know-how is the proven capacity to practically tackle local, global, and intercultural issues, to understand others' perspectives and world views, and to act and engage for collective well-being of diverse multicultural teams that drive for sustainable development of new solutions providing value in the society around. By practically working in a multidisciplinary and international team for novel innovations will provide the targeted competence for the whole participating network managed by the students teams, even the companies and teachers and users of the output innovations.

The concrete outputs are e.g.:

1. Four multidisciplinary and international pilot projects per country in university-industry (or other educational institution-societal organization) collaboration. Total 20-32 pilot projects that target global innovation competence or similar.
2. 4-6 multidisciplinary and international teams in each county that create, design, plan implementations for end-products and consider global/ international social entrepreneurship. Total appr. 80-180 team products or services as outcome from teamwork: these products and services benefit the local company or societal organizations that gives open challenges to teams.
3. 25 digital and physical assessment tools that can be used to find out the effects of these university-industry/ societal organization collaboration learning projects for global innovation competence.
4. 3 scientific articles or high-quality books.
5. 6 podcasts for teachers (teacher lifelong learning): e.g. How to organize international innovation projects, how to assess multidisciplinary and international student teams and individuals in authentic project-based learning, How to
6. 6 Youtube tutorial videos for starting authentic projects and how to apply assessment tools.

However, these are just examples of outputs and we are open to workshop the outputs together!

What input do you expect from potential partners? (max. 500 words)

We are looking for HEI and VET partners that have authentic multidisciplinary innovation projects or one discipline new product development projects in collaboration with working life in their curricula. This way we can develop and test in practise the effects of the interventions or international distant/ online project learning. We will mix students from different countries in teams and facilitate projects for companies and organizations. The metrics, scales and tools will be tested in all countries in these pilot projects. The partners input is:

1. Organising and teaching industry/society-HEI/VET projects

2. Participating in Minno effects development forums to develop metrics, scales and tools and share best practises of international student collaboration and learning
3. Running tests in the pilot projects and measure the impact of this type of authentic project-based education to students, teams, companies, area etc.
4. To do research and report findings
6. Popularize the results into easily understandable continuous learning of the teachers in all participating countries, and
7. Implement the best practices in own university or vocal school.
8. Participate in the joint making of the concrete outcomes: Videos, podcasts etc.

The partners would need to have experience in studying the effects of pedagogy and suitable research methods for finding out learning projects' effects in society and in companies. We have experience in developing quantitative survey assessment tools, collaborative creative assessment tools and diary/ journal methods for collecting qualitative data. We have a multidisciplinary innovation project in the curricula of all our 16000 students. The partners should be able to work efficiently in Zoom or Teams, as this project will not include any travelling. The partners should have experience in making low key podcasts and Youtube tutorial videos, write research articles and popularizations.

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| Organisation name | Universidad Rey Juan Carlos (URJC) |
| Project title | K203: Encouraging local consumption: planting the seeds for a Green Change |
| Short summary of the project idea (max. 750 words) | <p>Our project revolves around the holistic idea of being conscious about local produce. It is important to foster skills and competences that promote the consumption of local produce in universities because the planting of these values will eventually grow into a more environmentally conscious generation that can be true factors of change. This project will help build recovery plans that will reverse current trends and change our consumption and production patterns towards a more sustainable future.</p> <p>Changing the attitudes of current university students towards a more environmentally friendly form of consumption will help reduce the carbon footprint. With this project we activate education and training, increasing awareness and demand for sustainable food as part of developing global citizen skills.</p> <p>This project addresses the two horizontal priorities:</p> <ul style="list-style-type: none"> • Environmental and climate goals: It achieves environmental awareness-raising, behavioural changes for individual preferences, is a factor for compensating carbon footprint emissions, and is centred around consumption habits. Changing consumer habits contributes to help develop and assess knowledge, skills and attitudes on climate change and sustainable development. • Common values, civic engagement and participation: This project engages critical thinking about how to make informed environmental decisions. It will also develop an understanding of the local market and of the value that exists proximate to us. Being knowledgeable about one's community and heritage is inherent within the values of the EU. <p>Our project has three field specific priorities:</p> <ol style="list-style-type: none"> 1. Fostering civic engagement – the project encourages students, local producers, and researchers to work collaboratively towards achieving the mutual goal of improving the environmental impact in the community. Knowledge and advice are key to enabling all actors in the food supply chain to become sustainable. 2. Tackling skills gaps and mismatches – the project is a forward-thinking initiative that will incorporate the use of technology and push boundaries within extra-curricular learning. We need to develop the capacity to analyse and understand global environmental risk associated with worldwide consumption and production, and to acquire digital skills. 3. Promoting internationalisation: The project recognises the imperative importance of working together in union and can only work through the participation of member state citizens. |
| Type of partners sought (type of organisation and expertise) | The project would be looking for other universities, local producers, civil society organisations, and public bodies that are interested in forming part of a network of environmentally conscious manufacturers that attract graduates to their business, encouraging local consumption. The experience required of |

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| | <p>the partner universities is that they have made conscious efforts to lower their carbon footprint and made environmental improvements to their institution. We seek partners that are interested in participating in EU networks focused on the relationship between producers and their carbon footprint and to boost the importance of local consumption in the teaching and training for global competences.</p> |
| What key action are you aiming for? | <p>This project tries to reinforce the commitment of university students to climate change through the following actions:</p> <ol style="list-style-type: none"> 1. The establishment of formative courses that are deployed throughout European universities. They will form part of the extracurricular life of a student and contribute towards planting the seeds of future generations by teaching skills and competences on local consumption. The courses transmit how local consumers offer the basis of the new growth strategy. It will also facilitate the exchange of good practices in the EU network of teacher-training programmes. 2. The exchange of information about local producers and their environmental initiatives that can be used for researchers to investigate how to develop a new sustainable and inclusive growth strategy to boost the economy and improve people's health and quality of life. 3. The production of a mobile phone app that indicates to the user how local a product is and how environmentally conscious that producer is. The app offers an alternative to the user in the case that the scanned product has a high carbon footprint and shows the user how their decisions are contributing to promoting sustainable lifestyles. The end goal is to teach users the values of being environmentally friendly through choosing local produce. The information will make possible a proposal for a harmonised carbon footprint labelling system to enable consumers to make sustainably conscious food choices. This app facilitates the acquisition of digital skills. 4. The making of a good practice guide for European citizens, students, and producers that will tie together what makes up a well-informed environmental decision that acknowledges the importance of shopping local. This guide will show the importance of changing habits and routines by making choices about consumption that have less harmful effects on the environment, highlighting sustainable producers, giving them a competitive advantage. |
| Your region and country | Comunidad de Madrid (Spain) |
| Experience as a project leader in EU funded projects? | <p>URJC has actively participate in different European projects. Up to date, URJC has participate in more than 10 Erasmus+ projects with different roles and actions (KA201, KA202, KA203, KA204)</p> <p>Regarding environment and Social Sciences, URJC develops intense research activities in these field, both national and international. From the URJC has strengthened the relationship between different groups for the development of projects and the fundamental role of Social Science and Environment to tackle them.</p> <p>On the other hand, the European Projects Office (OPE) at URJC has vast experience in European projects management and is in charge of all administrative and financial management, by helping researchers to carry out and monitor projects.</p> |

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| Contact information (first name, last name, email, phone number) | Ms María Jesús Delgado Rodríguez Marajesus.delgado@urjc.es |
| What is/are the objective/s of your project? (max. 500 words) | |
| <p>The objective is to ensure that universities contribute to consolidate a low carbon footprint society through the development of formative courses focused on local consumption. The course aims to develop the capacity to analyse and understand the environmental damage that each product we consume generates valuing the contribution of our local producers and recognising their competitive advantage. Climate actions, at the individual level, involves changing habits and routines by making choices that have less harmful effects on the environment. The course is supported by an app that offers valuable information to contribute to sustainable consumption. The app will also be available to explore and develop innovative learning approaches for people at all stages in life, in order for them to learn and improve their digital skills.</p> | |
| How are you going to obtain the above objective/s? (max. 500 words) | |
| <p>During the development of the project, there will be several stages.</p> <ul style="list-style-type: none"> • First stage: meetings to share ideas and experiences across the partners. Proposal of the formative course and practice guide. Collective brainstorm of useful information for the app. • Second stage: Universities will organize events to involve local producers in the university's activities. Launch of a pilot course with students from the different participating universities. Design of the app and integration of information from member states. • Third stage: publication and publicity of practice guide and app. Offer the formative course to the students. | |
| What do you expect the concrete output of your project to be? (max. 500 words) | |
| <p>With the actions proposed in this project we expect to obtain the following outputs:</p> <ul style="list-style-type: none"> • The design of formative courses that activate education and training in areas of local consumption and produce to assess knowledge, skills, and attitudes to boost the green and digital transition. Thus, climate change and sustainable development will be explicitly included in the university curriculum. • With the development of a mobile application we will try to gather important information that will be used to make a proposal of a suitable food labelling system to empower consumers to make sustainable food choices. • To understand the value of local produce, sustainable production, and consumption, we will offer a good practice guide that can help improve behaviours and open new business opportunities for European farmers and university students. | |
| What input do you expect from potential partners? (max. 500 words) | |
| <p>Universities, producer organizations and public institutions contribute by sharing their experience in lowering their carbon footprint and making environmental improvements to their institution. There are several aspects of interest that partners can offer to the project:</p> <ul style="list-style-type: none"> • Sharing local consumer initiatives that facilitate the design of a course with broader perspectives adapted to local differences within the EU. | |

- The information about their local producers allows the exchange of information of interest to processing and analysing the production, land use, environmental and other data allowing monitoring of performance of the activities, as well as, supporting the carbon footprint initiatives.
- They can help students from different universities to acquire the skills they need to transfer from declining sectors to growing sectors and to adapt to new processes. The exchange of their experiences in this area will enhance employability in the Green economy.

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| Organisation name | UC Leuven-Limburg |
| Project title | EduBlend |
| Short summary of the project idea (max. 750 words) | <p>Development of a tool that releases a teacher, lecturer, professor, ... from the repetitive duties like inventing and evaluating exercises to give him more time to coach and tutor students. Indeed, a computer can do this task as well. For maths this is clear: "x operator y = ?" with x & y values chosen by the computer between e.g. 1 and 20 and the operator being +, -, * or /. Consequently, a student can exercise ad infinitum without interference from a supervisor.</p> <p>In this project we want to expand this principle towards (foreign) languages, including specialist jargon at different levels (high school to university grade). We list the additional features we want to include in the tool bullet-wise:</p> <ul style="list-style-type: none"> • Gamification: depending on the correctness of the answers given by the student, the computer will choose next time a more difficult exercise (answer given was again correct) or less difficult exercise (answer given was again wrong) • Weakness detection: based on the whole series of answers given by a student for a given course, the computer will tell on a per student basis which type of exercises the student did well and what other type were his/her "black beast". • Language: math exercises are relatively easy to implement as explained before, but we will target languages for this project. For this purpose we need text-mining: we start from approved texts of the given level and of the desired domain (aside from general language, one can also opt for texts used in specific domains like engineering, accounting, law, ...) where words or sentences are altered: <ul style="list-style-type: none"> ○ Either one can test for translations by offering the translation of the foreign word as stem word in the mother tongue. ○ Either one can test for conjugations by offering the stem of a verb and asking for the right tense. A solution given by the student is then judged right when it equals the original text. Again, using different texts to start from, literally thousands of exercises can be generated and evaluated. • Aside from "simple" translations and conjugations, one can also test whether an essay written in a foreign language satisfies some formal requirements: a verb is present in every sentence, a salutation exists, an ending is present, etc... For this, we can build upon the results obtained with a former UC Leuven-Limburg project (PWO Fungel). The challenge is to use the platform for more complex writing tasks and providing qualitative feedback. • In contrast to several existing digital learning platforms who focus on an exclusive individual approach, we strive to obtain a single tool using the Universal Design for Learning (UDL) approach that adapts itself to a person's skills and competences rather than that we develop different modules for every possible type of students that want to use this tool. UDL acknowledges diversity by constructing learning paths which are inclusive for a large group of different pupils/students. • Innovative in our approach is also that we would like to promote <i>collaborative learning</i>: students can interact and become coaches for other students by giving feedback to each other. For example: if |

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| | <p>a student is able to fulfill successfully specific tasks, he/she can take up an expert-role for coaching other students.</p> <p>The role of the teacher will be intensified by giving him a dashboard and tool to give qualitative and rich feedback and feedforward to the students. In short, we want to extend our current, rather simple tool towards one that is able to generate and evaluate language exercises, that adapts the difficulty level to the student's competence level at that moment, that tracks every student's progression, is capable of outlining weaknesses in the student's competence profile, and last but not least is extensible towards different kinds of texts.</p> |
| Type of partners sought (type of organisation and expertise) | <p>We seek for partners with:</p> <ul style="list-style-type: none"> • knowledge about languages (except for Dutch) with respect to linguistics (e.g. know how we can define difficulty). What kind of exercises can be made? We need this kind of skills on a per language basis. Every language we want to tackle within this project needs linguistic experts from that language domain • AI expertise: Aside the more general dashboarding (trend and weakness detection) competences, we need experts familiar with NLP / textmining for the bespoken language domains • UDL experts: we need experts that control the overall approach as to avoid that we "loose" minorities in an educational sense • Pedagogical and didactical experts for language and math that can help the linguists to develop the right type of exercises in order to develop the desired tool. • Finally, just a bunch of programmers to put it all together. |
| What key action are you aiming for? | Erasmus+ KA2 or a more specific European grant related to AI & Educations |
| Your region and country | Belgium, Flanders |
| Experience as a project leader in EU funded projects? | Yes (Horizon2020, Interreg, Erasmus+, ...) |
| Contact information (first name, last name, email, phone number) | Patrick DE MAZIÈRE Patrick.DeMaziere@ucll.be |
| What is/are the objective/s of your project? (max. 500 words) | |
| Release the burden of teaching people by automatization of the repetitive tasks, i.e. creation & evaluation of exercises in the language domain. The time freed van be invested for enhanced coaching, weakness detection etc. with inclusion in mind, i.e. we want <i>one</i> tool that helps all types of students without "loosing" minorities in an educational sense. | |
| How are you going to obtain the above objective/s? (max. 500 words) | |
| We intend to use textmining technology for this purpose, combined with linguistic expertise. Very small tests were promising, at least for the Dutch language. | |
| What do you expect the concrete output of your project to be? (max. 500 words) | |
| A software web application having the above explained functionality built in where both students and supervisors have access to. The former for making the exercises and getting feedback, the latter for seeing dashboard with progress rates and weakness indications per student/class. | |

What input do you expect from potential partners? (max. 500 words)

Linguistic and AI/text-mining knowledge per language we want to offer within this tool. In addition, UDL experts and pedagogical/didactical experts are welcomed to as they can help design the dashboard to make it as informative and useful as possible for the supervisor.

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| Organisation name | University College of Northern Denmark |
| Project title | Interdisciplinary green skills in sustainable construction |
| Short summary of the project idea (max. 750 words) | <p>In 2015, the United Nations agreed upon the 17 goals for sustainable development (SDGs), providing a holistic framework for sustainable development towards 2030. The goals consist of 169 targets and 231 global indicators, dedicating equal attention to the social, environmental, and economic dimensions of sustainability. The built environment plays an important role in achieving the SDGs, and interdisciplinary, global skills are required to meet the increased demands for sustainable solutions within the construction industry. While sustainable building design have gained increased attention in recent years, there is still a long way to go. The construction industry is responsible for 40% of energy use and one third of greenhouse gas emissions world-wide, and therefore holds a great responsibility for achieving the 2030 Agenda. While the environmental focus is urgent, a holistic approach to sustainable development is necessary to ensure healthy, high quality buildings, without compromising the environmental and economic aspects. In that regard, the 2030 Agenda establishes a common ground and a stable definition of sustainability within the construction industry, which can be valuable for pushing the industry in the right direction.</p> <p>This project seeks to enable knowledge sharing and knowledge generation among teachers and researchers at higher educational institutions regarding the implementation of the SDGs in construction. The project evolves around two main activities: one being knowledge sharing and knowledge generation, including reviewing the academic literature investigating the link between the built environment and the SDGs, along with an empiric study of the state of implementation of the SDGs in the partners' home countries, based on a survey sent to local companies.</p> <p>Based on the theoretical foundation, a curriculum for a fundamental, joint 5 ECTS e-learning course on a bachelor level is developed. The course will provide the students with the necessary skills for analysing and understanding the global and intercultural issues in relation to sustainable construction, along with the practical application of the theoretical knowledge gained through the course, related to the implementation of the SDGs in construction. The course will include practical examples based on real cases to ensure an applied perspective, provided by the partners.</p> <p>Online course material will be developed by the partners of the project, with an emphasis on applying theory in practice, and will consist of e.g. video material, quizzes, games, literature, and online assignments, individual and in groups. The course will be facilitated by the local partner(s) of each institution, along with supervision of the students locally. As a part of the project, a handbook for practitioners within the construction industry with guidelines for implementing the SDGs will be developed.</p> <p>After the students have completed the fundamental course, a local module at each institution can take place, where the students can work with the cases provided by the local companies in relation to the SDGs. The didactic approach will be reflective practice learning which will potentially contribute to developing the student' reflective, interdisciplinary, communicative and innovative skills to meet the future need of the construction industry globally.</p> |

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| Type of partners sought (type of organisation and expertise) | We are looking for 3-4 partners for this project, ideally higher education institutions, universities or universities of applied sciences at level 5-7 in the European Qualifications Framework (EQF), with expertise within sustainable building design, and some knowledge regarding the application of the SDGs in construction, strategically and on a project level. Preferably, the partners have knowledge and experience regarding online teaching. |
| What key action are you aiming for? | Key Action 2: Cooperation for innovation and the exchange of good practices - Strategic partnership in higher education |
| Your region and country | Northern Denmark, Denmark |
| Experience as a project leader in EU funded projects? | UCN has built a high degree of competencies within the field of participating and leading EU projects, such as Erasmus+ KA2 projects, H2020 and Interreg. |
| Contact information (first name, last name, email, phone number) | Ph.D. Anne Nørkjær Gade, Associate Professor anni@ucn.dk |
| What is/are the objective/s of your project? (max. 500 words) | |
| <p>The main objective of this project is to generate new knowledge within the field of sustainable building design, as a foundation for designing a research-based, 5 ECTS bachelor-level course, providing the students with state-of-the-art knowledge and skills on how the built environment can contribute to the 2030 Agenda. The goal is to improve the green skills of the students, to push the sustainability agenda within the European construction industry, and to provide insights into the contribution of the built environment to practitioners and researchers within the field. The knowledge gained from the project will be disseminated through a scholarly publication along with a handbook providing guidelines for practitioners regarding the practical implementation of the SDGs in construction, which will communicate the essentials from the developed curriculum.</p> | |
| How are you going to obtain the above objective/s? (max. 500 words) | |
| <p>The objectives will be met through two main activities. The first activity is knowledge generation and knowledge sharing, and this step includes reviewing the academic literature investigating the link between the built environment and the SDGs, along with investigating the actual level of implementation of the SDGs locally (within the partners' home countries), along with barriers for implementation within the construction industry. This will provide a baseline and state-of-the-art overview of the topic from a theoretical and practical perspective. As a part of this activity a handbook with practical guidelines will be designed.</p> <p>The activity step is to develop a research-based curriculum for a bachelor course module. Four workshops will be held for the partners to meet and create a foundation for knowledge sharing and collaboration. The focus of the workshops is curriculum development, and each workshop will be hosted by the respective partners in their home country. At each workshop, a local company will be invited to present a relevant case related to SDG implementation in construction, to give the partners a common understanding of the challenges faced by practitioners across the borders. The cases can be integrated in the course design to ensure an applied, practical perspective. In between the workshops the teachers/researchers at the partnering institutions will provide peer-to-peer feedback on each other's course material to share knowledge and improve the quality of the course material.</p> <p>The structure of the designed course will be a 5 ECTS joint, fundamental online course focusing on the theoretical background of the topic, with an applied perspective, followed by a local course module, focusing on the practical application on a real case from the construction industry related to the SDGs (e.g. the cases presented at the workshops).</p> | |

What do you expect the concrete output of your project to be? (max. 500 words)

The concrete outputs of the project will be both the new knowledge achieved through the project and the curriculum for the proposed course design, along with a handbook providing guidelines to professionals regarding the practical implementation of the SDGs in construction. The three outputs will be elaborated below.

The first output will be a scientific literature review analysing how the built environment can contribute to the SDGs, investigating the explicit links between the SDGs and construction within the academic literature, along with results of the survey, providing insights into the practical state of implementation of the SDGs within the partners' home countries, along with barriers for implementation. The results of the review and the survey will be disseminated in a scientific publication.

The second output will be a new curriculum for an e-learning course, expectantly 5 ECTS, building on the knowledge gained within the project, and the expertise of the involved partners. The course will include fundamental knowledge of the SDGs in a construction perspective, including both theoretical and practical knowledge regarding the implementation of the SDGs and the contributions of the construction industry. The course will cover the implementation of the SDGs on both a strategic and operational level within companies and organisations in the construction industry, e.g. professional building owners, architects, and engineers. Furthermore, the course will include examples from relevant cases, to ensure an applied perspective, along with relevant tools and methods for SDG implementation in the different phases of a building's life cycle. Online course material will be developed by the partners of the project, with an emphasis on applying theory in practice, and will consist of e.g. video material, quizzes, games, literature, and online assignments, individual and in groups. The course will be facilitated by the local partner(s) of each institution, along with supervision of the students locally.

The third output will be a handbook providing practical guidelines for how the SDGs can be implemented in construction projects, primarily focusing on the project level of designing a building. The handbook will be aimed towards the practitioners within the building industry and will be distributed to the companies who took part in the survey and will be freely available as well. The handbook will disseminate the essence of the knowledge gained within the projects and can serve as a part of the curriculum as well.

What input do you expect from potential partners? (max. 500 words)

This project will build on a strategic partnership between higher educational institutions with educational programmes within sustainable building design. The partners of the projects can be from universities or universities of applied sciences at level 5-7 in the European Qualifications Framework (EQF) and bring expertise within sustainable building design and the SDGs. This expertise can be overall in relation to the SDGs and building design, or in relation to specific SDGs that the built environment can particularly contribute to, such as goal 7 (affordable and clean energy), goal 12 (responsible consumption and production), goal 13 (climate action). However, we emphasize a holistic and balanced approach to sustainability within the project, where the social, economic, and environmental dimensions are equally weighted. Expertise and experience within the strategic implementation of the SDGs are welcomed.

Potential partners are expected to participate in both the research activities and the curriculum design and development. It is expected of each partner to host and facilitate a workshop with the main focus of sharing knowledge and developing the curriculum. Also, each partner should provide a relevant case from a local company for the project.

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| Organisation name | VIA University College |
| Project title | Higher Education for Sustainable Development (HESD) |
| Short summary of the project idea (max. 750 words) | <p>The aim of this project is to further develop and exchange ESD (Education for Sustainable Development) transformative didactic methods, definitions, and frameworks, specifically for higher education professionals (HE) at Universities of Applied Science (UAS) in Europe.</p> <p>HE professionals and UAS form the backbone in most European societies, including the education of teachers, nurses, physiotherapists, engineers, and designers to name a few. This project focuses on a teach-the-teacher approach at UAS, with the goal of integrating ESD didactic methods across these professions.</p> <p>The aim is to generate and boost new visionary ESD approaches across European borders in order to increase a mutual interest and understanding across both physical and cultural borders, through UAS, sharing ESD methodologies, models, practices, educational policies and research between educators, staff, students and collaborating partners.</p> <p>In short, the project has two main goals:</p> <ol style="list-style-type: none"> 1. Establish new Green Deal transformative educational didactic methods, definitions, and frameworks, as a necessary step to create innovative teaching and learning in UAS approaches that can lead to sustainability competencies in students now. 2. Create a digital Green Deal Hub for exchanging research, ESD practices, methodologies and experience at HE institutions, including staff, educators, students but also open to other partners from the civic, public and private sector in order to generate transdisciplinary solutions and ideas. <p>Working with capacity building of HE educators, connecting interdisciplinary research on the Sustainable Development Goals has been key to the many of the activities at VIA University College from 2018 until today. The aim being a transformation from teaching in an unsustainable linear economy to a new Sustainable Development (SD) Paradigm. But the solutions, within complex eco-social systems also requires the student to use insights generated by a wide range of perspectives and disciplines. As well as having competencies to be able, to work in a collaborative, transdisciplinary way, and most importantly across borders. Not only in pursuit of establishing new ESD approaches but also linking research to the co-production of knowledge, in collaboration with local and European communities (public engagement), as a way to enhance scientific and educational accountability to society.</p> <p>In order to provide the present and the future generations of students at UAS with the sufficient competencies for implementing new sustainable solutions in accordance with the aims of the EU Green Deal, it is important to provide a flexible and potent way of exchanging experiences fast in the EU. The HESD project will help generating participatory, learner-centered settings based on transformative pedagogy, supporting self-directed learning and collaboration, problem-orientation, transdisciplinary approaches and the</p> |

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| | <p>linking of formal and informal learning to the development of key sustainability competencies for the present and future citizens, employees and entrepreneurs in the EU.</p> <p>With the HESD project, VIA wishes to establish and lead a new European consortium of UAS sharing experiences from developing educations, didactics, policies, strategies, research, collaborations or best-practices in ESD and SDG development, to empower European students to fulfill the aims of the EU New Green Deal with partners from industry, NGO's and the public sectors.</p> <p>In order to achieve this, we need European partner UAS institutions in order to collect valuable experiences from current innovative teaching activities and initiatives from different national and regional perspectives in Europe. Sharing knowledge, best-practices, research, and didactic approaches, as well as understanding regional and national challenges in a wider European perspective is crucial for both developing competencies amongst educators and ensuring a scope on the future competencies needed for European students.</p> <p>Further, we need European partners to gather knowledge about different approaches and methods for competencies building (teach-the-teachers) with the purpose of implementing new competencies in ESD, aiming for sustainable transitions and students ready for future sustainable development as well as supporting the necessary skills in the European labor market. European partnerships can help secure an acceleration of this urgent topic in implementation of ESD in UAS broadly,</p> <p>The digital platform proposed in this project will advance collaborative knowledge generation and knowledge sharing in order to create a positive feedback loop between diverse participation and enhanced learning. The aim is to develop and implement a citizen science platform that will open new territories of collaboration between researchers, educators, and students as well as public, private and civic actors. This platform will allow a wide range of stakeholders to participate in citizen science projects that will focus on producing new knowledge and sustainable solutions across communities, industries, and societies.</p> |
| Type of partners sought (type of organisation and expertise) | <p>Universities of Applied Science (or Polytechnical) <i>(Mixed expertise but willingness to work ambitiously with ESD as part of the organisation)</i></p> <p>Universities <i>(Experts in ESD and Digital solutions)</i></p> |
| What key action are you aiming for? | Erasmus+ Key Action 2: Strategic Partnership supporting Innovation |
| Your region and country | Central Denmark, Denmark |
| Experience as a project leader in EU funded projects? | As Denmark's second largest university of applied sciences, VIA University College (VIA) develops and offers a variety of accredited programmes. VIA employs approximately 2,100 staff – academic and non-academic. VIA consist of eight campus geographically dispersed in the Central Denmark Region. With more than 18,500 full-time students, we offer more than forty |

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| | <p>educational programmes across eleven departments within six professional main fields:</p> <ul style="list-style-type: none"> • Education and Social Studies • Health • Business • Design • Film and Animation • Technology and Construction <p>In addition to the full-time students, VIA annually has approximately 20,000 registered participants in our continuing education programmes, diplomas, courses etc. making VIA the largest provider in Northern Europe of professional development of practitioners.</p> <p>Seven Research and Development Centres at VIA with more than 200 researchers underpin the ambition to be a research-based university college and ensure that our educational programmes are based on the latest knowledge. VIA has nine crosscutting units to support our educational departments and Research and Development Centres. These units cover a variety of functions and tasks e.g. project support and development, political and educational analysis, digitalization, internationalization, communication, economy, student life. VIA has an extensive quality assurance program that includes both quantitative and qualitative measures and clear procedures of documentation.</p> <p>VIA holds an Erasmus Charter and is participating in roughly 20 EU funded projects. VIA is the coordinator of nine of these projects. In addition, VIA has a long tradition of participating in international research and development projects – both as the leading institution and as a partner. As both project partner and coordinator, VIA provides high-quality, experienced staff at postgraduate level and doctoral level as well as efficient project management and support.</p> <p>VIA works within the Scandinavian approach to education, and our programmes are deeply rooted in the professions for which we train our graduates. VIA develops educational programmes in close cooperation with employers – companies, municipalities, regional, national, and international institutions. The strength lies in combining state-of-the-art research and learning environments with their understanding of practice-related challenges, potentials, and impact.</p> |
| Contact information (first name, last name, email, phone number) | Jeppe Kiel Christensen, Ph.d. Deputy Director of Research, VIA Innovation and Entrepreneurship JKCN@via.dk |
| What is/are the objective/s of your project? (max. 500 words) | |
| The HESD project wants to establish a consortium of partners with different experiences, representing best practice cases, or UAS wishing to establish their own approaches, building on best practices from the HESD project. As a UAS the educations should be rooted in close cooperation with the surrounding world, both at | |

a local, regional, and international level. The objective being a cross EU partnership on developing ESD UAS strategies with regional contextual cases as building blocks.

The HESD project calls for an action-oriented UAS approach to ESD partnerships and a digital hub for sharing best practice, research and the development of common definitions and methodologies across Europe. The HESD project aims at bringing together HE practitioners, researchers, and students in new formal and informal settings, sharing experiences, visions, research, methodologies and best (next)-practices across the EU. The objectives are regional specific case descriptions, cross EU best practice descriptions and materials, informal and formal physical and digital meetings as well as pilot project involving the HESD citizen science platform.

Acknowledging the above, the innovative potential lies in the bottom-up and trans-European approach of the HESD project. The core focus lies on the HE teacher, developing his/her own teaching modules incorporating the new competencies regarding sustainable development under supervision of trained ESD professionals. Building on- and further developing a concrete five-day competence course in the HESD project could achieve this initially at project start, with further regional and European development. An example of a five-day course has been in development at VIA over the course of the past three years with over 100 HE professionals graduating. Valuable partnerships and input from the private and public sector as well as NGO's have characterized the capacity building of HE professionals in this course. The objective being further developing a teach-the-teacher course as regional specific UAS courses and a more generic EU approach to ESD.

Traditional disciplinary structures and silos are both a strength and challenge when implementing ESD across UAS internally. Not all HE educators are aware of emancipatory, competency-oriented didactics related to ESD and believe that knowledge teaching will encourage change-action from the students. Research in Competencies for Sustainable Development has shown this has very little effect (Biberhofer et al., 2019; Frisk & Larsson, 2011). A change from predominantly knowledge based to more competence-based learning in Sustainability Education could be key in order to transform the educational systems. Success in acquiring sustainability competencies extends beyond memorization and requires educational institutions to provide new in-formal learning settings. In this way, *what* and *how* the students are taught becomes essential. But it also becomes crucial that the educators have the right competencies and didactic understanding to teach the students sustainability competencies. The objective of HESD is to strengthen regional UAS educators in their own praxis, exchange knowledge within their own organisations and across borders as well as making this knowledge accessible to all UAS in Europe through dissemination of HESD results.

How are you going to obtain the above objective/s? (max. 500 words)

We expect the project to include the following activities:

- Review and state of the art report on European and international ESD/SDG strategies in UAS
- Mapping ESD/SDG strategies and implementations in European UAS (Partner institutions)
- Joint program rollout at all institutions (e.g. five-day courses etc.)
- Joint transnational UAS student summer school programs
- Developing generic course description including course materials
- Exchange of best practices and next practices after completion of the courses at the partner UAS
- Describing transformative didactics in knowledge reports and academic papers in order to form and test hypotheses and share their results
- Designing, developing, and implementing a digital citizen science platform to build a shared repertoire of resources and common ground for future collaboration and action.

- Forming a community of practice around the platform for knowledge creation and sharing, integrated action and collective learning across organizational and geographic boundaries.
- ESD/SDG institution strategies roll out at partner UAS
- Monitoring and evaluations on effects and impact at partner UAS
- Surveys and studies from each partner on regional/national level on expected future skills/ESD competencies from students of UAS (What are the European differences and what is common ground? E.g., how does this relate to UNESCO's 8 key competences and learning goals?)

What do you expect the concrete output of your project to be? (max. 500 words)

- Creating an EU transnational consortium of UAS working with ESD and SDG, sharing and building experience on implementation, approaches as well as students, civil society and industry cooperation.
- Exchanging concrete examples and best practices on implementations in organizations (Bottom-up approaches, teach-the-teacher, mixing formal/informal learning, different innovative and entrepreneurial approaches etc.), making these accessible for a wider EU audience
- Develop international/European course material (common part) with regional references and examples
- Develop national/regional course material with focus on regional examples, references and best practices
- Develop and implement a digital ESD/SDG platform for collaborative knowledge sharing, knowledge generation and meaningful engagement
- Academic papers on ESD in UAS as generic didactical approach
- Academic papers on ESD in UAS with specific profession didactics perspectives
- Joint venture summer schools for students
- Yearly conference on Futures of Education

What input do you expect from potential partners? (max. 500 words)

Little research has been conducted on the educator's competencies and the need for re-envisioning the present educational structures. Even if some larger national HE institutions in the EU may have had the power and resources to analyze and transform curricula and present the educators with new knowledge related to the new Green Deal and ESD's it is still on a very limited and fractured level. To provide a revision of curricula, learning settings and didactics in accordance with the ideas of ESD aiming at the Green Deal visions for Europe, we need to collaborate much wider across borders.

VIA is looking to form a European consortium that consist of partners wanting to work ambitiously with the SDG agenda. This includes European Universities of Applied Science, providing professional bachelor degree programs, or similar institutions, as well as researchers with either solid experience in the field of ESD/SDG or institutions wishing to start an ESD/SDG agenda from the ground up. The consortium should represent a variety of European partners, but with a common agenda to ambitiously work on the SDG in their institutions with a focus on ESD competencies. To sum up VIA needs partners that are open-minded, curious, and eager to learn and share theories, models, ideas and research to contribute towards achieving the world goals by 2030.