



MAKING SMALL THINGS GROW BIG TOGETHER – EMPHASIS ON PROMOTING ENVIRONMENTAL RESPONSIBILITY

EXPERIENCES FROM ERASMUS+ PARTNERSHIPS FOR
COOPERATION COORDINATED BY FINNISH ACTORS



FINNISH NATIONAL
AGENCY FOR EDUCATION

Erasmus+
Enriching lives, opening minds.

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SUMMARY

The Erasmus+ Programme funded by the European Union supports projects that promote internationalisation and cooperation in the field of education, training, youth and sport in Europe. The aim of the Programme is to support educational, professional and personal development in the fields of education, training, youth and sport in Europe and partner countries, to promote sustainable growth, environmental responsibility, employment, social cohesion and innovations, and to strengthen the European identity and participation in democratic society. In addition, Erasmus+ promotes high-quality education, training and competence of pupils, students, teachers and trainers, digitalisation and learning mobility. The Programme also promotes European cooperation, inclusion, excellence, creativity and innovations of organisations in the field of education.

In 2023, the Finnish National Agency for Education commissioned a report to investigate how environmental responsibility is realised in the partnerships for cooperation coordinated by Finnish actors. The potential ideas, inclusive approaches and innovative practices of Erasmus+ partnerships for cooperation were also surveyed in the report.

The methods used in examining the possible promotion of impact by Erasmus+ KA2 partnerships for cooperation were case studies and document analysis. The examination was conducted by analysing documents in the application and reporting system of Erasmus+ KA2 partnerships for cooperation, as they contain information on the planning, implementation, results and impact of the projects. Another research method was a survey, which was conducted by sending electronic questionnaires to the persons responsible for partnerships for cooperation. The purpose of the questionnaire was to survey beneficiaries' experiences and observations of how the project contributed to promoting environmental responsibility. At the end of September, a workshop was organised in which the project actors assessed the impacts of the projects by sharing innovative practices and together developing potential ideas for further development.

Based on the report, Erasmus+ projects provided opportunities for interaction between cultures and understanding diversity. International cooperation strengthened confidence in the ability to respond to the challenges posed by climate change. The projects promoted ecologically sustainable and responsible activities, increased the participants' understanding of different cultures and environments, and improved their capacities to operate in an international environment. The projects were aimed at enabling ecologically sustainable and responsible actions in the individual's own life. The projects proceeded from awareness towards action and solutions.

The professional competence of teaching staff developed, parents participated actively in the implementation of the programme and learners were included in planning the projects. At the same time, participants' critical thinking skills and social skills improved. Project actors often selected actors with the same underpinning values to be their partners. The pedagogy, teaching materials and teaching technologies were developed in cooperation, focusing on environmentally responsible solutions.

Based on the results of the report, the projects promoted environmental responsibility and environmental competence by increasing awareness of the diversity of climate change and its different impacts around the world.

1. INTRODUCTION

Erasmus+ is a programme funded by the European Union to support projects promoting internationalisation in the fields of education, training, youth and sport in the different European countries. Erasmus+ KA2 partnerships for cooperation promote cooperation between organisations and institutions. The aim of the programme is to support the educational, professional and personal development in the fields of education, training, youth and sport in Europe and the partner countries, promote sustainable development, employment, social cohesion and innovations, and strengthen European identity and active citizenship.

In addition, the Erasmus+ Programme promotes high-quality education, training, competence and learning mobility of pupils, students, teachers and trainers; European cooperation, inclusion, excellence, creativity and innovations of organisations in the field of education; informal learning and active participation of young people and youth workers; cooperation, inclusion, creativity and innovations of youth organisations; learning mobility of sport coaches and sport staff; and cooperation, inclusion, creativity and innovation of sport organisations.

Indicators approved by the European Commission are used in assessing the impact of the Erasmus+ Programme. The indicators help to monitor the impacts of the projects and lay the basis for impact assessment. They make it possible to assess whether the implementation of the Programme has been successful and what kind of changes have taken place in the target group and their environment. The indicators do not only provide objective information on the effectiveness of the Programme, but also reflect the objectives that have been set and help to allocate future activities even better.

Between 2014 and 2022, several Erasmus+ KA2 partnerships for cooperation focusing on the promotion of environmental responsibility were implemented in the Erasmus+ Programme. The objective of this report is to survey the experiences and ideas that the beneficiaries of those already completed Erasmus+ KA2 projects launched between 2017 and 2020 that were coordinated by Finnish project actors and focused on environmental responsibility have regarding the meaningful approaches developed in the projects. The report is also aimed at obtaining information on the impact and results of the projects and identifying innovative practices and potential innovations that may possibly be utilised in future projects.

The theoretical background of the report is the application and reporting system of Erasmus+ KA2 projects, which contains information on the planning, implementation, results and impact of the projects and their final reports and evaluation feedback. The information on the results of the projects was supplemented with surveys sent to the persons responsible for the selected projects and with a workshop targeted at the project actors. In the workshop, innovative practices were shared and work on potential ideas for developing the projects further was continued.

The aim of the report is to provide authentic information on the impact and results of the completed Erasmus+ KA2 projects to actors and decision-makers who plan and implement similar projects. Furthermore, the report is aimed at encouraging new project actors to take advantage of the best practices identified in the projects and to further develop innovative solutions to enhance education, training, the field of youth and sport.

2. BACKGROUND

Erasmus+ partnerships for cooperation enable participating organisations to gain experience in international cooperation and strengthen their capacities, but also to produce high-quality innovative deliverables. The size and extent of partnerships for cooperation may vary depending on the objectives of the project, the participating organisations, expected impacts and other factors, and the activities can be adapted according to these factors. Qualitative evaluation of the projects takes into account the objectives of the cooperation and the nature of the participating organisations. Based on this logic, two types of partnerships are offered to organisations to work, learn and grow together:

- Cooperation Partnerships
- Small-scale Partnerships.

Erasmus+ Key Action 2 supports partnerships for cooperation and the following action types:

- Partnerships for Cooperation, such as Cooperation Partnerships and Small-scale Partnerships
- Partnerships for Excellence, such as Centres of Vocational Excellence and Erasmus Mundus Action
- Partnerships for Innovation, such as Alliances for Innovation and Forward-looking Projects
- Capacity Building projects in the fields of higher education, vocational education and training, youth and sport
- Not-for-profit European sport events.

The actions are expected to contribute significantly to the priorities of the programme, to bring positive and long-lasting effects on the participating organisations, on the policy systems in which such actions are framed as well as on the organisations and persons directly or indirectly involved in the organised activities. Erasmus+ partnerships for cooperation are expected to result in the development, dissemination and implementation of innovative practices at organisational, local, regional, national, European Union or global level. During the life cycle of the project, the organisations implement a variety of activities that vary from traditional ones to more creative and innovative activities. They may select a combination of activities that best promotes the achievement of the project's objectives in relation to its scope and the capacities of the partnership.

Depending on the field that the project deals with and the type of the applicant, Erasmus+ KA2 projects are managed either by the National Agencies or the European Education and Culture Executive Agency (EACEA). On a yearly basis, the European Commission sets common priorities and objectives to be pursued at the level of the Erasmus+ Programme in different fields of education, training, youth and sport. Therefore, apart from developing capacities of organisations involved in the project, partnerships for cooperation aim at contributing with their results toward achieving the priorities. Projects are requested to frame their work in relation to one or more of these priorities and to select them at application stage. When formulating project proposals, it is also recommended to consult the results produced by previously funded projects based on similar priorities, to ensure consistency and avoid duplications, as well as to progressively build on existent results and contribute to the joint development of the different fields.

In addition, to better link European priorities with the specific needs at national level, Erasmus+ National Agencies have the possibility to identify one or more of these European priorities as particularly relevant in their national context, in order to encourage organisations to focus their contributions in these selected areas on a given year.

In 2023, partnerships for cooperation must emphasise one or more of the following priority areas:

Inclusion and diversity in all fields of education, training, youth and sports: The Programme will support projects that promote social inclusion and aim at improving the outreach to people with fewer opportunities. For example, such people include people with disabilities and people with a migrant background, as well as people living in rural and remote areas such as outermost regions, people suffering from gender inequalities, socio-economic difficulties or any other potential source of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation. The projects will help to address the barriers faced by these people in accessing the opportunities offered by the Programme, as well as contributing to creating inclusive environments that foster equity and equality, and that are responsive to the needs of the wider community. Under this priority, the Programme will support projects that promote educational activities and facilitate the integration of people fleeing the war in Ukraine into their new learning environments.

Environment and fight against climate change: The Programme aims to support, across all sectors, awareness-raising about the green transition, environmental and climate-change challenges. Priority will be given to projects aimed at developing competences in various sustainability-relevant sectors, developing green sectorial skills strategies and methodologies, as well as future-oriented curricula that better meet the needs of individuals. The Programme will also support the testing of innovative practices to prepare learners, staff and youth workers to become true agents of change (e.g. save resources, reduce energy use and waste, compensate carbon footprint emissions, opt for sustainable food and mobility choices, etc.). Priority will also be given to projects that – through education, training, youth and sport activities – enable behavioural changes for individual preferences, consumption habits, and lifestyles. They also include projects that develop sustainability competences of educators and education leaders and support the planned approaches of the participating organisations regarding environmental sustainability.

Addressing digital transformation through development of digital readiness, resilience and capacity: The Programme will support digital transformation plans of primary, secondary, vocational education and training (VET), higher, and adult education institutions. Priority will be given to projects aiming to increase the capacity and readiness of institutions to manage an effective shift towards digital education. The Programme will support the purposeful use of digital technologies in education, training, youth and sport for teaching, learning, assessment and engagement. This includes the development of digital pedagogy and expertise in the use of digital tools for teachers, including accessible and assistive technologies and the creation and innovative use of digital education content. Equally, it includes developing the digital skills and competences of all the population through appropriate programmes and initiatives. Particular attention will be given to promoting gender equality and addressing differences in relation to the access and use by underrepresented groups. The Programme will further support the use of the European frameworks on digital competences of educators, citizens and organisations.

Common values, civic engagement and participation: The Programme will support active citizenship and ethics in lifelong learning; it will foster the development of social and intercultural competences, critical thinking and media literacy. Priority will also be given to projects that offer opportunities for people's participation in democratic life, social and civic engagement through formal or non-formal learning activities, such as for example activities raising awareness about and promoting participation in the 2024 elections to the European Parliament. The focus will also be on raising awareness on and understanding the European Union context, notably as regards the common EU values, the principles of unity and diversity, as well as their cultural identity, cultural awareness and their social and historical heritage. In addition to the general priorities mentioned above, the following specific priorities will be pursued in the respective sectors.

For the participating organisations, Erasmus+ partnerships for cooperation are intended to produce the following outcomes:

- innovative approaches for addressing their target groups, by providing for example: more attractive education and training programmes, in line with individual needs and expectations; use of participatory approaches and digital methodologies; new or improved processes of recognition and validation of competences; greater effectiveness of activities for the benefit of local communities; new or improved practices to cater for the needs of targets groups with fewer opportunities and to deal with differences in learning outcomes linked to the geographical and socio-economic disparities; new approaches to address social, ethnic, linguistic and cultural diversity; new approaches to better support competitiveness and employment in particular at regional and local level; recognition of excellence in language learning or teaching through the European Language Label;
- a more modern, dynamic, committed and professional environment inside the organisation: ready to integrate good practices and new methods including digital capabilities into daily activities; open to synergies with organisations active in different fields or in other socio-economic sectors; strategic planning of professional development for staff in line with individual needs and organisational objectives;
- increased capacity and professionalism to work at EU/international level: improved management competences and internationalisation strategies; reinforced cooperation with partners from other countries, other fields of education, training and youth and/or other socio-economic sectors; increased allocation of financial resources (other than EU funds) to organise EU/international projects in the field of education, training and youth; increased quality in the preparation, implementation, monitoring and follow-up of EU/international projects;
- increased knowledge and awareness regarding sport and physical activity;
- increased awareness of the role of sport in promoting social inclusion, equal opportunities and a healthy lifestyle.

The funded projects are also likely to have a positive impact on the persons directly or indirectly involved in the activities, such as:

- increased sense of initiative and entrepreneurship;
- increased competence in foreign languages;
- increased level of digital competence;
- greater understanding and responsiveness to all kinds of diversity, e.g. social, ethnic, linguistic, gender and cultural diversity as well as diverse abilities;
- improved levels of skills for employability and new business creation (including social entrepreneurship);
- more active participation in society;
- more positive attitude towards the European project and the EU values;
- better understanding and recognition of skills and qualifications in Europe and beyond;
- improved competences, linked to occupational profiles (teaching, training, youth work, sport coaching, etc.);
- better understanding of practices, policies and systems in education, training, youth and sport across countries;
- better understanding of interconnections between formal, non-formal education, vocational training, other forms of learning and labour market respectively;
- increased opportunities for professional development;
- increased motivation and satisfaction in daily work;
- increased practice of sport and physical activity.

At systemic level, they are expected to trigger modernisation and reinforce the response of education and training systems and youth policies to the main challenges of today's world: environmental sustainability, digital transformation, employment, economic stability and growth, but also the need to promote social, civic and intercultural competences, intercultural dialogue, democratic values and fundamental rights, social inclusion, mental health and well-being, non-discrimination and active citizenship, critical thinking and media literacy.

Objectives of Erasmus+ partnerships for cooperation

- increased quality of education and training, youth work and sport practices in Europe and beyond, higher levels of excellence and attractiveness with increased opportunities for all;
- education, training and youth systems that are better aligned to the needs of and opportunities offered by the labour market, and closer links to business and the community;
- improved provision and assessment of basic and transversal skills, particularly: entrepreneurship, social, civic, intercultural and language competences, critical thinking, digital skills and media literacy;
- increased synergies and links and improved transition between the different sectors of education, training and youth at national level, with improved use of European reference tools for recognition, validation and transparency of competences and qualifications;
- increased use of learning outcomes when describing and defining qualifications, parts of qualifications and curricula, in support to teaching and learning and in assessment;
- increased awareness and openness to social diversity and increased inclusiveness and accessibility of education systems and possibilities;
- new and increased inter-regional and national cooperation of public authorities in the fields of education, training and youth;
- more strategic and integrated use of ICTs and open educational resources (OER) in education, training and youth systems;
- increased motivation for language learning through innovative teaching methods or better links to practical use of language skills required by the labour market.
- reinforced interaction between practice, research and policy;
- increased level of participation in sport and physical activity as a tool for health and wellbeing;
- increased knowledge on how to tackle cross-border threats to the integrity of sport, such as doping, match fixing and violence, as well as all kinds of intolerance and discrimination, and better support of good governance in sport and dual careers of athletes;
- increased recognition of voluntary activities in sport;
- increased mobility of volunteers, coaches, managers and staff of non-profit sport organisations;
- increased social inclusion and equal opportunities in sport.

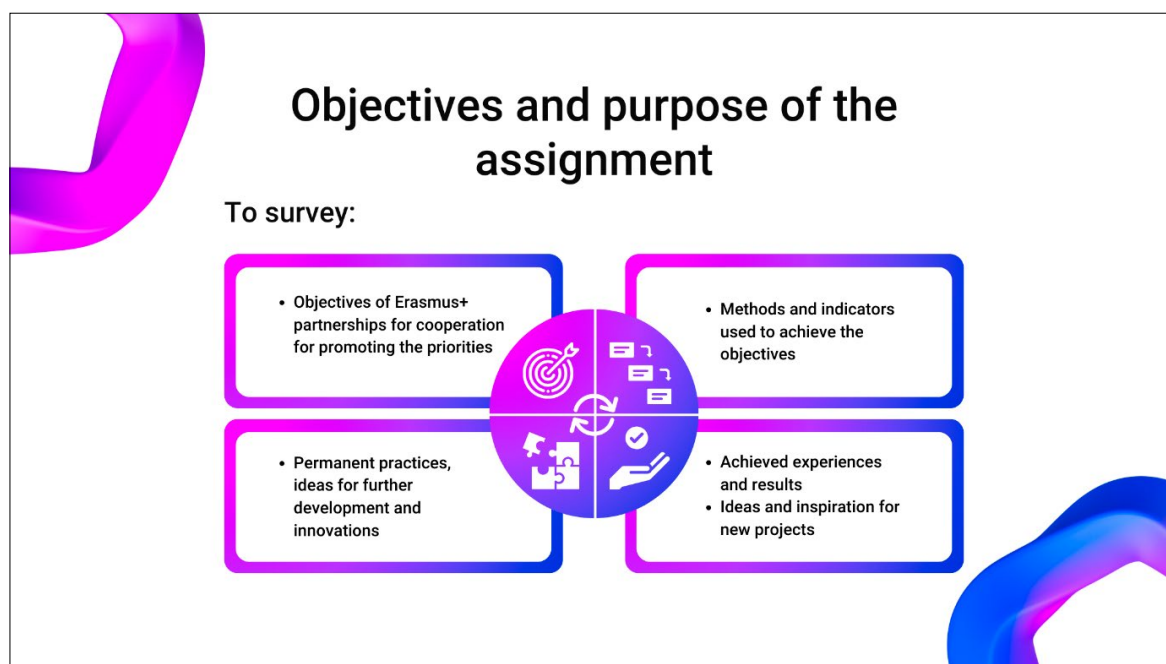
Finnish actors have been active coordinators and participants in Erasmus+ KA2 projects. In this report, we examine projects focusing on inclusion, diversity and environmental responsibility that were coordinated by Finnish beneficiaries and aimed at developing innovative practices and potential development ideas in the priorities of inclusion, diversity and environmental responsibility.

3. OBJECTIVES AND PURPOSE OF THE REPORT

The objective of this report is to survey the experiences and ideas that the beneficiaries of those already completed Erasmus+ KA2 projects launched between 2017 and 2020 that were coordinated by Finnish project actors and focused on environmental responsibility have regarding the potential innovations and meaningful approaches developed in the projects. The report is also aimed at obtaining information on the impact and outcomes of the projects and identifying innovative practices and potential innovations that may possibly be utilised and further developed in future projects.

The results of the report are aimed at providing authentic information on the impact and outcomes of already completed Erasmus+ KA2 projects focusing on environmental responsibility to those actors and decision-makers who plan and implement similar projects. Furthermore, the report is aimed at encouraging new project actors to take advantage of the best practices and participatory approaches of the projects and to develop new innovative solutions for the development of education, training, the field of youth and sport.

FIGURE 1. OBJECTIVES AND PURPOSE OF THE REPORT

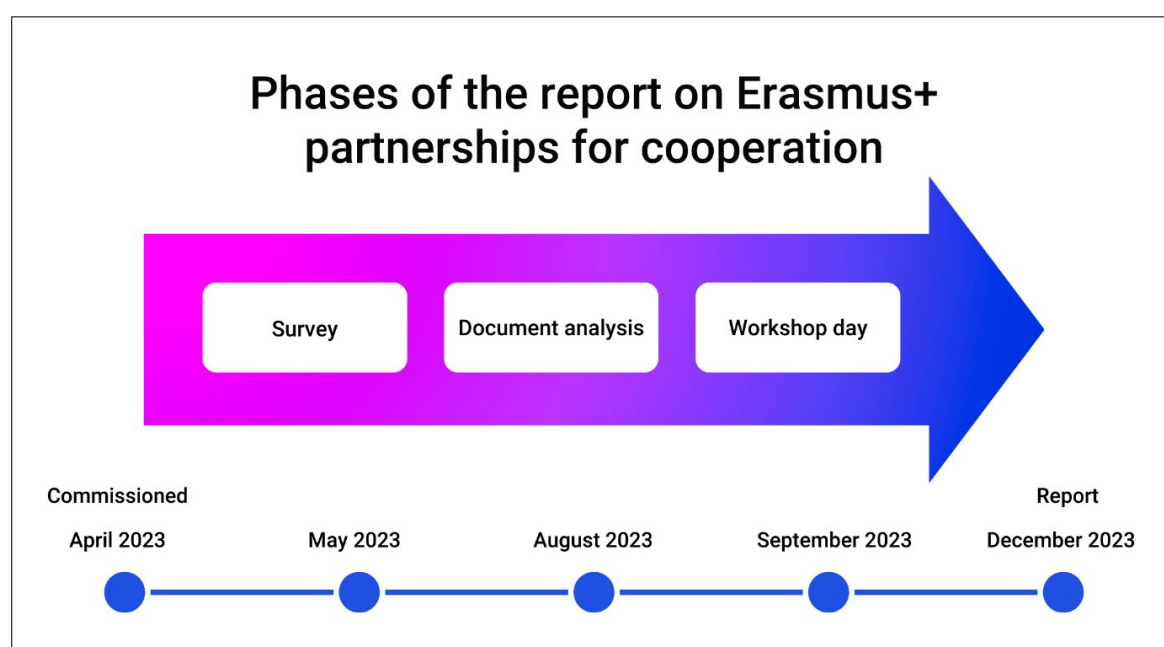


3.1. Methods

The starting point of the report is the application and reporting system of Erasmus+ KA2 projects, which contains information on the planning, implementation, results and impact of the projects. The final reports and evaluation feedback of the selected projects, including the descriptions of the project results, were also used in the report. The information concerning the results of the projects was supplemented with surveys sent to the persons responsible for the selected projects and with a workshop in which the project actors shared innovative practices and worked on potential ideas for further development. All the selected 17 projects fall under the Erasmus+ KA2 programme type (Cooperation for innovation and exchange of good practices) and cover the different fields of education (general education, vocational education and training, adult education, higher education and the field of youth).

A case study was used as the method of examining how Erasmus+ KA2 projects focusing on environmental responsibility may have promoted impact. The methods used also included a document analysis, in which the documents analysed were those recorded in the application and reporting system of Erasmus+ KA2 projects and contained information on the planning, implementation, results and impact of the projects. By analysing these written sources, it was possible to identify the achievement of the objectives and plans of Erasmus+ KA2 projects as well as the resources, materials, tools, innovations and permanent practices produced by the projects from the point of view of environmental responsibility. A survey was also used as a research method by sending electronic questionnaires to persons responsible for Erasmus+ KA2 projects to find out about their experiences and observations of how the project contributed to environmental responsibility. The questionnaires were used to assess participants' awareness of these themes before and after the project and the beneficiaries' views about the impacts of the project. In addition, project actors from different projects assessed the impacts of the projects by sharing innovative practices and further developing potential development ideas together in the workshop organised to project actors at the end of September.

FIGURE 2. PHASES OF THE COMMISSIONED REPORT ON ERASMUS+ PARTNERSHIPS FOR COOPERATION



3.2. Structure of the report

The report has been structured as follows:

Chapter 1 is an introduction presenting the framework of Erasmus+ KA2 partnerships for cooperation.

Chapter 2 describes the background of the Erasmus+ Programme.

Chapter 3 provides a background for the objectives, methods and structure of the selected Erasmus+ KA2 partnerships for cooperation.

Chapter 4 describes the data used the report and the project-specific analysis.

Chapter 5 presents the experiences reported in the questionnaire.

Chapter 6 discusses the findings made in the report.

Chapter 7 presents the conclusions made in the report.

Appendix 1 includes short descriptions of the selected Erasmus+ KA2 partnerships for cooperation focusing on environmental responsibility and coordinated by Finnish actors.

Appendix 2 includes the questionnaire sent to the selected Erasmus+ KA2 project actors.

Appendix 3 introduces the programme, content, methods, results and the key discussion topics and aspects of the workshop day organised for Erasmus+ KA2 project actors in September 2023, and a summary of the workshops.

Appendix 4 includes a structured list of information sources.

4. SELECTION AND SURVEY OF ERASMUS+ KA2 PROJECTS COORDINATED BY FINNISH PROJECT ACTORS ON THE BASIS OF FINAL REPORTS

4.1 **Perspective of examination in the selected Erasmus+ KA2 projects and their potential impact on promoting environmental responsibility**

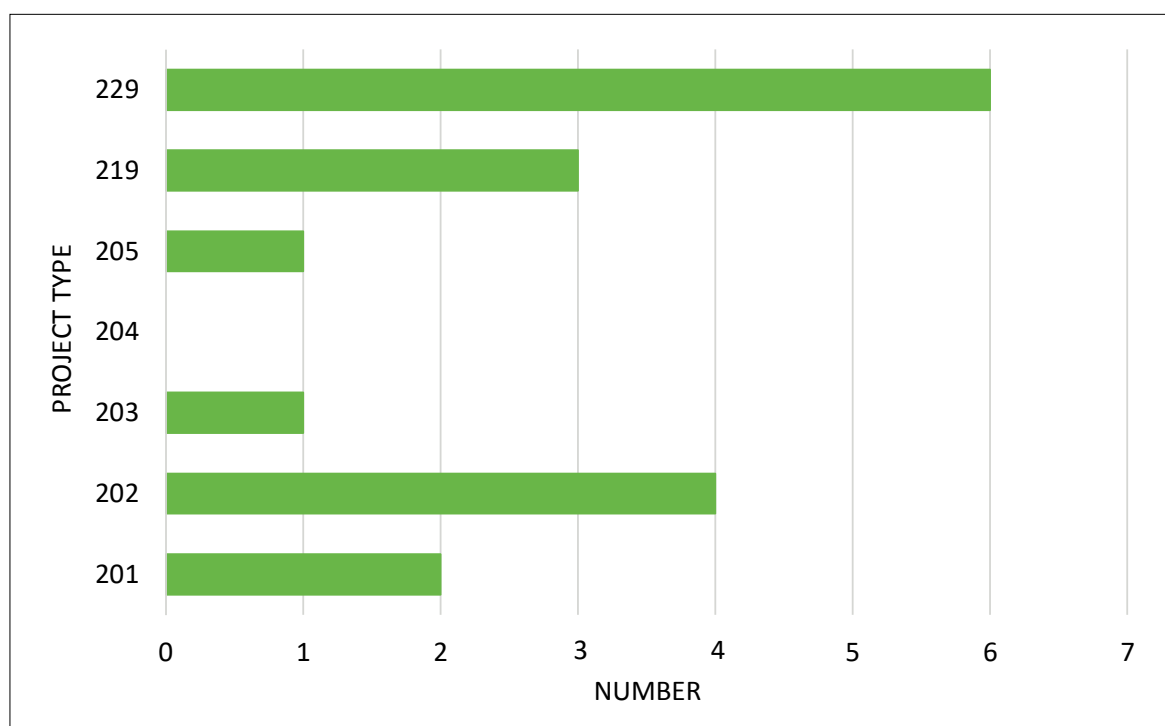
The report surveyed the potential ideas, inclusive approaches and innovative practices developed in Erasmus+ partnerships for cooperation focusing on environmental responsibility and coordinated by Finnish actors. A total of 17 Erasmus+ partnerships for cooperation focusing on environmental responsibility were selected to the report.

The selection of the projects was based on the following points of view:

- The emphasis on environmental responsibility was expressed in the project applications
- The Erasmus+ KA2 projects had been launched between 2017 and 2020
- The selected projects were coordinated by Finnish actors
- Project actors were selected geographically from different parts of Finland
- Diversity of sectors (general education, vocational education and training, adult education, higher education, field of youth)

The study carried out as a result was conducted using information and data compiled from the EU's application and reporting system and from the project register, and by conducting a survey and organising workshop activities. The project actors' views were mainly consulted with a questionnaire and in small group activities implemented during the workshop day. The data and information on the projects were collected from the EPlusLink application and reporting system as well as from the project register of the European Union, which contains information on the planning, implementation, results and impact of the projects. The final reports of the projects and the evaluation feedback received by the project actors were used in the report. The surveys and the workshops focused on gaining an overview and understanding of the innovative practices of the project, potential ideas for further development, a summary of how the development of these innovations is promoted and the key aspects of this work.

Distribution of the project types of the Erasmus+ KA2 projects examined in the report (n=17).



KA201: Strategic partnerships in the general education sector
 KA202: Strategic partnerships in vocational education and training
 KA203: Strategic partnerships in higher education
 KA204: Strategic partnerships in adult education
 KA205: Strategic partnerships in the field of youth
 KA219: Strategic partnerships for schools only
 KA229: School exchange partnerships

4.2 Examined Erasmus+ KA2 partnerships for cooperation focusing on environmental responsibility and the point of view of examination in the report

The Erasmus+ Programme can be used to promote the creation of the knowledge, skills and attitudes concerning climate change and sustainable development. The Programme encourages participants to choose low-emission means of travel and to make environmentally responsible choices in all the activities. It also supports the dissemination and development of information and competence related to environmental and climate issues. Climate change and the loss of biodiversity are huge challenges faced by humanity. Solving them requires cooperation at different levels, from local to international. In the Erasmus+ Programme, environmental responsibility has been defined as a priority that should be part of all project activities – even projects in which the theme is not environmental friendliness as such. The aim is to enable the participants of the programme to become real drivers of change in the promotion of sustainable development.

Environmental responsibility has become an increasingly important societal topic and challenge that Erasmus+ KA2 projects have aimed to respond to by developing innovative practices and approaches as well as measures to increase environmental awareness. The projects have focused

on a sustainable lifestyle, saving energy, recycling and environmental education. Projects focusing on environmental responsibility have provided new perspectives, approaches and solutions for discussing environmental challenges in a concrete manner.

In this chapter, those Erasmus+ KA2 projects focusing on environmental responsibility that were selected to the report have been examined from the following points of view:

- Priorities of the project
- Objectives of the project
- Indicators used
- Methods used
- Project outputs
- Innovations created in the project
- Permanent practices

Experiences gained of the impacts of environmental responsibility in Erasmus+ KA2 projects were examined by looking at the following aspects:

- How well were environmental perspectives taken into account and efforts made to reduce harmful effects on the environment?
- How successfully did the project increase participants' awareness of environmental issues and the principles of sustainable development?
- How successfully have the results and practices of the project remained a permanent part of the activities to promote environmental responsibility in organisations and communities in future?

Examined Erasmus+ KA2 partnerships for cooperation focusing on environmental responsibility and the point of view of examination in the report

Project	Project type	Priorities	Objectives	Indicators	Methods	Outputs	Innovations	Permanent practices
Sustainable Development Game	KA201							
Green Clean Future	KA219							
Towards sustainable and energy efficient real estate education and training	KA202							
Changing habits - changing the world!	KA219							
Youth for Europe- Agenda 2017–2019	KA219							
Green Data Centre	KA202							
Drops of Life	KA229							
Do! Learn! Be sustainable!	KA229							
Act Green	KA229							
Sustainable Future	KA229							
My Sustainable Way of Life	KA229							
Global Environmental Awareness and Responsibility (GEAR) - a Toolkit for Inclusive Environmental Education	KA201							
Sustainability-driven Entrepreneurship	KA202							
SAVINGSCAPES: Fostering collaborative knowledge creation and civic engagement in the field of landscape governance	KA203							
Ways to a healthier and greener Europe	KA229							
Entrepreneurial Learning for Future Sustainability	KA202							
GeT - Gamification, Education and Training to activate youth for sustainable choices	KA205							

KA201: Strategic partnerships in the general education sector

KA202: Strategic partnerships in vocational education and training

KA203: Strategic partnerships in higher education

KA204: Strategic partnerships in adult education

KA205: Strategic partnerships in the field of youth

KA219: Strategic partnerships for schools only

KA229: School exchange partnerships

5. GAINED EXPERIENCES AND INNOVATIVE PRACTICES

The report was aimed at surveying what persons who were responsible for already completed Erasmus+ partnerships for cooperation focusing on environmental responsibility think about the potential ideas and innovative practices of those projects. The report can be used to inspire applicants to adopt new approaches.

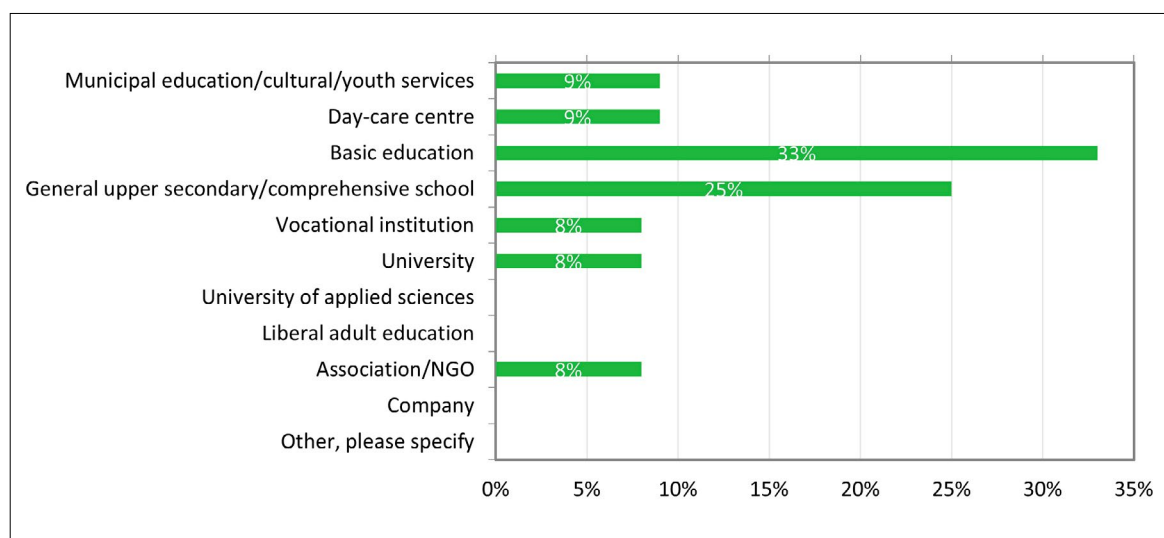
An electronic questionnaire and an advance invitation to the workshop organised in September 2023 were sent to the persons responsible for those Erasmus+ partnerships for cooperation focusing on environmental responsibility launched between 2017 and 2020 and coordinated by Finnish actors that were selected to the report. The results of the questionnaire were used in the workshop organised for the persons responsible for the projects in September. The purpose of the questionnaire and the workshop was to provide an opportunity for the persons responsible for the projects to share experiences and innovative practices, learn from best practices and network with other persons responsible for similar projects.

5.1 Questionnaire on innovative practices in Erasmus+ partnerships for cooperation focusing on environmental responsibility, sent to persons responsible for the projects

Twelve beneficiaries responded to the electronic questionnaire sent to persons responsible for Erasmus+ partnerships for cooperation. The following summary presents the background details of the beneficiaries who responded to the questionnaire related to the report.

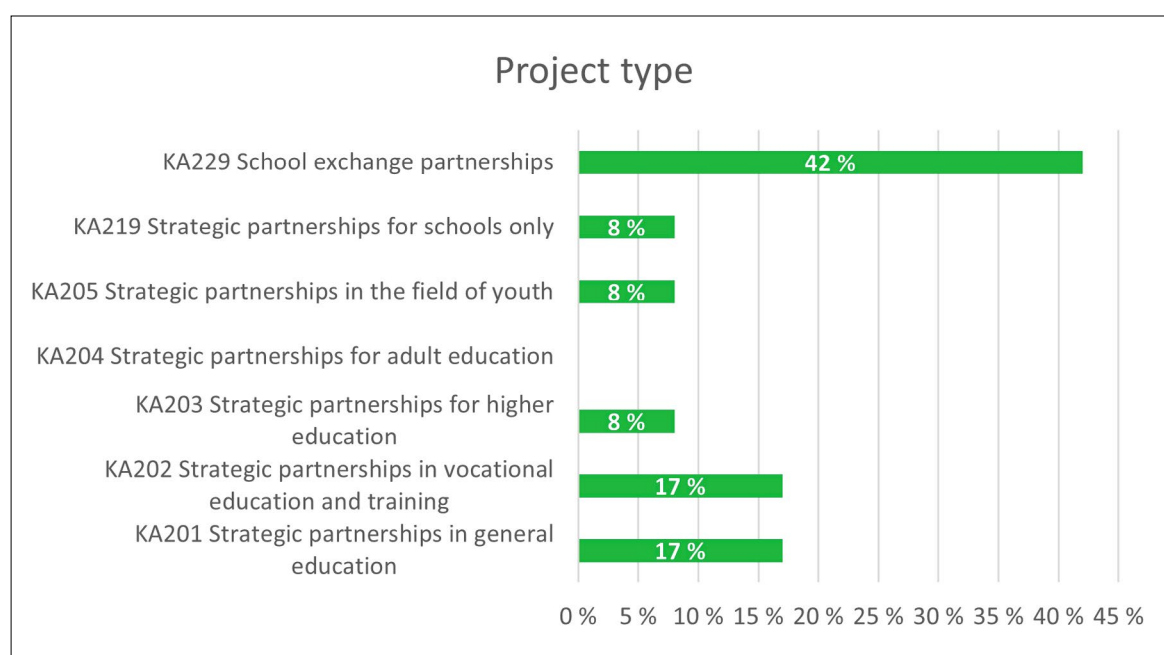
Organisation types represented by the respondents

Respondents 12



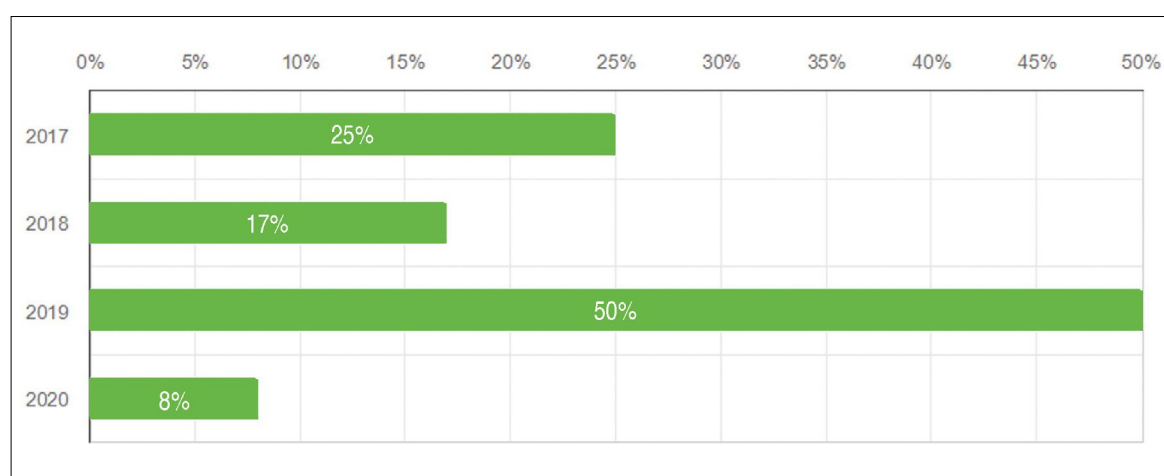
Project type

Number of respondents: 12



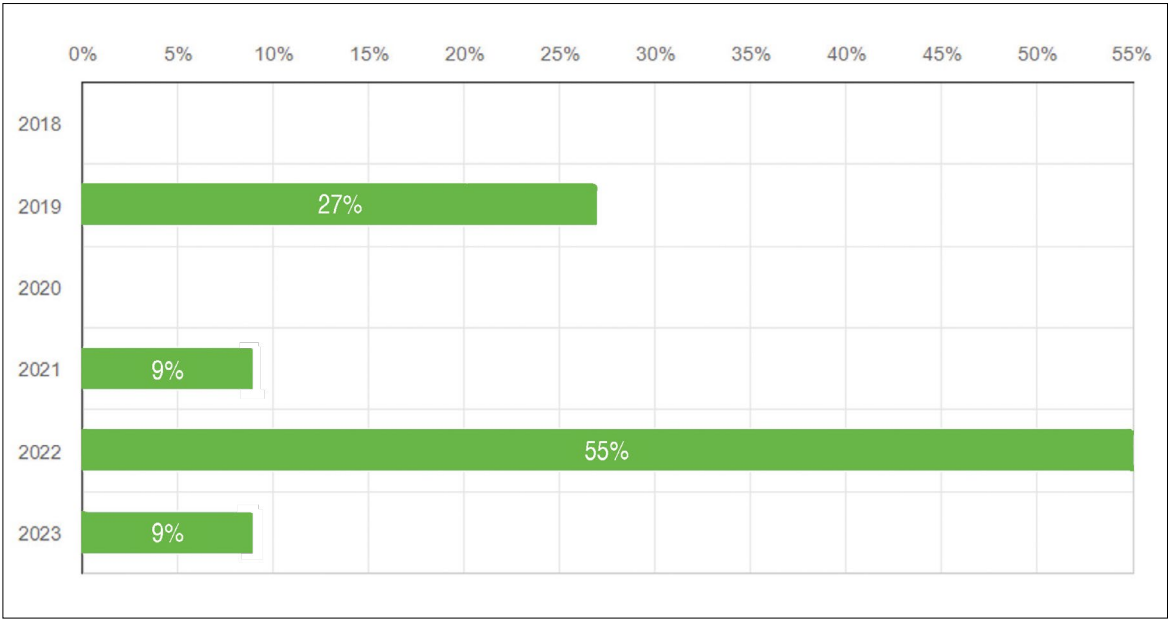
Start year of project

Number of respondents: 12



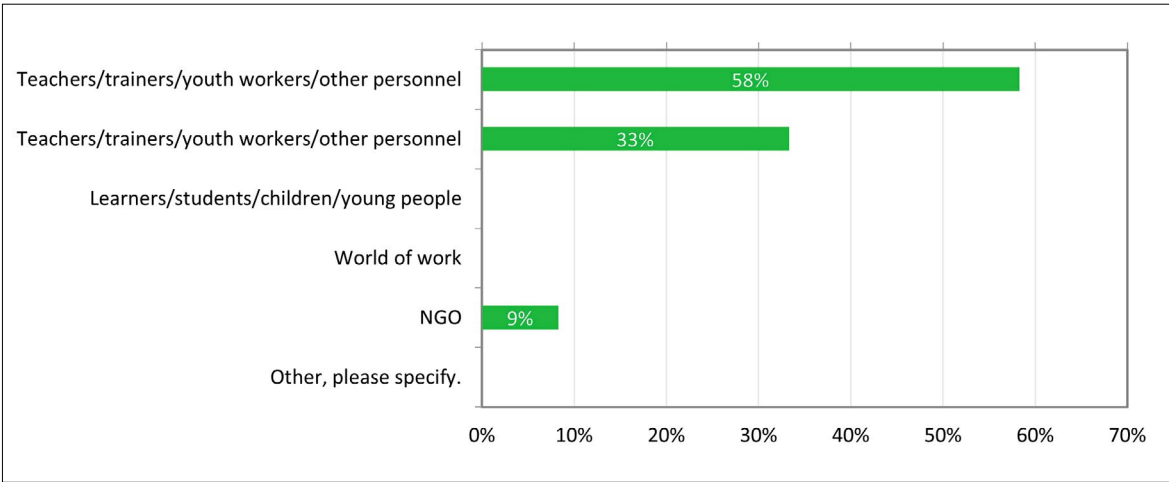
End year of project

Number of respondents: 12



Primary target group of project

Respondents: 12



Responses entered into the additional text field

other, please specify	Students requiring special support, their trainers, workplaces that employ students requiring special support
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5.2 Results of the survey

What need did the project aim to respond to?

Based on the responses to the questionnaire, a need to revive schools' interest in rich, meaningful and fun work related to environmental, economic, cultural and social sustainability had been identified in the instruction of sustainable development and environmental responsibility. The projects were aimed at developing new teaching methods and practices to promote environmental responsibility and increase teachers' competence in educating and teaching children about matters related to a sustainable future.

The idea was also to engage the children's parents actively in implementing the principles of a sustainable future. In the projects, learning material packages, role play models, entrepreneurship education methods, use of research methods and digital games on sustainable development were developed in which entire schools, groups of the schools' stakeholders and individual classes can plan and record sustainable development actions in their communities. The aim was to develop the critical thinking, social skills and digital skills of the participating pupils by including the pupils in a technology-assisted, collaborative game design project because these skills are required in schools' curricula and in the world of work today.

The participating teachers gained experience in guiding pupils in the development of their future working life skills. This was reflected in the teachers' other work and serves as an example of the modern pedagogy required in the curricula in the participating schools. The aim was to encourage young people to actively take action to promote environmental responsibility and sustainable development and to mitigate climate change and biodiversity loss through more broad-based planning of land use and environmental planning.

The objective of international cooperation was to educate young people to understand and value other cultures and their own culture and to observe differences and similarities between different countries. The objective was also to provide opportunities to use foreign languages and understand the importance of language skills as well as to improve young people's capabilities to operate in an international environment.

Experienced in sustainability education and certification and somewhat frustrated by the levels of abstraction and bureaucracy involved, the participating schools have identified a need to rejuvenate schools' interest in rich, meaningful and fun work with environmental, economic, cultural and social sustainability. In an era of accessible digital game design and great youth interested in gaming, we intend to develop a monopoly-like Sustainable Development Game (SD-game for short) where whole schools, groups of stakeholders within schools and individual classes can plan and record sustainability actions in their community. The project has the tangible goal of developing a prototype of a playable online SD-game that will take middle and high schools' sustainability work to the next level. However, through engaging students in a technology-assisted, cooperative design project, the project also aims at developing the participating students' broad-based competences (e.g., critical thinking, social skills, digital skills) required by today's school curricula and working life. Participating teachers gain experience of guiding students through such skill development, which spills over to their other work and serves as an example of modern, curriculum-required pedagogy in the participating schools.

Entrepreneurship education has already been part of education at all levels of education for years, student enterprises being one of its most typical forms. However, sustainable development has not been included in entrepreneurship education. Instead, it has typically been taught as a topic of its own. It is important that those who are considering setting up a business also understand the importance of sustainable development and the opportunities it provides. This project created a package of learning material that is aimed at responding to this need. Combining sustainable development competence, whether from a cultural, social, ecological or economic perspective, with entrepreneurship education increases students' capabilities for sustainable entrepreneurship. The new learning material enables students to learn and practise sustainable entrepreneurship by internalising green values, creating a sustainable business plan and practising sustainable entrepreneurship in a cooperative or in a JA company they have set up themselves. These skills make sustainable business possible for them later, both as an employee and as an entrepreneur.

A sustainable future, teaching methods that engage pupils.

A need to deepen environmental competence and understanding of climate change -> Pupils learn about climate change and its consequences, especially about how different its impacts are around Europe. In the first section, we learned about climate change in general and its impacts in different parts of Europe. The need to see the impacts on nature -> We wanted to help young people to understand how the decline and disappearance of snow cover affects plants, animals and nature in the Arctic region. We also wanted to empower pupils to act. The need to develop pupils' active agency and the use of scientific research methods -> Snow cover measurements and entries into the national Talvisuuranta database. The need to improve pupils' language skills and multinational working and negotiation skills -> multinational working groups, a panel based on a role play with a climate theme.

The meta-goal of the SD Game project is to promote the understanding and capabilities of pupils and teachers to increase activities to slow down climate change and to adapt to it. The output was the SD Game (Sustainable Development Game), which can be used as a gameful element in teaching to achieve the above-mentioned goal. Content was produced by three schools/ in three different countries and each country had a working group specialised in the content production, script writing, testing and assessment of the SD Game (division of responsibilities: Denmark/social, France/cultural, Finland/ecological and economic). The technical development of the game was carried out in Finland: the ideas that came up during the joint script writing process were modified into game versions that could be shared in the information network and tested in all of the countries. In the end, each school made efforts to further disseminate the practice in its municipality. In Lappeenranta, the game is still included in the contents of the municipality's GreenReality platform. The game has also been presented on the Erasmus platform to introduce it at the European level.

The general idea of the project was to awaken young people to active agency. The project focused on different areas of sustainable development: the theme of the first year of the project was ecological sustainability and during the second year, we focused on social sustainable development. As Kimpinen general upper secondary school has for years worked on sustainable development and internationalisation, this project is a natural part of our school culture. International projects are not tourism, they are a way of educating young people to understand and value other cultures and their own culture and to observe differences and similarities between different cultures. They are also a way of providing opportunities to use foreign languages and understand the importance of language skills, and a way of improving young people's capabilities to operate in an international environment.

Engaging pupils in issues concerning the protection of nature. Learning about biodiversity at a concrete level, for example, through shared learning assignments between the project countries.

Increasing students' awareness of sustainable development and the importance of water both locally and worldwide. The differences in the water resources and forms of using water became highlighted very clearly during our Drops of Life project. We wanted to show how water is critically important to human communities and societies. In the project, we aimed at showing students how the role of water has varied in the histories and cultures of different nations.

The purpose of the project was also to increase teachers' competence in educating and teaching children about matters related to a sustainable future. The idea in the project was to also engage the children's parents in actively implementing the principles of a sustainable future.

To enhance landscape awareness and collaborative governance of cultural and natural landscapes through innovative learning interventions in higher education. The partners of the consortium were willing to tackle the question, how actors and stakeholders can collaborate into the governance of a landscape. The wider framework of the project: mitigation of climate change and biodiversity loss through more broad-based planning of land use and environmental planning.

What kind of competence related to environmental responsibility was sought during the project?

The projects aimed to promote environmental competence and increase awareness of the diversity of climate change and its different impacts in different parts of Europe. They provided knowledge about a healthy lifestyle, attitude to nature and the environment, and about saving natural resources. The objective was to increase knowledge and process information in order to activate people to slow down climate change in a responsible manner and to teach a solution-oriented attitude.

The objectives also included collecting scientific data, influencing other people, increasing the sense of making an impact and reinforcing confidence in possibilities to take action. The aim was to make ecologically sustainable and responsible activities part of one's own life and different areas of life: consumption, energy, housing, nutrition and being able to promote environmental responsibility through small actions.

The teachers and pupils of the participating schools had an opportunity to improve their transversal competence in critical thinking, social skills and digital skills. Group work was used in the development of the digital game by taking advantage of the Mind-Map activities, and critical script writing was practised for making different variations of the plot for the game. Instruction and practice in the use of IT and game engines and in creating the game environment, the characters and the animations for the game was provided to the participants by experts from a game company.

During the project, the teachers of the participating schools were given information about the UN's Sustainable Development Goals and the hierarchy of the goals. The sustainable development competence of students and teachers was promoted in the project by developing and piloting learning material and by organising an international competition and local sustainable entrepreneurship competitions.

During the training period, students learned to assess their competence in entrepreneurship and sustainable development, their morale as consumers and their own ecological footprint. They also learned about the basics of sustainable development, the UN's Sustainable Development Goals, the limits of natural resources, lifecycle thinking, the circular economy and taking these into account in entrepreneurship.

Food waste was avoided in catering and disposable plastic tableware was not used, recycling was emphasised and litter picking events were organised. The quality of water was examined using different measurement methods and attention was paid to economic use of water and reducing wasteful use of water. Future problems related to water were also discussed as well as whether an individual person can participate in solving these problems.

Efforts were made to reinforce the integrated landscape approach in land use and environmental management and to strengthen citizens' commitment to environmentally friendly behaviour towards threatened landscapes. Efforts were also made to innovate citizen science and inclusive methods as means of landscape planning and landscape management and to plan innovative learning environments and measures for landscape education to ensure cooperation and knowledge creation.

Teachers and pupils of the participant schools have had an opportunity to improve their broad-based competence in critical thinking, social skills, digital skills. They have made teamwork in groups using mind-map activities for the game. They have used critical script writing to make a different variation of the plot for the game. They have got the lessons and practice to use IT technology to create the environment and characters + animations for the game. Also, some of them have had an opportunity to learn to use the Unity game engine with the help of the Seepia Games company experts to finish up the game. During the project with the help of Erkkä Laininen (Okka Foundation) the teachers at the participant schools got the knowledge concerning the UN SD-goals and the hierarchy of the goals. It was important to understand when you are planning the structure of the content for the SD-game. When that was made the pupils of the project got tasks to create more precise elements to the game following the philosophy that was based on the idea of the hierarchical nature of the UN SD-goals.

The sustainable development competence of students and teachers was promoted in the project by developing and piloting learning material and by organising an international competition and local sustainable entrepreneurship competitions. During the training module, students learned to assess their competence in entrepreneurship and sustainable development, their morale as consumers and their own ecological footprint. During the module, they learned about topics such as the basics of sustainable development, including the UN's Sustainable Development Goals, and the limits of natural resources, lifecycle thinking, the circular economy and taking these into account in entrepreneurship.

When the project was launched, there was environmental awareness. The major goal of the project was to create environmental competence. We surveyed the situation in our school and the partner schools and acquired competence from the different partner countries. COVID-19 interfered with our project and the acquisition of competence was left half-way. When the project was beginning, our Finnish coordinator trained as an "ecoagent" for teachers. During the project, we searched for information by visiting the Tarastenjärvi waste-to-energy plant, Korento Nature School in Teisko, Mahnala Environmental School, and Ekokumppanit Oy in Tampere. In these Finnish schools and in the corresponding schools of the partner countries, we managed to increase our knowledge and understanding of the importance of ecosocial knowledge and ability. When the project started, all of us partners were still beginners in environmental matters. The project provided us with a new direction that my own school has been determined to follow.

To increase awareness of the diversity of climate change and its different impacts around Europe. To increase active agency by increasing knowledge and processing information: how we can act responsibly to slow down climate change. Also, collecting scientific data and influencing other people. Responsible activities as part of one's own life and in different areas of life: consumption, energy, housing, nutrition. -Increasing the sense of making an impact and confidence in possibilities to take action.

The following were important objectives: Knowledge about climate change is increased. The individual realises concretely what taking into account climate change in one's own actions / choices / values means. The perspective of adaptation to climate change is understood as one strategy. A solution-oriented attitude to future challenges is adopted.

Although the theme of the first year focused on ecological sustainable development and the following years on other themes, ecological sustainable development continued alongside these themes through the entire project. We tried to include a lot of walking in the programmes and focused on doing things together. Food waste was avoided in catering and disposable plastic tableware was not used, recycling was emphasised, etc. We wanted to open students' eyes to the possibility to make an impact even through small everyday activities.

The aim was to educate pupils to do their part in taking responsibility for the environment and protecting it. For example, litter picking campaigns were organised.

Efforts were made to determine the quality of water in six different European countries and schools by using different measurement methods. In the project, attention was paid to economical use of water and reducing unnecessary use of water. As one advance task, the students read Memory of Water, a dystopia related to water. Based on the novel, they discussed future problems relating to water (water shortage, etc.) and whether an individual person can participate in solving these problems.

The aim was to obtain more information and increase understanding of the principles of a sustainable lifestyle, such as a healthy lifestyle, the attitude to nature and the environment, and how it is possible to save natural resources.

- The specific objectives of the project were:
- To promote integrated landscape approach in land use and environmental management.
 - To enhance civic engagement to bring-on pro-environmental behavior towards everyday landscapes and threatened landscapes.
 - To innovate in citizen science and participatory methods as tools for landscape planning and management
 - To design innovative learning environments and interventions for landscape education in order to ensure collaboration and knowledge creation.

What parties participated in planning the project and setting the objectives?

All partners of the projects participated actively in setting and planning the objectives. The learners, the teachers, the cooperation partners of the project organisations and the partners of the preceding project participated in the planning and in setting the objectives.

The parties that participated in planning the project.	All partners of the project were closely involved in the planning phase of the project. The partners responded to the survey sent to them and participated in the planning meetings online. The project partners included several vocational institutions, two higher education institutions, an upper secondary school, a training company and the education administration of the region of Catalonia.
	The project was planned by the coordinators of the partner schools.
	Four different schools (from Spain, Germany, Finland and Greece) and the coordinators. The project was planned throughout the winter, even before the funding was applied for, so the planning and the setting of objectives was done very comprehensively and with a high-quality and ideas were generated in good cooperation. Working, planning and setting objectives with the pupils, Cooperation partners in the different countries (e.g., Eat4Change-WWF)
	The education services of each municipality involved in the cooperation Experts from the game sector / Seepia game company OKKA Foundation / environmental knowledge LUT University Lappeenranta Region's Environmental Office.
	The coordinators of all the project countries.
	The project was planned as cooperation between six European countries and six upper secondary educational institutions. The participating countries were Finland, Italy, Greece, Cyprus, Spain and Hungary. The objectives in the educational institutions were set by the participating students and teachers.
	All the partners of the project participated in planning the project and setting the objectives. In addition to the contact persons, the whole staff of each day-care centre and school were engaged widely. Children and pupils were also engaged.
The partners of the preceding project: http://towardslowcarbon.eu/partners/ The partners of the SavingScapes project: https://savingscapes.eu/partners/	

What concrete methods were used to promote environmental responsibility?

During the project, the teachers of the participating schools were given information about the UN's Sustainable Development Goals and the hierarchy of the goals. Pupils were tasked with creating more specific elements for the digital game in compliance with the philosophy based on the hierarchical nature of the UN's Sustainable Development Goals. The project was linked to the community's sustainable development strategy. Phenomenon-based and inquiry-based learning and cooperation between subjects was emphasised in the project.

Students piloted the learning material produced during the project, developed sustainable business ideas and participated in the sustainable entrepreneurship competitions organised in cooperation with companies. Students developed new products for the company by making use of recycled material. In the digital game developed in the project, pupils and teachers had to value the impacts of everyday activities on the environment and climate change. To support the valuation, concrete information on consumers' different consumption habits and their impacts on nature was obtained with help from experts.

The project provided pupils and teachers with an opportunity to learn about nature in different countries. Studies and exercises were also carried out in nature to increase knowledge about the existing problems in each country. Furthermore, different exercises strengthening nature sensitivity were performed to solidify the individual's relationship with nature. Schools introduced small-scale recycling, trees were planted, the relationship with nature was promoted with visits to natural parks, environmental matters were studied, nature in the partner countries was learned about and projects to influence people were carried out. Students worked in groups on different tasks dealing with environmental protection in different countries.

During the project, the attitudes of thousands of people were influenced directly or indirectly. Small-scale projects were conducted in workshops to test forms of renewable energy, to save energy, to promote sustainable production of food and to minimise food waste. A simulator with a climate theme was tested as a tool, waste processing and sorting were learned about and ways of reducing the use of water and environmental loading were discussed. The project organised four international Learning Labs to students and teachers of the project universities to increase understanding about landscapes and to strengthen environmental responsibility.

All the project partners conduct strong sustainability and environmental responsibility work. The MOOC contains textual and visual study material, assignments and a final assignment. The study unit is openly available and can be completed in English by anyone.

Concrete methods for promoting inclusion and diversity.	During the project the teachers at the participant schools got the knowledge concerning the UN SD-goals and the hierarchy of the goals. It was important to understand when you are planning the structure of the content for the SD-game. When that was made the pupils of the project got tasks to create more precise elements to the game following the philosophy that was based on the idea of the hierarchical nature of the UN SD-goals. During this project we had to make cooperation in communal level with Lappeenranta town. In the town strategy there is a strong emphasis for all activities of the municipality to carry out sustainable way. The Environment Office of Lappeenranta Region with the cooperation of the Media Center of the town has established sustainable development structure called "Green Reality" to the town. With the cooperation of the Green Reality members, we have made link from the game to the Green Reality platform where players of the game can make concrete promises of the climate actions as an individual, or as a class or even a whole school. The promises will be published and can be seen to the other members of the Green Reality platform.
	As I mentioned above, students piloted the learning material produced during the project, developed sustainable business ideas and participated in sustainable entrepreneurship competitions organised in cooperation with companies. For example, in Finland, students developed new products for Lennol Oy using padding material made from recycled material. The impact surveys revealed that both the teachers and the students learned a lot during the pilot.
	We introduced small-scale recycling in the schools, planted trees, promoted the relationship with nature by visiting nature parks, studied environmental matters, learned about nature in our partner countries, carried out projects to influence people and, during the project, influenced the attitudes of thousands of people either directly or indirectly.
	-A wide variety of small-scale projects were carried out in the workshops, such as building a small-scale solar power plant and testing its operation.
	-Also, snow measurements, the significance of snow cover in the Arctic region, etc. workshops
	-Eat4change lecture and workshop activities
	-En-ROADS climate simulator as a tool in a panel.
	In the content process of the game developed in the project, pupils and teachers had to value the impacts of everyday activities on the environment and climate change. To support the valuation, concrete information on consumers' different consumption habits and their impacts on nature, for example, was obtained with help from experts. The project provided pupils and teachers with an opportunity to learn about nature in different countries. Studies and exercises were also carried out in nature to increase knowledge about the existing problems in each country. Furthermore, different exercises strengthening nature sensitivity were performed to solidify the individual's relationship with nature.
	We learned about organic farming, discussed food waste and familiarised ourselves with NGOs.
	A study carried out on pupils' environmental responsibility. Joint environmentally responsible projects of the schools in the project countries, such as the litter picking campaign. A remotely implemented seminar engaging pupils by introducing all the environmental projects completed by the project schools. Also a large number of other concrete methods.
	Phenomenon-based and inquiry-based learning and mutual cooperation between subjects was emphasised in the project. The quality of water was measured from the water samples brought with them by the participating schools and the measurement results were compared. The measurements were recorded in writing. Students worked in groups on different tasks dealing with environmental protection in different countries. We also discussed in groups how the use of water and environmental loading can also be reduced during free time. The use of water by families, i.e. the micro level, was also looked at.
	Food education: Increasing local food and vegetables. Reducing food waste. Recycling and sorting: Flea market for recycling old toys and sports equipment. Learning to sort. Waste processing: Information to teachers about waste processing and as a result, there was a huge increase in the impact of sorting. Water: understanding the importance of clean water and saving water, e.g., in connection with hand washing. Saving energy: Increasing walking and cycling, reducing private car use when possible.
	The project organised four international Learning Labs to students and teachers of the project universities. All the actions in the project had the same aim: promoting understanding about landscapes and thereby strengthening environmental responsibility.
	All the project partners conduct strong sustainability and environmental responsibility work.

In your opinion, which of them was the most significant/most innovative one?

The following were considered innovative methods: transferring what had been experienced and learned into a gameful and pedagogical form together with pupils and adults, introducing the Earth Hour into use, sustainable entrepreneurship competition organised with local companies, planting trees to strengthen a personal relationship with nature, a workshop focusing on utilisation of waste,

study of environmental responsibility conducted on pupils, promotion of sorting and waste processing, and comparison of water samples from the countries by using different measuring equipment. The MOOC study unit Landscape Geography and Collaborative Knowledge Creation was created as an extra output. <https://digicampus.fi/course/info.php?id=3835>

The most significant or innovative method.	https://www.greenreality.fi/en/greenreality-kouluissa/greenreality-lupaukset
	The sustainable entrepreneurship competition because it was organised in cooperation with a local company that had a genuine need for innovation. In Finland, students from a general upper secondary school and a university of applied sciences participated in the competition in addition to students from Sedu. These students were divided into nine mixed groups. The students met each other online to complete a preliminary assignment and the actual competition was also organised on Teams. During the competition, a VR environment was also piloted. Two presentations by students were given using avatars in the VR environment before the competition had to be completed on Teams for technical reasons. All the parties were satisfied with the competition day. All the groups produced good work, completed the presentation of the product and gave good presentations. The company received extremely good ideas and the winning work was made into a prototype. We must find out whether the product is now in production. Six prizes were awarded in different categories and many companies sponsored the competition. As the main prize, the representatives of the winning teams were sent to represent their educational institution in an international competition in Belgium.
	At the level of pupils, planting trees and strengthening the personal relationship with nature. At the level of the project, influencing people's attitudes in the five different partner countries.
	-Many of these were very meaningful. However, one of the most brilliant ones was the workshop on the utilisation of waste, in all its simplicity. In the workshop, the participants first watched a few minutes from the film Apollo 13. In the film, a device that saved the people on the shuttle was built from everyday tools used in space. It served as an extremely good inspiration to the multinational groups when they began the task of building a product suitable for reuse from waste. A good, brief introduction, thought-provoking work and generation of ideas.
	The most innovative idea was to transfer what had been experienced and learned into a gameful and pedagogical form together with pupils and adults.
	The partner schools were not familiar with the concept of the Earth Hour and we included it in the project. It became a permanent practice, but was not invented by us, of course!
	A study carried out on pupils' environmental responsibility.
	Comparison of water samples by country using a variety of measuring equipment.
	All of them were important, and understanding that all these small actions play an important role. Small streams make an ocean. To single out an individual method, I would highlight the increase in understanding the significance of sorting and waste processing.
	The MOOC study unit Landscape Geography and Collaborative Knowledge Creation created as an extra intellectual output - https://digicampus.fi/course/info.php?id=3835

Could you briefly describe the methods or the idea used in the project and the development process related to it.

The idea of the digital game had been integrated in the hierarchical nature of the UN's Sustainable Development Goals, and pledges concerning climate actions had been linked to the game to activate pupils to find plans at the individual or class level after playing. The plans help pupils implement real climate actions to prevent climate change in the future. Engaging companies in learning. Environmental responsibility was promoted with the help of experts and by learning about nature in different countries from the point of view of future challenges with the help of impact projects. A study on environmental responsibility in cooperation with a university. The purity and oxygen content of water samples from different countries were examined. The visit to the waste processing plant and the expert lecture on sorting and waste processing.

The method or idea used in the project and the related development process.	The idea of the game combined with the hierarchical nature of the UN SD-goals is different than usual philosophy to educate the pupils to learn the goals. Goals are usually presented more separated than connected to each other. SD-game is also combined with climate action promises that makes it a good tool to activate pupils after playing to find individual or class level plans to make real future climate actions to prevent climate change. Compared to normal learning games SD-Game includes also more exciting elements including enemies and battles. That strategy was advised by our experts from Seepia Games company. Also, according to the alternative choices, the player can get better or worse circumstances to past the game. So, all in all the environment education can also be fun and interesting to the present-day youngsters.
	The method has been described above. We already came up with the idea at the application stage. We wanted to engage companies in learning. The company we contacted first was enthusiastic about the idea and promised to become a partner. We organised several planning meetings and also engaged a sufficient number of personnel to the technical implementation. Lennol was also strongly involved in the project in other ways. They gave a presentation both in the initial meeting and in the multiplier event.
	We were concerned about the anxiety of children and young people about environmental threats. The future seemed to be a dark dystopia in young people's mind. We wanted to make a change in how future problems are discussed. We decided on a gameful solution in which young people search for a sustainable way of living by making choices and which empowers young people to become environmentally aware consumers. It also created hope for the future in their mind. The game content is divided into three parts. At the end of the game, the player can proceed to the City of Lappeenranta's Greenreality platform, where players can make personal pledges about how they will change their behaviour to be more sustainable from the point of view of nature. The pledge will be visible to others in the pledge bank.
	The study was implemented using scientific methods and help was received from a researcher of environmental sciences from the University of Eastern Finland. In the study, statements related to nature and environmental responsibility were presented to the pupils and they had to take a stand on them. The results of the study were presented in a scientific publication.
	Each school brought water samples from a river, a lake, the sea, snow and tap water from their own country. The samples were examined for water turbidity, the nitrogen and oxygen content and purity, for example.
	The visit to the Tarastenjärvi waste processing unit and the expert lecture on sorting and waste processing were eye-opening. After that, bringing these matters to a practical level when working with children and also informing and involving their parents.
	The MOOC was created in cooperation by the entire project as a result of the COVID-19 restrictions. We wanted to produce learning material that would not only serve as advance material for the learning labs but would also be used by the project universities and more widely later. The MOOC contains textual and visual study material, assignments and a so-called final assignment. The scope of the study unit is 2 credits and the unit is openly available to be completed in English by anyone. Landscapes are much more than just visual sceneries. Instead, they are environments for dialog between nature and culture. In this online course you will learn about collaborative knowledge creation and civic engagement in the field of landscape governance. Course topics offer you insights into landscape governance, sustainable landscapes, civic engagement, and collaborative knowledge creation in the context of natural and cultural landscape. You will also learn how cooperation between stakeholders, actors and citizens works with real world examples from different countries.

How have disadvantaged persons been taken into account in the project?

Disadvantaged persons have been taken into account in the project by using easy language in the learning material and making the material accessible. Everyone had equal opportunities to participate in the project. The cooperation organised was informal, meaning that all pupils were able to participate in the project. Financial support has been offered to financially disadvantaged participants. Disadvantaged pupils were included in some of the mobilities. The data and materials produced by the project are openly available.

Taking disadvantaged persons into account.	Efforts have been made to use easy language in the learning material and make the material accessible.
	In the project, a lot of cooperation was done in video meetings, in the written outputs and by being in touch informally. All pupils could participate in them. Disadvantaged pupils were included in some of the mobilities.
	Financial support to financially disadvantaged participants.
	Communication of information and explaining to parents in parents' evenings and to pupils through multiple channels how significant the projects were.
	Anyone could participate in the project and where necessary, disadvantaged persons were supported. However, the support was mainly mental encouragement. There was no need for other kinds of support. The participants from other countries included immigrants, but there are only very few of them at Kimpinen general upper secondary school.
	The project funding covered the expenses of disadvantaged students in their entirety.
	All groups, including those of children aged under 3, were involved in the project in ways appropriate to their age level.
	The data and materials produced by the project are openly available.

What kind of methods, practical applications or competence related to environmental responsibility were developed with the project?

During the training period, students learned to assess their competence in entrepreneurship and sustainable development, their morale as consumers and their own ecological footprint. They learned about topics such as the basics of sustainable development, including the UN's Sustainable Development Goals, and the limits of natural resources, lifecycle thinking, the circular economy and taking these into account in entrepreneurship. Recycling in the schools was enhanced and attitudes towards environmental protection became more positive. Young people gained new perspectives to how they can take into account the prevention of climate change in all different areas of life in order to change their values and attitudes and for understanding the importance of one's own behaviour when striving for a more sustainable way of living. Local physical activity and trips to nature were highlighted in the project to support pupils' wellbeing. Attention was paid to methods related to saving water.

Methods, practical applications and competence developed with the help of the project.	During the training module, students learned to assess their competence in entrepreneurship and sustainable development, their morale as consumers and their own ecological footprint. During the module, they learned about topics such as the basics of sustainable development, including the UN's Sustainable Development Goals, and the limits of natural resources, lifecycle thinking, the circular economy and taking these into account in entrepreneurship.
	There was a significant increase in awareness of environmental matters. Recycling in the schools was enhanced and attitudes towards environmental protection became more positive.
	Above all, the aim was to support young people's learning, attitudes, a change in attitudes and taking the prevention of climate change into account in all different areas of life. The idea was to achieve a much broader and deeper understanding of energy and energy consumption in society than the mere "switch off the lamps when you leave the room" approach to saving energy. This should be a cross-cutting understanding in society – in housing, transport, energy production, food and consumption. One of the clear impacts was that the En-ROADS simulator has later been used to support teaching about climate change in our collaboration partners' schools. Similarly, WWF's Eat4Change campaign became familiar to the participants and the campaign has been continued by the schools even after the project ended. The aim has also been to continue the collection of data to the Talvisuuranta database. What was significant was the emphasised role of local physical activity and trips to nature in the project and increasing it to support pupil's wellbeing. This was partly due to the COVID-19 pandemic.
	Increasing awareness of the state of nature and the environment. Understanding the importance of one's own behaviour when striving for a more sustainable way of living. Group work and discussion to solidify values and attitudes.
	Pupils' awareness of environmental responsibility. Pupils' project work in both printed and electronic form. Electronic surveys to pupils, guardians and project coordinators. Also, numerous minor methods.
	Attention was paid especially to methods related to saving water.

How were the competence, concrete methods and practical applications created in the project used?

The development of the prototype of the virtual game was continued. The testing and use of the game were extended to more educational institutions. The game is available on the platform for everyone to play. The learning materials for three different levels of educational institutions are used in different education and training environments from general upper secondary schools and vocational institutions to universities of applied sciences. A teacher's guide supports the learning material. All of the partners are already taking advantage of the produced material in some way. Recycling has been increased, training for teachers has been increased to improve their understanding of environmental matters, Erasmus+ accreditation with an environmental protection theme has been applied for, and student agent activities for a sustainable future are being developed. The coordinator of the project joined the city's development group for a sustainable future. The utilisation of the results was extended to lessons of all grades in the project schools. The project has increased cooperation between different subjects. What has been learned in the project has been used in activities with the children and matters have been learned in concrete ways together with the children. University-level education related to sustainability and environmental responsibility has been strengthened.

Utilisation of the competence, methods and practical applications.	We used different ways to evaluate the process and its results. The commitment of all our original partners to our project was 100 %. In the Erasmus application we wanted to have three years' time to work with the project but in the final agreement the time decided to be shorter. That caused a hurry to develop the prototype of the game. Nevertheless, of that we carry on the testing the game in spring 2020 and will expand the use of it in town level in Lappeenranta (Green Reality) and in partner towns according to their solutions.
	The learning materials for three different levels can be used in different education and training environments from general upper secondary schools and vocational institutions to universities of applied sciences. A teacher's guide supports the learning material. The module together with the competition organised with companies strengthens students' skills in entrepreneurship, sustainable development and innovation. All of the partners are already taking advantage of the produced material in some way. Most of them use it as a separate course.
	In our own school, recycling was increased, training for teachers was increased to enable them to understand environmental matters, Erasmus+ accreditation with environmental protection as one of the themes was applied for, and the development of student agent activities for a sustainable future was started. The coordinator of the project joined our city's development group for a sustainable future.
	The outputs and competence have been made a concrete part of the Greenreality strategy of the City of Lappeenranta. Schools can use the shared platform to learn about sustainability and get pedagogical tips for lessons, for example. The game is also available on the platform for everyone to play and sustainability pledges can be published on the platform for everyone to see.
	The utilisation of the results was extended to lessons of all grades in the project schools.
	Everyone who participated in the project can use the competence and information created in the project in their own life. The project increased cooperation between subjects in the schools.
	All the knowledge that we gained about other countries' ways to operate and from different experts was used in activities with the children. Matters were learned in concrete ways together with the children.
	University-level education related to sustainability and environmental responsibility has been strengthened. - collaborative knowledge creation - civic engagement in the field of landscape governance - sustainable landscapes

Did the project generate a new idea that you think could be developed further? If it did, what was it?

Organising a sustainable entrepreneurship competition in cooperation with educational institutions from different levels of education and companies, student agent activities for a sustainable future and the nature school continue after the end of the project. The project enhanced cooperation and networking in the municipality's education sector, making it a natural operating environment for the development of environmental education.

A network of Greenreality teachers was set up in the municipality. All the new information can be used to teach the points of view of sustainable development to children in future. A new project based on the previous one was launched. The experiences will be applied to the development of the education provided by the project universities.

A new idea suitable for further development.	https://www.greenreality.fi/en/greenreality-kouluissa/greenreality-lupaukset .
	Organising a sustainable entrepreneurship competition in cooperation with educational institutions from different educational levels and companies.
	Student agent activities for a sustainable future and adding the nature school to everyday teaching.
	We developed this and began to build a new project based on it.
	The project enhanced cooperation and networking in the municipality's education sector, making it a natural operating environment for developing environmental education. A network of Greenreality teachers was set up in the municipality and members from each school were appointed to the network.
	We will be able to use all the new information in future and reflect on how matters related to a sustainable future can be taught to children.
	The experiences will be applied to the development of the education provided by the project universities.

Have any permanent operating methods and innovative practices that support environmental responsibility been created? If any have, what are they like?

Several of the partners use the learning material package and implement the course. After the project, recycling, improvement of the relationship with nature and student agent activities have been continued. The use of public transport has been increased in mobilities and in all possible situations. Local tourism and nature tourism as well as public transport have been emphasised in the projects. Efforts have been made to reduce unnecessary use of paper, meetings have been organised remotely. Everyone who participated in the project now pays more attention to the consumption and purity of water. The cooperation of the project partners has been strengthened by sharing competence. Environmental matters have been integrated in the organisation's operating plan and are part of everyday life.

<https://www.greenreality.fi/en/greenreality-kouluissa/greenreality-lupaukset>

The learning material package has remained in use and the course is implemented by several partners.

Recycling, improving the relationship with nature, student agent activities.

The use of public transport has been solidified, for example, for all possible situations in mobilities. Similarly, the emphasis has been on local and nature tourism and public transport in mobilities. Efforts have been made to reduce unnecessary use of paper, meetings have been held on Teams.

Everyone who participated in the project now pays more attention to the consumption and purity of water.

Environmental matters have been permanently included in the action plan of our day-care centre.

Stronger cooperation and sharing of competence between project partners.

What kind of impacts has the project had on everyday work, competence and professional development?

During the projects, pupils have had a chance to develop their language skills and several opportunities to learn about different cultures and about how people live in different environments. They have learned to do group work with pupils from different countries and have had an opportunity to learn different digital skills. The staff who participated in the project has been able to work in international cooperation and network with colleagues. They have also had an opportunity for professional development and finding pedagogical solutions. Structures that promote a sustainable future have been created to the participating organisations, the project has received accreditations and new projects have been launched. Students' motivation to study and especially to study languages has increased. Increasing internationalisation, global thinking and strengthening European identity are significant impacts. Environmental education and the Sustainable Development Goals have been included permanently in the school's everyday work and are daily content in teaching, administration and other practices of the school. Switching off lights when natural light is sufficient, not running water unnecessarily, choosing walking, cycling or public transport, and advising the family to do the same. The project increased cooperation between different subjects and teachers. Cooperation with the international partners continues. A sustainable future is part of everyday life. Swap events are organised in the day-care centre, children are taught to take only as much food as they can eat and an empty plate is rewarded.

Impacts on everyday work, competence and professional development.	Pupils have got during the project many occasions to learn from different cultures and how people live in different environments. They must learn to work in team with pupils from different countries and got an opportunity to learn different it-solutions like drawing landscapes, characters and animation with Krita-Program and using the game engine program Unity to finish the virtual game. It was stimulating to make cooperation with French and Danish teachers to find solutions in pedagogical issues. it is interesting to see how partner schools differ.
	The impact surveys revealed that both teachers and students already learned a lot during the test pilot. We believe that the competence of both target groups will continue to develop.
	In the middle of all other rush and all kinds of other projects, different funding projects, scarce resources and the exhaustion and rush caused by poorly implemented inclusion, the impacts on everyday work have been smaller than I had hoped for. My own professional development has taken long leaps, but the impact on the work community could have been better. However, we have managed to create structures in our school that promote a sustainable future and we received an accreditation that is a continuum for our previous project, so I am confident about the future.
	Participation in the projects and leading them increases participants' competence and promotes professional development. Especially COVID-19 challenged us to deepen multinational cooperation between teachers using remote connections and intensified cooperation. The language proficiency of all participants, both adults and young people, improved. Similarly, material in English is used more widely in different contexts. Competence in multinational work increases among young people and adults. Participants' motivation to learn and especially to learn languages has also increased. Increasing internationalisation, global thinking and strengthening European identity are significant impacts.
	Environmental education and the Sustainable Development Goals have been included permanently in the school's everyday work and are daily content in teaching, administration and other practices of the school.
	Teachers have more diverse capabilities to teach about matters concerning nature and the environment.
	Sustainable development and use of water are included in the content of many subjects in the curriculum for general upper secondary education. The project deepened teachers' knowledge base and increased cooperation between subjects and teachers. Cooperation with international partners was effective and is likely to increase mutual cooperation also in the future.
	A sustainable future has become part of everyday life. Lights are switched off if natural light is sufficient, water is not run unnecessarily, we choose walking, cycling or public transport ourselves and also advise families to do so. Swap events are organised in the day-care centre, children are taught to take only as much food as they can eat and an empty plate is rewarded.
	Stronger cooperation and networking.

What kind of additional value did international cooperation provide to the project and the organisation?

Teachers have been able to learn what kind of opportunities virtual reality can provide schools with and they have gained more networks, collaboration partners, a wider perspective and competence. The participants in the project have become integrated in international cooperation.

Understanding of Europe-wide cooperation has increased. Cooperation provides an insight into the development of one's own school while also widening the perspective to what people think elsewhere and what practices they have developed. The project actors had visibility in the media and social media. The results created in the project have been integrated in the city strategy, as a path of international activities extending from early childhood education and care to secondary education. International cooperation created confidence in possibilities to do something about climate change. Organisations have obtained examples and operating models for taking into account landscape-level points of view in environmental and landscape planning from other countries.

Additional value to the project and the organisation.	This project process has been an adventure to each of the member of the project. As a teacher we have got many opportunities to learn different topical items that are actual trends in the world outside the school life. What possibilities we can imagine that virtual reality can bring to the schools.
	More networks, collaboration partners, wider perspectives and competence.
	We have become integrated in international cooperation, our staff considers it "normal" that we are involved in international activities. Within the city, we have been appreciated for being at the forefront of sustainable development.
	Climate change affects the whole world. Its impacts around the world and in different parts of Europe are different. It was therefore highly necessary to cooperate with different countries and learn what kind of impacts climate change has in different places and what kind of challenges are typical in different countries. Without this, the perspective would have remained rather narrow and would have focused only on Finland. Our understanding of real people and, for example, the draught in southern Europe would also have been significantly more superficial. We can and must do things to slow down climate change both at the level of individuals and at the level of the whole Europe and globally. We must increase the understanding that efforts to slow down must be made in cooperation and that it concerns everyone. Real understanding of these matters can only be increased through international cooperation. -Increasing international cooperation and, for example, understanding the importance of the English language is challenging in a school where almost everyone has a Finnish background and in a city with hardly any internationalisation. We have to do a lot of work in order to increase internationalisation in our school.
	Cooperation provides synergy benefits for the development of one's own school while also widening understanding of what people think elsewhere and what practices they have developed. It's a win situation.
	Comparing environmental issues between the project countries was very rewarding and educational.
	The project work inspired our general upper secondary school to increase cooperation with other European schools, which is consistent with the international profile of our school. Our school had considerable visibility in the media and social media. Good experiences are also reflected in our city strategy, in which a path of international activities is for the first time being built from early childhood education and care to secondary education.
	International cooperation brought inspiration and confidence that if we work together, we can really affect climate change. When we all do our part, the potential to change the world is huge :)
	Examples and operating models from other countries as well. The project was based on the European Landscape Convention and thereby on taking into account landscape-level perspectives in environmental and landscape planning.

How could the opportunities provided by Erasmus+ be better used to promote environmental responsibility?

The project actors were of the opinion that the opportunities provided by the Erasmus+ Programme could be better taken advantage of by:

- Planning and funding more projects that promote environmental responsibility.
- Including the staff's substitute costs and teachers' remunerations directly in the received Erasmus+ KA2 funding. Teachers' remuneration should be determined in advance and made to correspond to the extra work done. Substitute costs should be automatically included in the funding. The project management should be between the organisation and the Finnish National Agency for Education.
- Sharing good practices and improving the quality of the project contents would benefit the promotion of environmental responsibility.
- Less bureaucracy and more visibility.
- Favouring public transport and environmentally less harmful modes of transport more in mobilities.
- Dissemination of information to different countries.

Planning and funding more projects that promote environmental responsibility.

In my opinion, the greatest weakness in the Erasmus+ Programme is currently that there are two independent actors in the system: the Finnish National Agency for Education and the municipalities. Saving is in the interests of municipal decision-makers, while innovative development is in the interests of the Finnish National Agency for Education. The teacher tries to balance between these two. Completing the Erasmus application is a huge effort for the teacher. The teacher does it in their free time, without getting paid for it. If the application is accepted, negotiations begin on whether the city will pay for the substitutes of the teachers and other staff participating in the mobilities and whether the project coordinator, not to mention the other employees, will be paid any extra remuneration for the work they do. My city has replied that being able to travel is the reward. In my opinion, travelling is work 24/7. In the middle of the other rush and exhaustion from work, extra work without any compensation does not inspire for very long, neither does the fact that, in addition to having written the project application, the teacher who applied for the project also has to apply to the city for funding for the project. I think the decline in teachers' motivation is the greatest threat to international activities. The Erasmus+ Programme should therefore be changed so that the substitute costs and teachers' remunerations would be directly included in the received support. Teachers' remuneration should be determined in advance and made to correspond to the extra work done. Substitute costs should be automatically included in the programme so that a teacher, whose education is from an entirely different field, does not need to try and find out how much money is likely to be required for the substitute costs. Project management should be between the school and the Finnish National Agency for Education. The city is a completely unnecessary actor in between these two and in practice only slows down the progress of the project. When this duplicate administration has been removed, teachers' remunerations have been sorted and substitute costs have been included automatically in the project, we can begin to discuss what the question in this field was. A motivated and inspired teacher is a huge resource also in this matter. The positive thing is that the application for accreditation could be completed in Finnish and it was relatively easy to complete.

We already did a lot in our project and it was a good and worthwhile project in many ways. In many cases, sharing good practices and improving the content of the projects would certainly help to promote environmental responsibility.

Less bureaucracy and more visibility.

By increasing funding for environmentally aware projects.

Environmentally less harmful modes of transport (e.g., trains) could be favoured more in mobilities.

Dissemination of information to different countries. We in Finland are forerunners in many issues, we can also learn from others.

6. OPPORTUNITIES PROVIDED BY ERASMUS+ TO PROMOTE ENVIRONMENTAL RESPONSIBILITY IN PARTNERSHIPS FOR COOPERATION

In September 2023, the Finnish National Agency for Education organised a one-day workshop for the persons responsible for Erasmus+ partnerships for cooperation coordinated by Finnish actors that had already been completed. The workshop focused on innovative practices of Erasmus+ partnerships for cooperation focusing on environmental responsibility, inclusion and diversity. The workshop provided a unique opportunity to discuss these priorities in more depth, share experiences and innovative practices, and form networks with the persons responsible for similar projects. Good practices and meaningful approaches were collected in the workshop to promote inclusion, diversity and environmental responsibility and to achieve permanent impacts.

6.1 Practices promoting project activities in Erasmus+ partnerships for cooperation

During the workshop day, the participants convened in small groups, first organised by priority and then by sector, to share their experiences and ideas of meaningful approaches and innovative practices.

Environmental responsibility was promoted in line with the set objectives by activating learners with the help of experiential learning and new teaching methods. The planning and introduction of common study units strengthened the cooperation and commitment of the project actors. The project actors noted that small, shared everyday actions had a positive impact on the project. They found that cooperation between different sectors and stakeholders strengthened the progress of the project.

In the project actors' view, cooperation between practice and research promoted the project work. The inclusion of all the four priorities of Erasmus+ partnerships for cooperation improved the project as a whole and its impact. Meeting with the partners, the mobilities and interaction with other cultures were essential from the point of view of the activities of the project and achieving the objectives. Systematic internal and external communication and contact between the project actors and stakeholders was considered important for the functioning of the project. The operating culture that had been built online and planned together to support cooperation promoted project activities and the achievement of the objectives of the project.

Based on the report, the projects promoted the following aspects in the project actors' organisations:

- Quality of teaching
- Continuous improvement and inclusion
- Cooperation and networking
- Internationalisation and interaction between cultures

Quality of teaching

- Project activities helped to promote participants' initiative, independence, self-confidence and positive vision of the future
- Participants' study opportunities and employment prospects improved
- Disadvantaged participants had new opportunities
- Teachers' professional development, motivation and commitment to teaching increased
- Cooperation and teamwork between teaching staff strengthened

Continuous improvement and inclusion

- Learners' active role in promoting their own learning developed
- Teaching staff were influenced by new innovative and inspiring teaching methods
- The teaching methods developed had a stronger link between theory and practice
- Understanding, appreciation and cooperation between learners and teaching staff deepened
- Participants' digital skills improved
- The open learning culture developed, increasing commitment, creativity and innovation
- The infrastructure and the planning of the learning environment were optimised
- The participants focused on promoting environmental responsibility.

Cooperation and networking

- Cooperation and networking between the partners increased
- Cooperation between sectors increased and was found positive
- Cooperation between different levels of education increased
- Cooperation between education and research broadened the perspective.
- Cooperation with workplaces and local actors and with stakeholders intensified
- International cooperation created confidence that it is possible to contribute to a sustainable future
- The image of the actors participating in the project improved and became clearer.

Internationalisation and interaction between cultures

- Project actors' international activities and networks expanded
- The intercultural skills and language proficiency of learners and teaching staff improved
- Initiative in international projects increased
- International cooperation promoted environmentally responsible activities
- Little by little, the participants gained courage to participate in international activities
- Local and personal opportunities to take action in one's own daily work increased through Erasmus+ partnerships for cooperation
- Appreciation for own culture and language strengthened.

6.2 Project actors' recommendations for increasing environmental responsibility

It was concluded in Erasmus+ partnerships for cooperation that a solution to environmental issues was a precondition for the survival of humanity and it was felt that without a solution, it is futile to discuss future world of work. The impacts of climate change are not only physical, and the climate anxiety of young people was a concrete example of this. Based on project actors' experience, a need had been observed in the instruction of sustainable development and environmental responsibility to revive an interest in rich, meaningful and functional work in the field of environmental, economic, cultural and social sustainability. Developing new teaching methods and practices for promoting environmental responsibility has increased teachers' competence in educating and teaching children about matters related to a sustainable future. The project actors in early childhood education and care and schools have considered it important to also engage the children's parents actively in implementing the principles of a sustainable future. The learning material packages, the role play models and the teaching and research methods developed in the projects have promoted the development of teaching.

Several projects have made use of digital games in which entire schools, stakeholders of the schools, and individual classes have been able to plan and record sustainable development actions in their community. Participants' critical thinking, social skills and digital skills, which are required in the curricula of schools and in the world of work today, have been improved by involving students. The teachers who participated have gained experience in guiding pupils in the development of future working life skills, and this has been reflected in their other work. It also serves as an example of the modern pedagogy required by the curricula in the participating schools. The aim has been to encourage young people to actively take action to promote environmental protection, sustainable development and environmental responsibility and to mitigate climate change and biodiversity loss through more broad-based land use and environmental planning. International cooperation has helped to educate young people to understand and value other cultures and their own culture, observe differences and similarities between different countries, use foreign languages, understand the importance of language skills and improve their capabilities to operate in an international environment to promote environmental responsibility. Project actors have also highlighted the rights of others than humans on this planet. The rights of the ecosystem, animals and the landscape have been found important. Young people have a strong desire to move from environmental awareness to environmental actions. Their sphere of life may become wider if they are already brought up to be environmentally responsible in their childhood. A route from climate awareness to taking action and meaningful ways of taking action to promote environmental responsibility would be needed in daily life.

6.3 Permanent impacts and meaningful approaches in Erasmus+ partnerships for cooperation

Project actors found the shared underpinning values an important factor strengthening Erasmus+ partnerships for cooperation. In addition to the networks and cooperation relationships between the partner organisations, personal contacts have also been formed in the projects. Cross-sectoral cooperation, cooperation with companies and cooperation between education and research have been meaningful and have provided positive experiences. Concreteness and Learning by Doing is emphasised in Erasmus+ partnerships for cooperation. The future world of work requires flexibility, capacity for change, sociocultural understanding, language proficiency, arts, competence in the management and processing of information, cooperation skills and innovativeness and creativity.

Continuous further development of the priorities by including stakeholders more closely in the planning and design of the activities was mentioned as a permanent impact of Erasmus+ partnerships for cooperation. The ideas generated in the projects have been utilised after the projects have ended. Educational institutions have reviewed their curricula and the practical implementation of their teaching and introduced new teaching and coaching methods into use. The learning material developed in the projects is used and courses are still implemented by several partners. Learners' opportunities for participation have been increased. The projects have been found to support professional development and strengthen the underpinning values of the educational institution. After the project, the improvement of environmental responsibility, recycling and the relationship with nature has been continued. The use of public transport has been increased in mobilities and in all possible situations. Efforts have been made to reduce unnecessary use of paper and meetings have been organised remotely. Everyone who participated in the project now pays more attention to the consumption and purity of water. Structures that promote a sustainable future have been created in the organisations that participated. Sustainable future and environmental responsibility have been integrated into the action plans of organisations as part of everyday work.

Cooperation between the project actors has continued after the project. The cooperation of the project partners has been strengthened by sharing competence. After the end of the projects, it has been realised what still needs to be done to promote the objectives and to reach the different target groups. Environmental education and the sustainable development goals have been permanently included in the activities. A sustainable future has become part of everyday life. Several of the project actors that participated in the report have applied for a new Erasmus+ project or launched a further project.

The report revealed factors and phenomena related to education and learning, which have a significant impact on promoting environmental responsibility and achieving permanent impacts in the future.

- Digitalisation
- Online teaching and online learning
- Phenomenon-based learning, experiential learning, multiple perspectives, cooperation
- Information management
- Society's expectations
- Emphasis on the importance of abilities and skills
- Importance of continuous learning.

For example, the following skills will be needed to support good practices and meaningfulness and to achieve permanent impacts in education and teaching in the future:

- Flexibility
- Sociocultural understanding, language proficiency
- Tolerance of change
- Processing of data, synthesising
- Working together, teamwork skills
- Innovation and creativity
- Anticipation skills.

The workshop day related to the report revealed uncertainty about what the world of work of the future will look like and, for example, how artificial intelligence may affect it and change it. It must be discussed how the curriculum should be planned in a situation where we do not know how the

operating environment and the world of work will change in future transformations. Smaller and more agile education and training modules could be one answer. Path studies from one level of education to another were also found a functional solution. Not only the number of qualifications, degrees and credits, but also the quality of learning was seen as a guiding factor. Project actors found that the structures, the funding models, will also have to change. Art-based methods, embodied and intuitive understanding were seen as one way to develop capacity for change. Migration will increase in the future, meaning that more ways of identifying immigrants' prior learning, language training and preparatory training will be required. The role of educational institutions, individual members of teaching staff and learners as agents of change, and the experiences of inclusion and opportunities to influence were found meaningful.

7. CONCLUSIONS

The themes selected for Erasmus+ KA2 partnerships for cooperation are compatible with the project actors' shared values and the priorities have been discussed diversely in cooperation with stakeholders. Project activities have been found meaningful because they have offered an opportunity for interaction between cultures and a chance to learn to understand the diversity of the environment in different countries and the different approaches to inclusion, diversity and environmental responsibility in these countries. On the other hand, the differences between cultures and conceptions of time have been challenging. The examination has enriched the views of learners and teachers and inspired new ways of thinking and active participation. International cooperation has created confidence and hope in the possibility to contribute to environmental responsibility by networking. Environmental responsibility and sustainable development have been integrated into the activities, teaching, administration and practices as permanent everyday content.

The local and personal aspects and the possibilities to take action in one's own daily life have been considered to be the starting point and strength of Erasmus+ partnerships for cooperation. The projects have encouraged the participants to actively examine and promote the priorities. Participants have been guided and encouraged to engage in ecologically sustainable and responsible activities in their own life. In the projects, understanding and appreciation of other cultures and one's own culture and observation of cultural differences and similarities between different countries have been learned, and participants' capacities to operate in an international environment have been improved. A sustainable future and environmental competence have been promoted by increasing awareness of the diversity of climate change and its different impacts around the world. Teaching and guidance staff's professional skills and competence have been developed in the projects by working in cooperation to create collaborative materials and teaching methods using ICT to promote environmental responsibility. Parents have been challenged to support project work and engaged in actively implementing the principles of a sustainable future. Learners have also been included in the planning of the projects to enable them to gain confidence in their possibilities to act and exert influence. At the same time, their critical thinking skills and social skills have improved. Virtuality and technology have been developed in cooperation with the partners, focusing on sustainable solutions and environmentally responsible activities. The pandemic has been a challenging time for project activities and it has affected practical arrangements and keeping in contact during the projects. On the other hand, the partners are now familiar with digital tools and virtual contacts both as hybrids and remotely, and new operating models have become part of network cooperation. It has been easy to keep in touch virtually after the project.

Project actors have felt that small things contribute to achieving the objectives of projects and many practices have remained in use. The projects have made learners active agents. Including learners in the planning of the activities has been meaningful. Even young children have learned when teaching has been planned according to their age level. The themes of environmental responsibility have been discussed in connection with everyday matters. Mobility periods have been found important and they have significantly deepened cooperation between the project partners. International partners have been important and cooperation between many partners continues. Online studies have been developed in cooperation and many project actors still use them. The impact of the projects has been examined in the projects by assessing the positive change that an international project has made in attitudes. Project actors have felt that influencing climate issues together in Europe and globally creates confidence that small actions have a great impact when people work together.

During the workshop day related to the report, it was concluded that the future can be created through influencing at the individual and organisational level by working for a desired future that is consistent with the values. The future was seen to have several alternative, global and complex options that were interlinked. The increasing amount of information and its use and management were found challenging. In the future operating environment, multidisciplinary and multiprofessional issues will be linked together. To keep the limits of growth reasonable, it must be examined how we can cope with less in environmental and climate challenges, wellbeing, demographic changes, crises, development of technology and the transformation of the economy and work.

In the Erasmus+ partnerships for cooperation that were examined in the report, the objectives and development ideas were based on values and attitudes used to define the desired state for what we want to be and what we want to learn collaboratively. Art-based methods, the role of art and creativity, new experimentations and faith in the future when adapting to changes to build the desired world were seen as meaningful approaches in the future. It was felt that in a changing operating environment, matters are interlinked and in addition to new solution models, traditional operating models will also be required to enable the identification of megatrends and trends and preparedness for unexpected matters. Determining whether the planet, ecosystems, animals and landscapes have rights is required as further development of the methods and competence in slowing down climate change and adapting to it.

The opportunity to take daily action for the future in cooperation with the partners was considered an innovation in the Erasmus+ partnerships for cooperation because the future is not predetermined. This requires competence and motivation. As opportunities, the project partners saw providing different keys to a solution to enable people to work together to make an impact even on major issues through small everyday actions and experiential learning. From the point of view of inclusion, what is done in inclusion, how it is done, what outputs are created and how they are concretised was found important.

It was considered that the survival of humankind required finding a solution to environmental issues and without this solution, discussing the future world of work was found meaningless. Today's children will be tomorrow's influencers and makers of the future. It is therefore of primary importance that our school system does not only teach, but also sets a concrete example by showing the importance and principles of environmental responsibility. International partnerships for cooperation such as the Erasmus+ Programme make it possible to promote and build a sustainable future together and promote all the common European priorities of the programme. To guarantee a viable and healthy future to future generations, environmental responsibility should be put to the centre of local and international activities.

APPENDIX 1. Selected Erasmus+ KA2 projects coordinated by Finnish actors

Sustainable Development Game

2017-1-FI01-KA201-034752 Strategic partnership in the general education sector

Priorities: The project developed innovative practices and tools to support environmental responsibility, sustainable development and learning. The priorities were digitalisation, sustainable development and learners' active inclusion.

Objectives: The aim was to develop a sustainable development game similar to Monopoly, in which entire schools, groups of stakeholders and individual classes could plan and record sustainable actions in their communities. The concrete objective was to develop a prototype of a sustainable development online game to develop teaching in lower secondary and general upper secondary education. The objective was also to have pupils participate in a technology-assisted, collaborative planning project and develop participants' transversal competence, such as critical thinking, social skills and digital skills, which are needed in the world of work today. The participating teachers gained experience in guiding pupils in the development of digital skills as part of the modern pedagogy required in curricula. Schools' interest in rich and meaningful activities related to environmental, economic, cultural and societal sustainability was revived.

Indicators: During the project, surveys were organised to pupils and teachers in each project meeting by using traditional paper questionnaires or digital questionnaires. The teachers used the same questionnaire for assessment. A separate tool was developed for assessing the game. The teachers also cooperated to assess the process.

Methods: Over the three years, the project consisted of research, the script (= the parameters of the game) and visualisation. During the first year, a digital game for sustainability education was created. The game was piloted during the second year and developed further during the third year. The methods used were design-oriented pedagogy and pupil-centred learning methods that promote skills. The project was launched with a preliminary learning, training and teaching event, two annual international projects, meetings and the local work and digital cooperation taking place between the meetings. The most important method used in the project was teamwork. When developing the SD game, the collaboration partners had to keep an open mind for different ideas and solutions to find the most suitable options. The development of the pedagogical game was based on a strong theory that guided the activities. The project required flexibility and an ability to see solutions from different perspectives. The group's confidence in the process was necessary for achieving the objective. Cooperation was carried out with external collaboration partners to broaden horizons and to find new solutions.

Outputs: The project provided the participants with experiences of an SD Game focusing on sustainability education. Many schools in sub-regional units were interested in introducing the SD Game into use. As a result, the project influences thousands of young people in Finland, Denmark, France and elsewhere in the world and their attitudes and actions related to sustainable development. The participants are involved in a shared, significant and meaningful experience, which they will remember. During the project, pupils have had many opportunities to learn about different cultures and how people live in different countries and environments. They have learned to do group work with pupils from different countries and have had a chance to familiarise themselves with different digital solutions, such as drawing landscapes, characters and animations. Teachers have worked in cooperation to find solutions to several different pedagogical issues. Education in environmental responsibility is meaningful for today's young people.

Innovations: The objectives of the digital SD sustainability education game have been presented so that they are interlinked. Pledges concerning climate actions have been linked to the game, which makes it an effective tool for activating pupils to find plans at the level of individuals or classes to help them implement real climate actions to prevent climate change in the future. The SD Game also contains elements that are interesting for pupils. Based on the options they have chosen, players may have better or worse conditions for completing the game.

Permanent practices: The digital SD Game has been linked to the Greenreality platform to ensure future development and maintenance of the game. After the end of the project, information about the SD sustainability education game and experiences of the game have been disseminated to municipal, regional, national and European actors who are interested in the topic and support and promote environmental responsibility.

Description of the game:

https://docs.google.com/presentation/d/e/2PACX-1vT3ALJ0ywhF-D36QexBrL54Wzeumv-kKMIh-5tryMSRbnsml40IZy_4MBroyDBqlb0ehVP6BpsKk3n95/pub?start=true&loop=false&delayms=5000

Green Clean Future

2017-1-FI01-KA219-034724 Strategic Partnerships for Schools only

Priorities: The project focused on environmental responsibility and the development of working life capabilities as well as on promoting opportunities to participate in the future world of work with the help of new technologies and digital skills. The priorities also included integration of refugees, and the environment and climate change.

Objectives: The project was aimed at creating support measures and support models to help young people and students to prepare for and actively participate in the future world of work. The objective was to exchange good practices and develop new, innovative teaching methods for sustainable development. The aim of this education and environmental project is to increase pupils' awareness of the harm humanity causes to the environment, its impact on climate change and pupils' role in solving this critical worldwide challenge.

Indicators: Participants' self-assessments, assessments by employers and teachers, and employment statistics were used as indicators for monitoring participants' progress and transition to the world of work.

Methods: The methods used were mentoring programmes, work experiences and workshop activities, which helped the participants to gain practical skills and capabilities for the future world of work. The project was strongly based on pupils' active participation under the leadership of their teachers and understanding that this challenge requires international cooperation. Experiences of working with pupils from other countries increased motivation and learning. The project offered an opportunity for pupils to strengthen and improve their skills in mathematics, literacy and natural sciences and their language proficiency. The project encouraged teachers to share experiences and learn from the experiences of other teachers. The aim was to use the creativity of both the pupils and the teachers in promoting environmental responsibility.

The project consists of four themes: Introduction to the project and climate change issues, Sustainable travel and food waste, Plastic Not so fantastic Making an impact! (Sharing of best practices).

Outputs: As a result of the project, the participants improved their own working life capabilities, advanced communication and teamwork skills, problem-solving skills and self-direction skills.

Employment among the participants improved and their labour market capabilities increased. In addition, broader awareness of the challenges and needs of the future world of work was achieved.

Innovations: Mentoring programmes and opportunities for work experience offered innovative ways of preparing young people for the world of work. In the project, advantage was taken of new digital tools and learning platforms that supported the professional development of the participants. Cooperation included the development of innovative solutions for approaching environmental phenomena. The project used the creativity of both the pupils and the teachers in promoting environmental responsibility. Top of Form

Permanent practices: As a result of the project, structures were created for permanent support models and mentoring programmes and they have remained part of the education system and part of the practices in the world of work. The project was aimed at attracting interest in the topic so that the processing of the themes would also continue after the end of the project by changing one's own lifestyle choices or by influencing other people, such as family and friends. Sustainable development is an essential part of the curriculum in each partner school. Cooperation between schools and within schools has had a positive impact on the school culture of all participating schools. The student associations of the partner schools have become increasingly multicultural. Pupils understand that we all have the power to change the future of our planet if we work together to reach the shared goal and that even small changes in our lifestyle choices may have a significant and positive impact on the environment.

Project home page [Home | erasmus \(greencleanfutureer.wixsite.com\)](https://www.erasmusgreencleanfutureer.wixsite.com)

Towards sustainable and energy efficient real estate education and training

2017–1-FI01-KA202-034760 Strategic partnership in vocational education and training

Priorities: The priority of the project was to develop programmes and materials on sustainable development and energy efficiency for students and professionals in the field of real estate.

Objectives: The aim was to create teaching methods and tools that promote awareness of the sustainable development principles, energy-efficient construction and environmentally friendly practices in education in the field of real estate.

Indicators: The impacts of the project were assessed on the basis of the number of participants (e.g., number of students, teachers, trainers and other stakeholders). This indicator showed how many people benefited from the education and learning opportunities provided by the project. The indicators used also included surveys on satisfaction with the training, in which the participants were asked to assess the quality of the training and the learning experiences. This indicator provided information on participants' satisfaction and helped to identify possible development areas.

Learning outcomes were assessed with tests, projects and exercises. This indicator showed how the participants adopted new information and skills. The impact of the project was also assessed through collaborative partnerships and networks by measuring the number of collaborative partners and the impacts of the project on partners' activities.

Methods: The project used new digital learning platforms and virtual simulations that provided opportunities for interactive learning experiences and practical exercises to enable participants to learn about sustainable development and energy efficiency. The method emphasised was practical project work in which the skills learned by the students could be applied to authentic real estate projects.

Outputs: As a result of the project, teaching methods and tools were created that promoted awareness of the sustainable development principles, energy efficient construction and environmentally friendly practices in the field of real estate. Significant results in promoting sustainable development and energy efficiency in education in the field of real estate were achieved in the project.

Innovations: The project used new digital learning platforms and simulations that provided diverse interactive learning experiences and practical exercises in the field of sustainable development and energy technology. This made effective and flexible learning possible. Tools utilising simulations and virtual technology were developed in the project to enable students to practise practical situations and decision-making from the point of view of sustainable development. This provided realistic learning experiences and helped students understand the importance of energy efficiency in the real estate sector.

The method in the project was practical project work in which the skills learned by the students could be applied to authentic real estate projects. This gave them an opportunity to learn from challenges at the practical level and develop their problem-solving skills. Top of Form

Permanent practices: The study programmes and materials developed as a result of the project have remained a permanent part of education in the field of real estate. The principles of sustainable development and energy efficiency have been integrated into the qualifications and working methods of professionals of the sector.

Presentation of the project (in Finnish) [SEER Erasmus \(wordpress.com\)](https://seererasmus.wordpress.com/)

CHANGING HABITS - CHANGING THE WORLD!

2017-1-FI01-KA219-034775 Strategic Partnerships for Schools only

Priorities: The priorities of the project included increasing awareness of the importance of the environment and sustainable development, participation and the role of civic society in promoting sustainable development, and improving the quality and effectiveness of education.

Objectives: The objective was to increase learners' awareness of the importance of the environment and sustainable development and to understand the impact of their own practices on the environment. The project aimed at promoting sustainable practices and operating methods in different communities. The objective was to encourage the participants to make environmentally friendly choices and promote sustainable consumption and production. The project was aimed at providing the participants with opportunities to develop their skills and competence in the field of sustainable development. The objective was to equip them with knowledge, skills and capabilities to act as promoters of sustainable development in their communities.

The project sought to promote cooperation between different actors to achieve the goals of sustainable development. The objective was to create networks and partnerships that support activities for sustainable development and share best practices. The project aimed to integrate sustainable development into education systems and learning environments. The objective was to include the sustainable development principles and practices into curricula and study programmes.

Indicators: The increase in participants' awareness of the sustainable development principles, environmental responsibility and climate change was used as an indicator. This could be measured, for example, with surveys conducted before and after participation in the project. Introduction of sustainable practices and operating methods into use in participants' own activities and communities

was an indicator in the project. For example, this could be measured by the number of sustainable development plans or the number of implemented sustainability projects. The increase in cooperation and networking between different actors to promote sustainable development was also used as an indicator. This could be measured, for example, by the forming of new collaborative partnerships or by the creation of networks during the project.

Methods: The method used was skills development to promote sustainable development by taking advantage of training and coaching programmes that consisted of cooperation, problem-solving and communication based on innovative solutions and practices so that the participants could make use of their creativity and inventiveness in finding environmentally friendly and sustainable solutions. Seminars and workshops enabling the participants to share information and discuss matters were organised in the project. Interactive methods, group discussions, case examples and role plays were used in the events.

Participants took part in the practical project work, applying the principles of sustainable development that they had learned to their local environment or community. This made gaining practical experience and concrete implementation of sustainable development practices possible. The participants were encouraged to network and share their experiences with others. Networking provided them with new perspectives and they learned practices for promoting sustainable development from each other. The methods supported participants' active participation and learning about the themes of sustainable development.

Outputs: As a result of the project, teaching methods were created for teaching about the challenges of sustainable development. The participants were able to use their creativity and inventiveness by means of environmentally friendly and sustainable solutions. Game-based learning practices helped participants to learn the principles and practices of sustainable development with the help of an interactive game. The project promoted a sustainable way of living and developed practical ways to promote a sustainable way of living, the introduction of recycling systems, the promotion of energy-efficient operating methods and sustainable consumption habits.

Permanent practices: As a result of the project, sustainable development was integrated more widely into the education systems. The principles and practices of sustainable development were included in the curricula.

Project home page [Changing Habits - Changing The World \(google.com\)](http://www.changinghabits.eu)

Youth for Europe- Agenda 2017-2019

2017-1-FI01-KA219-034693 Strategic Partnerships for Schools only

Priorities: The priorities of the project were the environment and climate change, gender equality and equal opportunities.

Objectives: The aim of the project was to fight against intolerance and ignorance in environmental and social issues. The aim was to give students an opportunity to learn about different cultures and about how young people of the same age live, what they are interested in and what kind of differences and similarities there are in their lives. The two-year project dealt with the challenges faced by young people and themes that they are interested in, such as youth unemployment, the situation with minorities, gender equality, food waste, environmental problems and human rights. The objectives included helping young people to develop into active, tolerant and unprejudiced citizens and encouraging them to develop their language proficiency, ICT competence, project work skills and interaction skills.

The objectives also included enabling them to learn to manage their matters and self-regulate, develop mutual understanding, have opportunities to learn about other European cultures and become active European citizens who can express their opinions in a solution-oriented matter. The project also aimed to give students opportunities for interaction and a chance to do project work face-to-face with European students and to promote teachers' professional development and the exchange of good practices and new methods.

Indicators: Indicators were used to assess the number of participants, participants' satisfaction with the project activities, the impact of the training and the events on participants' attitudes, the skills and qualifications achieved by participants and organisations, the impact of the project on school communities, and the effectiveness of resource use.

Methods: Students prepared a sustainable development agenda of their own in which they focused on the environment and society in the first meeting. The topics were further discussed in project meetings and between the meetings, students carried out tasks that had been agreed on together. They worked together actively in international groups and made efforts to influence matters. Teachers planned and led workshops on the school systems of each country, had an opportunity to observe a variety of lessons, and organised pedagogical cafés and teachers' meetings in which organisational matters were discussed. The work and responsibilities were divided between the schools. Each school hosted a project meeting. A good start for the project was made in the first project meeting. Organisational challenges were discussed, timetables were prepared for the meetings, different forms were drawn up, shared rules were agreed, tasks were assigned and the participants learned to know each other.

After this, the project with the students was started successfully as the project plan had already been drawn up. The schools took turns in hosting a project meeting, so many more people were involved – the entire school community, families, the local community, and NGOs and companies. Between the projects, the pupils carried out the agreed project work, presented and compared their work in the meetings and deepened their knowledge of the topics in workshops.

Outputs: Many of the participating teachers were involved in a project for the first time and they became more motivated and committed and improved their language proficiency and ICT skills. Teachers became better prepared for international interaction and many of them wanted to continue to work with international projects in the future. The project succeeded in reinforcing teachers' professional competence by giving them an opportunity to observe lessons, participate in workshops, learn about other school systems and discuss strengths and development areas with their colleagues.

Students had opportunities for interaction with other European students and did project work face-to-face with them. They learned new things about different cultures and about how young people of their age live, what they are interested in and what kind of differences and similarities there are in their life. The project increased knowledge and awareness of the topics. The participants became more active and motivated and extended their networks. Their hard and soft skills improved. Teachers developed and improved their language proficiency and had many opportunities to discuss best practices.

Innovations: New teaching practices, students' active participation in the learning process.

Permanent practices: The coordinators feel that they have gained know-how for implementing European projects. As the project was implemented very openly, it can be used as an example for future projects.

Project home page [HOME | agenda17-19 \(eerasmuspluss.wixsite.com\)](https://eerasmuspluss.wixsite.com/agenda17-19)

Green Data Centre

2018-1-FI01-KA202-047235 Strategic partnership in vocational education and training

Priorities: Information and communications technology, new technologies, digital competence, new innovative technologies, curricula/education and training methods/development of teaching and training assignments, the environment and climate change.

Objectives: The objective of the Green Data Center project was to use an authentic data centre environment based on renewable sources of energy to provide European students with the skills required for working in data centres. The data centre in question therefore did not contribute to climate change. As the number of data centres is increasing in Europe, we need to look at their impacts on climate. Data centres use a lot of electricity. Therefore, if the electricity used by them is produced using non-renewable energy, they impose a burden on the climate.

Indicators: The process was monitored and assessed with questionnaires throughout the project, so that feedback was received on what in the project worked very well and what required further development.

Methods: The Joint Authority of Education of Kotka-Hamina Region Ekami, which managed the project, has a data centre that uses renewable sources of energy such as solar power, wind power and geothermal heat on its Hamina campus. At the beginning of the project, an international curriculum called the Green Unit was drawn up for the project. Each partner organisation had a project team of its own from the fields of study of information and communications technology. The project teams included teachers and experts. Students also participated in the project by piloting the international curriculum developed for the Green Unit programme.

The project had two main phases. In the first phase, the participants developed the curriculum and each partner had to compare their national curriculum with the international curriculum of the project to develop the Green Unit curriculum and find a shared basis for the content and assessment. The second phase was the piloting phase. When the curriculum was completed, the students were divided into international groups that also included experts, and the teachers guided the groups in completing studies together.

At the beginning of the pilot, it was decided that the students would work in national groups and that only the teachers would guide them. The testing of the Green Unit curriculum was organised virtually. During one week, four special events were organised in which people from different areas of the data centre industry taught pupils. The intention was to include a practical week in the piloting phase.

However, because of the COVID-19 pandemic, the entire concept had to change. Not all of the required equipment and different systems, such as the heating/cooling systems, electricity and cabling, were in use in the virtual environment. A new virtual assignment was quickly drawn up for the piloting week. The task given was to build a data centre in the virtual environment that should have been redundant. Each group of students had a server of their own and they had to decide together what kind of model and topology they wanted to create. The Dutch students led the other groups because they had the most knowledge about such matters. The teachers only guided the students.

Outputs: At the end of the project, each partner was able to offer a study unit/training package to their students that could be implemented internationally between the partner organisations each

term. The institutions can thus provide students with skills that they will need to be able to work in any data centre. The employment situation in the sector is good and education in information and communications technology attracts an increasing number of students. During the pandemic, the participants gained experience in how training periods can be planned and implemented virtually. Students' professional competence increased. Communication between the groups did not develop as well in a virtual environment as it does in communication that takes place face-to-face. The project encountered many difficulties. Many of its employees changed during the project, including the coordinator and the project manager. Because of the COVID-19 pandemic, the pilot phase was taken into a virtual environment, unlike originally planned.

Innovations: Each partner was able to offer a study unit/training package to their students that could be implemented internationally between the partner organisations each term.

Permanent practices: The Green Data Centre study unit continues to be provided at Ekami in Finland after the end of the project.

Information about the project (in Finnish) [Green Data Center - Ekami](#)

Drops of Life

2018–1-FI01-KA229-047278 School exchange partnership

Priorities: The priorities of the project included understanding the importance of water and awareness of the opportunities and problems related to it, as well as understanding the importance of cooperation and cultural differences between different countries. The project also focused on health and wellbeing, information and communications technology, new technologies, digital skills, and on the environment and climate change.

Objectives: The aim of the project was to gain a profound understanding of water as an element and its global challenges. The project helped to increase awareness of these challenges, influencing them and solving problems both at grassroots level and globally. The project focused on the development of communication skills, language proficiency, and skills in cultural differences and cultural heritage. It also focused on extending the social network and strengthening the sense of community. The Drops of Life project had three main objectives:

1. sustainable use of water
2. the role of water in the culture and history of different nations
3. the properties of water and water research

Indicators: The project included a system for measuring the quality of water and changes in it. Samples collected from different parts of Europe were studied and analysed carefully. The study showed that the differences related to the quality of different kinds of water in different parts of Europe are not significant. Students' development was assessed by measuring their competence in water as an element and its global challenges. In addition, the development of students' communication skills and language proficiency, their understanding of cultural differences and respect for the European cultural heritage were assessed.

Methods: The methods included research-based studies, in which the learning environments were extended outside the educational institutions. Use of a system for measuring water quality and changes in it. Collecting water samples from different parts of Europe and their careful study and analysis. Creating the project website for sharing information, results, photos, pupils' presentations and picture material. An evaluation of the project to assess students' development

and achievements. Students were guided in digital learning environments by taking advantage of information and communications technology. Peer learning was carried out by brainstorming and producing ideas in cooperation with others. Learning materials were developed by comparing the learning materials and teaching methods in different countries.

Outputs: Pupils gained a profound understanding of water as an element and of the opportunities and problems related to water. They learned to work in cooperation to understand that people in different countries may have a different outlook on matters that may not be crucial in another person's country. Pupils' awareness of being citizens of Europe promoted their sense of community. Cooperation and communication worked very well and the participants would be happy to participate in a new project together also in the future.

The democratic values of the schools that participated in the project are visible in that the final report was worked on together in online meetings. The number of applicants to the participating schools has increased both in Hungary and in Finland. The project provided an opportunity for the schools to develop and strengthen their networks internationally and to increase cooperation, share and discuss thoughts, practices and methods at an international level. As a result of the project, the participants gained an extended social network, awareness of the global issues related to water and increased motivation to participate in future Erasmus+ projects. Participants extended their social networks significantly and received information about the global issues related to water.

Innovations: The use of a system for measuring the quality of water in different parts of Europe. Creation of a website for sharing information about the project and its results.

Permanent practices: Participation in the project has increased appreciation for the participating schools, which is visible as a high level of interest on open days. Communication and cooperation that still continue between the participating schools have become a permanent practice.

Project home page [Drops of Life \(google.com\)](https://drops-of-life.google.com/)

Do! Learn! Be Sustainable!

2018-1-FI01-KA229-047320 School exchange partnership

Priorities: Do! Learn! Be sustainable! The key priorities of this Erasmus+ KA2 project were sustainable development and promoting cooperation between schools.

Objectives: The project was aimed at helping teachers and learners from different European countries to understand the concept of sustainable development and promoting their skills in English and information and communications technology. The objective was to raise awareness of sustainable development and opportunities for a sustainable way of living in daily life. The project was used to influence pupils' attitudes and give them capabilities for contributing to the achievement of the Sustainable Development Goals in their own country, in Europe and globally.

Indicators: The assessment methods used during the whole duration of the project were questionnaires, interviews, observation and discussions on sustainability with different target groups, and comments from outsiders.

Methods: Diverse methods, such as drama, art and entrepreneurship education, which enable pupils to creatively express their ideas and apply theories to practice, were used in the project. Learning was practised through learning by doing. Sustainable development was divided into four areas:

cultural, ecological, social and economic sustainability. Each partner school was responsible for the coordination of the activities of one area for one term.

During the project, a variety of activities and paths, such as a cultural path, food path, musical path, recycling path, growing path, transportation path, team path, cooperation path, consumption path and footprint path, were implemented. A competition was organised in the different schools to create a logo for the project. Each school chose a mascot of its own and recorded daily events in the project diary. The schools organised Erasmus+ days and green weeks and introduced actions developed in the project.

Outputs: As a result of the project, a project diary, a project logo, a website and descriptions of the different activity paths were created. Each partner school organised an official opening event for the project in their school. Exhibitions organised in the schools and outside them helped to attract attention to the project and sustainability issues. The schools have received a lot of publicity locally in the newspapers, on the radio and on television as well as some digital publicity. Learners and parents have participated actively in the project. The activities have included pupils with special needs and disadvantaged pupils, and the importance of the project for these groups is obvious.

The project has clearly had a positive impact on the participants' social skills, attitudes and activities, increasing sustainability both at school and outside it. The impact on improving language proficiency is also obvious because both the pupils and the teachers have had to use English as the project language and learn new ICT skills. The teaching methods in sustainability matters improved and cooperation between teachers of different subjects increased. Participants gained capabilities for promoting the achievement of sustainable development goals in their daily life in their own country, in Europe and globally.

The project promoted a dialogue between cultures. New technologies helped significantly in the implementation of the project. The project is a good example of a systematic approach to the theme of sustainability education. Collaborative partners were able to define and find areas that could be made into practical sustainable development activities suitable for the learners' age groups. The versatile and well-structured whole made the project a Best Practice project.

Innovations: Innovative teaching methods for sustainability education were developed in the project. Drama and arts enabled learners to express their ideas creatively. Doing things in practice helped learners to apply theories to practice. Involving external local actors was a good way to increase support and the dissemination of results. Reporting on the project, especially on the website and by using other digital tools is clear and also gives others an opportunity to familiarise themselves with the project and find concrete examples of good practices. The website may provide ideas for new projects and offers new opportunities for further development.

Permanent practices: The project website is maintained and publications are disseminated. The open learning material and media that the project has produced for sustainability education are also freely available for use. The video material has been implemented in an excellent manner technically and is also suitable to be shown in other schools.

Project home page (in Finnish) [Do! Learn! Be sustainable! \(dolearnbesustainable.com\)](https://dolearnbesustainable.com)

Act Green

2018-1-FI01-KA229-047262 School exchange partnership

Priorities: Equality, development of information and communications technology in teaching, new technologies, digital skills, and the environment and climate change.

Objectives: The project was aimed at helping learners to understand the impacts of human activities on the balance in nature and encourage them to adopt practices that support sustainable development more. The objective was to develop inclusive teaching methods and improve learners' self-esteem, sense of being valued, study motivation and social skills. Learners were encouraged to adopt practices that support sustainable development. Inclusive teaching methods were used in the project.

Indicators: The results of the project were measured with surveys and by assessing learners' competence in the impact of human activities on nature and the increase in sustainable practices in pupils' activities. The surveys were used to assess the increase in learners' self-esteem and sense of being valued as well as to assess the development of their study motivation and social skills.

Methods: The methods used were pupil-centred lesson plans, inclusive teaching methods, project work and production of ideas to promote sustainable development. Learners' social activity was promoted with inclusive teaching methods. Different ICT tools, social media platforms and Twinspace were used during the project.

Outputs: The most important results of the project were the development of pupil-centred lesson plans and the production of ideas for sustainable development in schools. Experiences of learning and non-formal learning have been recorded in photo albums and travel diaries and shared in the schools. The participating teachers improved their language proficiency, ecological behaviour and ICT skills by adopting good pedagogical practices from the partner schools to be used in teaching.

The project was awarded the national eTwinning Quality prize, the national eTwinning quality certificates of the partner countries and the European eTwinning quality certificate. The project also came second in the eTwinning competition. Over the three years of the project, the activities promoting the visibility and dissemination of the project focused on the Facebook page targeted at the general public, the blog page and cooperation on the Twinspace page. The organised events included regular briefings about the actions that had been implemented, Erasmus+ days, eTwinning days, national-level webinars with teachers interested in the project and project writing workshops.

Innovations: Development of new ideas to promote sustainable development with the help of learner-centred lesson plans, inclusive teaching methods and project work.

Permanent practices: The project has enriched the participants' learning experiences and contributed to the schools' position as centres for good European education practices. The coordinating school received Erasmus+ accreditation in 2020.

Project home page [Act Green Project \(google.com\)](https://actgreenproject.google.com)

Sustainable Future

2019-1-FI01-KA229-060684 School exchange partnership

Priorities: The project focused on international cooperation, international relationships and development cooperation, promotion of health and wellbeing, and the environment and climate change.

Objectives: Sustainable Future - Learning from life to life! was a two-year project aimed at providing teachers with knowledge about a healthy way of living, recycling and saving environmental resources, and clarifying attitudes and values. In addition, the project was aimed at disseminating information and competence in environmental education and sustainable future in Europe, and at inspiring and developing the participants for personal growth. Active and responsible participation and involvement laid a basis for a democratic and sustainable future. The project focused on showing the children that there are people around the world who care about their future and that they can influence their future themselves.

Indicators: Assessment and monitoring during the project were based on observation and questionnaires. Surveys, observations and interviews were used to measure the understanding that the children and the teachers had of a sustainable future and its importance in practice and their understanding of taking into account the need for a sustainable way of living from an ecological, cultural and economic point of view. The progress of international cooperation and professional development was also measured.

Methods: It was in the interests of all the schools to develop international cooperation skills, teachers' professional growth and exchange of information about a sustainable future and to find new methods for teaching children. During the project, seven international meetings were organised in which activities related to the themes were planned and good practices were shared. The methods used were active and responsible participation, discussions and professional pedagogical discussions, observations by teachers and joint planning of activities. The participants planned the themes together. They agreed on how the topic would be introduced to the children, what would be taught about the topic and what activities would be carried out with the children during the theme concerned. In these meetings, the participants talked about their previous activities with children and shared their expertise and good practices. eTwinning was used in the different phases of the project.

The programme had six themes that were all related to a sustainable future: food education, recycling and sorting, waste processing and energy production, saving energy, water and global warming. The necessity of ecological sustainability and an ecologically, culturally and economically sustainable way of living were taken into account in all activities of the project.

Outputs: At the end of the project, the teachers and the children of all the schools understood better what a sustainable future is and what it means in practice. As a result of the project, there was increased understanding of environmental responsibility among the children and the teachers. International cooperation between the schools developed and the professional growth of the teaching staff progressed. Matters concerning the environment and climate change were taken into account better in daily work. The participants' daily choices and actions reflected an environmentally responsible relationship with nature and the environment.

Each school was responsible for disseminating the project in its country. The partners had good contacts with the authorities and media of their country and some members had opportunities to give presentations in different events. The results of the project were made visible and disseminated in various events in different countries.

Innovations: The innovation in the project was to share and compare the work produced by the children between the different countries. eTwinning was actively used in the different stages of the project.

Permanent practices: Continuing international teamwork skills and the teaching practices that were developed. Taking into account a sustainable future in daily choices and activities.

Project home page: [Sustainable Future – learning from life to life - European Commission \(europa.eu\)](https://european-commission.europa.eu/SustainableFuture-learning-from-life-to-life)

My Sustainable Way of Life

2019–1-FI01-KA229-060690 School exchange partnership

Priorities: The My Sustainable Way of Life Erasmus+ KA2 project focused on responding to the challenges brought by climate change and on promoting a sustainable way of living.

Objectives: The project was aimed at providing students with the basic skills and key skills for building a sustainable future and actively include them in the decision-making processes. The objectives were also to promote internationalisation, strengthen European identity and promote language proficiency. Students were encouraged to make sustainable choices in their life and defend actions to combat climate change. The project was aimed at making permanent changes in the attitudes and behaviour of pupils and wider communities and to promote a sustainable way of living.

Indicators: The impacts of the project were monitored using qualitative and quantitative methods. The long-term impacts of the project are visible in the development of students' skills, the climate change awareness of the members of the school community and the implementation of new practices by encouraging the whole school community to participate in activities against climate change.

Methods: The project emphasised the importance of changes and solutions in several different fields of life. Climate change is a worldwide problem that must be solved together with different nations. The aim was to provide students with the basic skills and key skills for building a sustainable future and include them in societal decision-making. They were activated to cooperate in combating climate change. Students practised problem-solving in multicultural groups to increase internationalisation, strengthen European identity and improve language proficiency. Several different ways to reduce climate change were introduced to the young people.

The teachers met up to exchange and develop good practices for the project and familiarised themselves with conflict management in international projects and with several tools for developing pupils' basic skills. The pupils focused on studying climate change and its effects in different parts of Europe using drama as a means of learning. They carried out snow research in Finland and submitted their results to the national Talvisuuranta database. Energy and transport were also studied in the project as part of a sustainable way of living.

Outputs: Pupils deepened their knowledge of energy production in each country, including opportunities for green energy, examined different ways of travelling in Europe and learned about the carbon footprint. In Spain, they organised a campaign for better transport solutions. The project focused on the concept of recycling in more depth and examined the ethical and ecological aspects of consumption especially in the clothing industry. Students drew up advertisements against mass consumption and in Germany, they organised a fashion show using second-hand clothes.

Sustainable food production and consumption were also examined in the project. Students were told how food production contributes to climate change and how citizens can eat sustainably. They

recorded a short video introducing local food and cultural heritage. They received information about how food production contributes to climate change and promoted sustainable food habits with a poster campaign. Students also participated in a Masterchef competition and celebrated multiculturalism by preparing a shared meal together. Students make better and more sustainable choices in their life and demand that decision-makers take climate change into account in decision-making.

The project has supported students' internationalisation as their families acted as host families.

Innovations: Students reported the results of snow research to a national database. The database will later be used in scientific research.

Permanent practices: Long-term impacts include the development of pupils' skills, increasing awareness of climate change in school communities and adopting new practices to combat climate change.

Project home page <http://twinspace.etwinning.net/92772/home>

Global Environmental Awareness and Responsibility (GEAR) - a Toolkit for Inclusive Environmental Education

2019-1-FI01-KA201-060721 Strategic partnership in the general education sector

Priorities: The priorities of the project included the themes of the environment and climate change, the social responsibility and environmental responsibility of schools, new innovative curricula, teaching methods and the development of training periods.

Objectives: The project was aimed at strengthening pupils' voice and agency in environmental matters by developing methods that activate pupils to actively participate in protecting their local environment. The aim was to bring the schools together under the umbrella of environmental responsibility and devise collective tools to break out of the classroom. The project was also aimed at activating pupils to participate in international cooperation to increase environmental awareness and at highlighting different ways of protecting the environment.

Indicators: A survey of students was conducted to measure the impacts of the project. The project included scientific research and development of methods, carried out by the teachers and two experts. The results of the assessment were published online in an article titled GEAR Survey Report, published by the researchers who were engaged in the project.

Methods: Each school had its own area of responsibility, which ensured participation in the project. The pedagogy used in the project actively engaged pupils from bottom up, thereby enabling them to learn basic skills and capabilities. The elements of the project were wind, water, earth and sun. Use of ICT skills was practised in the activities and communication of information. Drama was used as a teaching method. Pupils were taught nature-related vocabulary and concepts for understanding the environment. The project partners shared experiences and values internationally.

The schools participating in the project took turns in hosting training events. Pupils participated in the training activities of their own school by learning about local sources of energy (hydropower, wave power, wind power), by visiting a water treatment facility, the coast or waterfalls, or by visiting a university. The visits were documented and shared with all the partners.

Outputs: Abstract concepts were concretised to pupils and pupils were engaged in studying natural science. After the project, the choices made by the pupils were more sustainable. Pupils became more

active and demanded that decision-makers take climate change into account in their decisions. They practised and developed their skills in influencing and participating in societal decision-making.

The project supported internationalisation of students and also their families, who acted as host families. The school community became more aware of climate change and new more sustainable practices were implemented. The pupils were empowered to participate in activities to combat climate change. A home page was created for the project. The scientific study and the results showed that the learning outcomes had been successfully achieved. The objectives concerning the environment have been achieved well both at the practical level and at the level of attitudes.

The project partners have probably also benefited from the multiple languages used in the project. The project has provided good new tools for learning new vocabulary, enriching the children's language and increasing their opportunities to express themselves. The outputs produced and created in the project have successfully promoted current knowledge regarding environmental education. The methods are very likely to have influenced the implementation of the curriculum in each school and more widely.

The shared events and activities implemented by the schools simultaneously in some activities have increased pupils' understanding of the environment and their awareness of other countries, languages and cultures. All this has had a strong impact on learning multiculturalism.

Innovations: Pedagogical and methodological development was carried out by all parties to the project. People are the key and children are at the heart of the project. The activities used in the project were suitable for the age groups concerned and matters important to the pupils were included in the activities. The project has had several local cooperation partners, which seems to have helped the partner schools to achieve the objectives.

Permanent practices: The final result – the GEAR toolkit – is very useful in different cultures and schools and suitable for different age groups. The toolkit is available on the project website and contains a lot of information to support the priorities. The results of the project have also contributed to scientific studies and to the above-mentioned published article. Cooperation partners have disseminated material and results widely both locally and internationally.

Project home page [Erasmus+ GEAR \(peda.net\)](https://peda.net)

Sustainability -driven Entrepreneurship

2019-1-FI01-KA202-060906 Strategic partnership in vocational education and training

Priorities: Entrepreneurial learning, entrepreneurship education, environmental and climate change, cooperation between educational institutions and companies.

Objectives: The project was aimed at strengthening the sustainability competence and skills of students and teachers and the entrepreneurial competence of students, teachers and trainers. In addition, the partners in higher education also wanted to strengthen their competence and include sustainable development in different courses in the higher education institutions. The objective was to produce and pilot learning and teaching material and related pedagogical methods to support students in acquiring these skills and competence, and, at the local and the European level, to create and pilot a competition in which multidisciplinary student teams solve challenges given to them by companies.

Indicators: The indicators used were situation analysis surveys conducted to determine prior knowledge of the topic of the project among students and teachers as well as impact studies, in which the effectiveness of the pilot project and the study unit as a whole was examined from the point of view of students and teachers. The assessment was conducted by broadly examining to what extent the results and the objectives of the project had been achieved. A lot of feedback was also collected and assessed during the project with the aim of continuing the development of the products.

Methods: The initial meeting of the project was organised in Finland. After that, meetings were organised online using a remote connection because of the COVID-19 pandemic. Because work had to be done online, the development of the study unit was then carried out in small groups. Students, teachers, trainers and local SMEs worked in active cooperation to prepare the manual and the material related to it.

National competitions concerning the SdE study unit are organised in each partner school. An international competition (hackathon) is organised in Belgium and has international students participating from Belgium, Finland, Italy, the Netherlands and Spain. The meetings of the steering group were organised quarterly. Information and communications activities were carried out during the entire lifecycle of the project.

Outputs: The SdE study unit intended for students was created in the project. It contains more than 100 pieces of training material ready to be used in class or for studying online independently, and a teacher's manual explaining how the study unit has been structured, how it can be piloted together with students, how to support its implementation, how to organise the local and the international competition, and how to use the situation analysis and impact studies. During the project, pupils and teachers gained more skills in sustainable entrepreneurship and they are better prepared for the world of work.

Innovations: The material created is based on special learning outcomes and the needs of the world of work. The material package can be used on a digital platform. Cooperation between different types of organisations has produced new solutions and results. This promotes the transfer of the methods to other organisations. The outputs can be used in different study situations, both independently and in a group, and in different contexts, for example, at different levels of education or in partner countries. Organising local and international competitions was also useful from the point of view of dissemination and sustainability.

Permanent practices: Most of the partners have recognised students' learning outcomes as part of the studies. As a long-term impact, an increasing number of sustainable companies are being set up. The development of the study unit promotes utilisation of the activities and the results also after the funding has ended. Thanks to its student-oriented approach and multidisciplinary nature, the project has significant potential for transferability. To increase the sustainability of the project, the results will be kept available for their wider implementation after the end of the project.

Presentation of the project: [Sustainability-driven entrepreneurship - Sedu](#)

SAVINGSCAPES: Fostering collaborative knowledge creation and civic engagement in the field of landscape governance

2019-1-FI01-KA203-060867 Strategic partnership in higher education

Priorities: The priorities of the project were civic engagement, responsible citizenship, environmental protection and climate change, cultural heritage and the European Year of Cultural Heritage.

Objectives: The project focused on the protection, management and planning of landscapes in the spirit of the European Landscape Convention. The project was aimed at improving the relevance of higher education, engaging higher education institutions in regional environmental planning and strengthening the competence and motivation of teachers in higher education. The project promoted integrated landscape thinking in the field of land use and environmental governance. The aim was to increase citizens' participation and pro-environmental behaviour in everyday landscapes and threatened landscapes and to innovate the use of citizen science and inclusive methods in landscape planning.

Indicators: When the students and others who completed the course had submitted their last assignment in MOOC, they were requested to give feedback using a questionnaire. The feedback was used to determine how well the project achieved its main objectives. The teachers assessed the feedback and discussed it in the SavingScapes project group.

Methods: The project was based on the idea of bringing together higher education students, higher education teachers and several different types of actors related to the management of cultural and natural landscapes, such as local authorities, environmental NGOs and local citizens, to learn about collaborative landscape governance, design, management and conservation initiatives. This was done in accordance with the theory of social constructivism in the pedagogical spirit of learning. Four webinars focusing on the priorities of the project were organised during the project.

Innovative learning environments and interventions were planned for landscape education to ensure cooperation and knowledge creation. The partnership between higher education institutions, landscape planning and governance organisations, environmental organisations and citizens was strengthened. The learning laboratories organised by the project enabled students to gain international and multi-scientific learning experiences that supported their collaborative, cooperation-based critical thinking and activities and developed their subject-specific and cross-disciplinary capabilities and working life capabilities for the future both in the world of work and in their private life.

New pedagogical methods, such as scenario building, and modern learning environments based on digital learning environments were utilised within the framework of the socio-constructive theory of learning. Students' digital skills and their skills in making science progressed in the project. From the perspective of environmental sustainability, the project members prioritised sustainable tourism and accommodation in all actions related to the project and favoured local and organic food.

Outputs: Cooperation between higher education institutions, organisations in the landscape planning and governance sector, environmental organisations and citizens was developed and strengthened in the project. The project participants in four European countries worked in close cooperation with the partners and stakeholders, such as decision-makers, local and regional authorities, environmental planners and administrators, environmental organisations and citizens.

The students gained learning experiences that supported their collaborative, community-based, critical thinking and activities and developed their material and cross-disciplinary capabilities and working life capabilities for the future both in the world of work and in their private life. The project developed the support provided to students in acquiring and developing the basic skills. It also supported open education and innovative interventions and innovative digital practices. Sustainability was highly valued in all project activities and it was also included in the objectives of the project in many ways.

Innovations: New pedagogical methods, such as scenario building, and modern learning environments based on digital learning environments were utilised within the framework of the socio-constructive learning theory. Digital skills and open science were promoted in the project, and the

quality and relevance of learning and teaching were improved. An open publication and data policy was observed in the project.

Permanent practices: Dissemination activities continue after the project has officially ended. The developed learning materials and tools are freely available through MOOC.

Project home page [Home - SavingScapes](#)

Ways to a healthier and greener Europe

2019-1-FI01-KA229-060701 School exchange partnership

Priorities: The priorities of the project were entrepreneurship education, health and wellbeing, and the environment and climate change.

Objectives: The project was aimed at developing the instruction and learning practices of environmental and entrepreneurship skills and to give learners an opportunity to broaden their perspective and encourage them towards a successful, happy and healthy life. Learners had an opportunity to broaden their future outlook, familiarise themselves with other cultures and lifestyles, obtain new tools, and take responsibility for their own life, making it a happy and healthy one without prejudices. The project was also aimed at increasing interest in environmental issues and opening up opportunities for joint European projects in which work is done with partners, private companies and non-profit organisations that work for similar goals in other countries.

Indicators: Student mobilities were followed by an assessment, the results of which affected further planning of the project. Students wrote feedback on the project. The feedback was shared openly on the project website <https://whege.webnode.com/feedback-from-students/>. Each school conducted a preliminary survey on the health and environmental habits of pupils and staff. Each school has discussed the results of the project in its annual development discussions with the school's management.

Methods: Learners and teachers developed their language skills and gained new perspectives and views for their work. Each partner school learned new skills and familiarised itself with the learning material. During the project, the impact of behaviour on the environment and health was analysed and shared rules for recycling and attitudes to nature and the environment were drawn up. The pupils drew up recycling rules for the schools and, in the international project, learned that we all share the responsibility to look after our planet. The partner schools encouraged pupils to environmentally friendly behaviour, volunteering and civic engagement.

Outputs: During the project, a guide for a healthy life for young people was drawn up. A healthy life was discussed very thoroughly during the mobilities by organising several workshops enabling learners to familiarise themselves with a healthy diet and a healthy lifestyle.

Environmental issues were discussed in each school and many local projects that promoted environmental responsibility were implemented during the project. Schools' waste management systems were improved as a result of the project. In order to raise the profile of the project schools and to increase positive publicity for the project, local, regional and national education authorities were contacted for disseminating the project.

The project work developed all the stakeholders and their cooperation skills and broadened their perspective to the themes of the project. The participants had an opportunity to practice their language skills. International school projects gave students an opportunity to make friends for life from

other cultures and to really experience another culture. A dialogue between colleagues from other countries was developed and the opportunity to learn from others and exchange well-functioning practices was used. The aim was to spread an environmentally friendly, healthy, positive and entrepreneurially minded attitude to life through social media and the internet.

Innovations: The schools' traditions and competence in teaching entrepreneurship and their competence in environmentally friendly solutions help to promote a healthier and greener world and attitude to life among learners and equip them with knowledge, tools and skills that help them to adopt a more positive and realistic attitude to the future.

Permanent practices: All the material drawn up in this project is available to anyone interested in the project.

The guides and websites drawn up in the project are openly available for use. The guide can be used in health education, environmental education and in teaching English.

Project home page [Whege \(webnode.page\)](#)

Entrepreneurial Learning for Future Sustainability

2019-1-FI01-KA202-060763 Strategic partnership in vocational education and training

Priorities: Sustainable development, new innovative curricula, teaching methods, development of education, environmental responsibility, entrepreneurial learning, entrepreneurship education.

Objectives: The project was aimed at developing new innovative business ideas by means of service design by combining ideas for business activities and service design from five different countries and from three fields of study: fashion and clothing, media and hairdressing. The aim was to increase students' capabilities for international entrepreneurship and share ideas between different countries and different sectors to produce more innovative business models.

Indicators: The participants worked on Google Drive to enable all the participating schools to see all the activities and follow the completion of the preliminary assignment. A questionnaire collecting information on the success of the agreed activities with students was used as an indicator. The planning and assessment meetings of the teams were organised regularly throughout the project. The progress of the project was systematically monitored in the meetings. Honest and encouraging feedback was given to the organisers of the workshop week in the team meetings and the participants discussed how the next workshop week to be implemented with students could be further developed and improved. Urgent matters were also examined and followed up with phone calls and emails. The participating schools were responsible for the planning and monitoring of their own events and each school was responsible for its own pupils.

Methods: The project combined business ideas from different qualifications and shared ideas between different countries and sectors with the aim of achieving more innovative results. The business ideas focused on making sustainable development and a circular economy an integral part of the themes. Students were taught future skills in the field of circular economy and sustainable development to give them a basis on which to build on in the future. International teamwork and networking was increased for the participating students and teachers, communication between cultures was promoted, social and cultural awareness was strengthened and language skills were enhanced. Training in new international entrepreneurial competence was provided both to pupils and to teachers and the threshold for becoming an entrepreneur in the future was lowered for the students.

A total of 86 students participated in the workshop weeks. All three workshop weeks had the same main objective: to develop new innovative business ideas for students by mixing ideas from different countries and fields. The focus of the business ideas was on sustainability and a circular economy. All the students who participated in the workshop week prepared themselves for it by completing preliminary assignments. The assignments included a personal entrepreneurship test, interviews with local entrepreneurs, development of a business idea in their own field, and analysing a business idea of their own and the local market from the point of view of sustainable development and a circular economy.

Outputs: Two international project meetings for teachers and personnel were implemented in the project. In addition, a total of three workshop weeks were implemented as combined mobility for learners in vocational education and training. One of the most important results of the project was that a new model was compared and developed for international operating models in entrepreneurship education. The participants tested the model during the workshop weeks and it proved to be a success. The participants prepared themselves for the workshop weeks by completing preliminary assignments and during the workshop week developed new international business ideas in international groups by combining ideas from three different sectors and from five different countries.

Students' self-confidence increased and the threshold for becoming an entrepreneur in the future became lower. Entrepreneurship also became a genuine future possibility for many of the participating students. Participants also gained a new and deeper understanding of sustainable development and circular economy, the concepts and their long-term significance. The visits made to local business during the workshop weeks inspired the students to develop business ideas of their own. Through the project, the students and the participating teachers gained new skills for intercultural teamwork and communication, enhanced their cultural sensitivity and improved their language skills.

Innovations: The project implemented an innovative teaching method and a way of developing new international business ideas by means of service design by combining ideas from five countries and three fields of study and with a focus on sustainable development and a circular economy.

Permanent practices: A new teaching method for international operating models in entrepreneurship education.

Project home page: [ELFS - Entrepreneurial Learning for Future Sustainability - Prakticum](#)

GeT - Gamification, Education and Training to activate youth for sustainable choices

2019-2020-3-FI01-KA205-092472 Strategic partnership in the field of youth

Priorities: The priorities of the project were civic engagement, responsible citizenship, environmental and climate change, youth participation, youth work and youth policy.

Objectives: The project was aimed at examining gamification as a method of global citizenship education. The objective of the GeT project was to identify innovative methods for discussing sustainable consumption and create discussion on the link between local measures and global impacts in youth work and global education, and to increase young people's awareness and action on sustainable consumption. The aim was to provide concrete tools to youth workers for innovative and inclusive activities that promote sustainable consumption and active citizenship among young people.

Indicators: The progress of the project was monitored with the help of the National Agency's models for financial monitoring and regular supervision of the investments made in the activities. Two surveys of the collaborative partners were conducted on the progress of the project: one half-way to

the project and the other at the end of the project. The surveys gave the partners an opportunity to give feedback to improve the activities and planning of the project.

The progress and quality of the project and the achievement of its results was measured by monitoring the number of interviewed experts, the number of new international networks, the number of views and downloads of the toolkits, and the number of positive interactions and comments concerning the toolkit. As for the board game, the number of young people who participated in testing the game, the number of teachers and youth workers who participated in testing the game, the number of views and downloads of the board game, and the number of positive comments on the board game were monitored.

With regard to events, the number of people who participated in a multiplier event was measured. In the events, the collaborative partners collected feedback by using an online form and orally. Self-assessment was carried out with an online form and also in each meeting of the partners. The partners also collected information during the exchanges between the partner organisations and in their meetings.

Methods: Gamification was the principal method used in the project. During the project, the partner organisations collected, analysed and disseminated best practices for using games and gamification in dealing with the complex issues related to sustainable development in youth work. The practices were published in a toolkit comprising best practices that can be easily adapted to be used anywhere. The partners also used their expertise in developing the board game that enables young people to learn about sustainable development in a fun and exciting way. The game was accompanied with clear instructions for educators and it can be used in different places and environments. The game was created together with young people and it was launched in national events.

Outputs: Players were active and operated independently in the games. The games provided an opportunity to try different operating concepts in a playful way. Players could start experiments, simulate and play scenarios. It helped them identify different approaches to problems and see and try options. In addition, the partners used the method of learning from experts and collecting best practices. Experts with experience in teaching games were interviewed and information and tips were collected from them. This information was used to create a toolkit on gamification for youth workers and teachers.

The partners also collected best practices from the different partner countries – innovative edugames in which the themes covered especially the topics of the project. The best practices were introduced in the toolkit.

Innovations: The game became a simple tool for discussing complex sustainable development issues for youth workers and teachers, and a concrete tool for innovative and inclusive activities that promote sustainable consumption and active citizenship among young people.

Permanent practices: The outputs of the project can be freely used by the partners' youth workers, communities, volunteers and educators, providing long-term benefits to the project. The collaborative partners continue to collect information on the views, downloads and comments on the board game after the project period. Through the national and international networks of the collaborative partners, the game reaches European organisations that work with young people on sustainable development.

Project home page [Gamification, Education and Training to activate youth for sustainable choices -toolkit - Eettisen kaupan puolesta ry](#)

APPENDIX 2. Questionnaire sent to Erasmus+ KA2 project actors

Questionnaire on innovative practices in Erasmus+ partnerships for cooperation focusing on environmental responsibility, sent to persons responsible for the projects.

Persons responsible for Erasmus+ partnerships for cooperation,

Welcome to participate in an electronic preliminary survey on Erasmus+ partnerships for cooperation focusing on environmental responsibility and in a workshop that will be organised in September. This survey and the autumn workshop provide an opportunity to share experiences and innovative practices, learn about best practices and network with other people responsible for similar projects.

The Finnish National Agency for Education aims to examine what persons who were responsible for already completed Erasmus+ partnerships for cooperation focusing on environmental responsibility think about the potential ideas and innovative practices of those projects. A report will be published on the results with the aim of mapping potential innovations as well as encouraging and inspiring applicants to adopt new kinds of approaches. The results of the survey will be used in the workshop aimed at the persons responsible for the projects in September.

Erasmus+ is as a key tool for creating knowledge, skills and attitudes related to climate change and sustainable development. The Programme encourages participants to choose low-emission means of travel and to make environmentally responsible choices in all the activities. It also supports the dissemination and development of information and competence related to environmental and climate issues. Climate change and the loss of biodiversity are huge challenges faced by humanity. Solving them requires cooperation at different levels, from local to international. In the Erasmus+ Programme, environmental responsibility has been defined as a priority that should be part of all project activities – even projects in which the theme is not environmental friendliness as such. The aim is to enable the participants of the programme to become real drivers of change in the promotion of sustainable development.

With this short questionnaire, we would like to examine the experiences and thoughts those involved in the Erasmus+ programme have regarding how environmental responsibility have been promoted and what kind of innovations have been developed in the projects. We would like you to respond as openly and honestly as possible to questions that are important in terms of your project. Responding will take around 10 to 15 minutes. Your participation is very important. Preliminary interest in participation in the workshop is surveyed at the end of the questionnaire. Participation in the autumn workshop is free of charge. The Finnish National Agency for Education will be responsible for the travel costs of the participants and will provide lunch and a coffee service to the participants. Please complete the survey on 9 June 2023 at the latest to ensure that the results will make it to the September workshop. Your response is extremely important to us.

Mandatory questions have been marked with an asterisk (*)

Background information

Name of organisation*

Organisation type*

- ☐ municipal education/cultural/youth services
- ☐ day-care centre
- ☐ comprehensive school

- ☐ general upper secondary school/ comprehensive school
- ☐ vocational institution
- ☐ university
- ☐ university of applied sciences
- ☐ liberal adult education
- ☐ association/ NGO
- ☐ company
- ☐ other, please specify

3. Project type *

- ☐ KA 201 Strategic partnership in the general education sector
- ☐ KA 202 Strategic partnership in vocational education and training
- ☐ KA 203 Strategic partnership in higher education
- ☐ KA 204 Strategic partnership in adult education
- ☐ KA 205 Strategic partnership in the field of youth
- ☐ KA 219 Strategic partnership between schools
- ☐ KA 229 School exchange partnership project

4. In which year was funding granted for the project?

- ☐ 2017
- ☐ 2018
- ☐ 2019
- ☐ 2020

5. When did the project end?

- ☐ 2018
- ☐ 2019
- ☐ 2020
- ☐ 2021
- ☐ 2022
- ☐ 2023

6. What is the primary target group of the project? *

- ☐ teachers/trainers/youth workers/other personnel
- ☐ learners/students/children/young people
- ☐ the world of work
- ☐ an NGO
- ☐ other, please specify
- ☐ all equally important

Objectives

7. What need did the project aim to respond to?

8. What kind of competence related to environmental responsibility was sought during the project?

9. What parties participated in planning the project and setting the objectives?

Implementation

10. What concrete methods were used to promote environmental responsibility?
11. In your opinion, which of them was the most significant/most innovative one?
12. Please describe the method/ idea and the related development process briefly.
13. How have disadvantaged persons been taken into account in the project?

Results

14. What kind of methods, practical applications or competence related to environmental responsibility were developed with the project?
15. How were the competence, concrete methods and practical applications created in the project used?
16. Did the project generate a new idea that you think could be developed further? If it did, what was it?
17. Have any permanent operating methods and innovative practices that support environmental responsibility been created? If any have, what are they like?
18. What kind of impacts has the project had on everyday work, competence and professional development?
19. What kind of additional value did international cooperation provide to the project and the organisation?
20. How could the opportunities provided by Erasmus+ be better used to promote environmental responsibility?

Workshop due to be organised to persons responsible for Erasmus+ partnerships for cooperation in September

21. Are you interested in participating in the workshop that the Finnish National Agency for Education will organise to persons responsible for Erasmus+ partnerships for cooperation in September? *
- ☐ Yes
- ☐ No
-
22. Would another person from your organisation possibly also be interested in participating in the workshop? *
- ☐ Yes
- ☐ No
-
23. What kind of topics would you like to be discussed in the workshop?

APPENDIX 3. Key outcomes of the workshop for Erasmus+ KA2 project actors

EXPERIENCES OF THE PROMOTION OF INCLUSION, DIVERSITY AND ENVIRONMENTAL RESPONSIBILITY FROM ERASMUS+ PARTNERSHIPS FOR COOPERATION COORDINATED BY FINNISH ACTORS

WORKSHOP FOR ERASMUS+ KA2 PROJECT ACTORS ON 29 SEPTEMBER 2023

Time: Friday, 29 September 2023

Place: Original Sokos Hotel Tripla, Fredikanterassi 1 B, 00520, Helsinki

Programme

- 09:00–09:30 Morning coffee
- 09:30–09:45 Opening and presentations, Anita Varsa, EDUFI
- 09:45–10:00 Introduction of the theoretical background of the report on Erasmus+ partnerships for cooperation, *Minna Laatu, EDUFI*
- 10:00–11:00 What did we learn?
Short introductions of the results of the Erasmus+ partnerships for cooperation in small groups
- Inclusion and diversity
 - Environmental responsibility
- Facilitator Osku Haapasaari, University of Turku, Finland Futures Research Centre*
- 11:00–11:15 Break
- 11:15–12:00 Meaningful approaches, potential development ideas, innovative practices
- Inclusion, diversity and environmental responsibility/
- small groups present their experiences and ideas to the whole group
Facilitator Osku Haapasaari, University of Turku, Finland Futures Research Centre
- 12:00–13:00 Lunch
- 13:00–14:00 Building a sustainable society in international cooperation
- Futures researcher's point of view on competence needs
- Juha Kaskinen, University of Turku, Finland Futures Research Centre*
- 14:00–14:45 Development ideas, promotion of cooperation and further plans, work in small groups
- 14:45–15:15 Summary and feedback
- A summary of the discussions conducted and the ideas discussed during the day
 - Participants' feedback on the workshop day and possible further measures
- Facilitator Osku Haapasaari, University of Turku, Finland Futures Research Centre*
Next steps, *Anita Varsa EDUFI, Minna Laatu EDUFI*
- 15:15–15:45 Final coffee and end of the event

WELCOME!

CONTENT AND METHODS OF THE WORKSHOP

Objectives of the workshop:

- to offer an opportunity for the persons responsible for the projects to share experiences and innovative practices
- to deepen the results obtained in the survey phase of the report
- to learn about best practices and
- to network with other persons responsible for similar projects.

The themes of the projects on the workshop day: **inclusion, diversity and environmental responsibility**

Advance preparations

Laptops for the small groups.

The participants have been granted access to the HowSpace platform in advance and they have been asked to introduce themselves on the platform. Equipment for making notes (paper and pencils) will be available in the workshop, but the primary tool for recording thoughts will be HowSpace.

General instructions for working in small groups

Those assisting the work of the small groups have three main tasks:

1. Making sure that the basic principles of group work are equality and dialogue and giving everyone an opportunity to present their views and express their thoughts. Each group will naturally have more talkative and more reflective participants.
2. Guiding the group so that there will be time to discuss all the questions within the given time frame. Plenty of time has been reserved for the work phases, but when the discussion is lively, people sometimes forget to keep an eye on the time. However, if any of the questions stimulates a lot of discussion, it is possible to use more time for discussing it than the other questions.
3. Recording the main thoughts arising during the discussion on the HowSpace platform of the event. The participants can also be asked to write their thoughts down on paper, and the supplementing information can be recorded on the HowSpace platform after the work phase has ended.

The participants sit in groups around tables. Each group has 6–8 participants.

The persons leading the work of the small groups participate in the work the groups and can offer their own views and experiences to start the discussion.

After the work in small groups has ended, the groups share the results of their work with the other participants. The group chooses a person to report the results from among its members (preferably a project actor).

Programme	Description
09:00–09:30	Morning coffee
09:30–09:45	Opening and introductions, Anita Varsa, EDUFI, Meeting room Eskola-Kaivola-Alpua
09:45–10:00	Introduction of the theoretical background of the report on Erasmus+ partnerships for cooperation, Minna Laatu, EDUFI
10:00–11:00	Work phase 1: What did we learn? Short introductions of the results of the Erasmus+ partnerships for cooperation in small groups. (by theme) The participants are divided into groups by theme and the groups are seated around tables. Each group has two participants from EDUFI. The work instructions are given at the beginning of the work phase and the facilitation questions are delivered to those assisting in the workshops before the start of the event. The group chooses a person to report the results from among its members (preferably a project actor).
11:00–11:15	Break
11:15–12:00	Work phase 2: Meaningful approaches, potential development ideas, innovative practices Participants move to a shared space (meeting room Eskola-Kaivola-Alpua) The small groups present their experiences and ideas to the whole group.
12:00–13:00	Lunch, restaurant Original Sokos Hotel Tripla, 6th floor
13:00–14:00	Building a sustainable society in international cooperation – a futures researcher's perspective to competence needs Juha Kaskinen, University of Turku Finland Futures Research Centre, Meeting room Eskola-Kaivola-Alpua
14:00–14:45	Work phase 3: Development ideas, promotion of cooperation and further plans, working in small groups (by sector) Again, the participants are divided into groups around tables so that they are in the same groups with representatives of the same education sector or beneficiary party. The work instructions are given at the beginning of the work phase and the facilitation questions are delivered to those assisting in the workshops before the start of the event.
14:45–15:15	Summary and feedback • A summary of the discussions conducted and the ideas discussed during the day • Participants' feedback on the workshop day and possible further measures Next steps, Anita Varsa EDUFI, Minna Laatu EDUFI Feedback
15:15–15:45	Final coffee and closing of the event

SUMMARY OF THE WORKSHOP, MAIN TOPICS OF DISCUSSION AND MAIN POINTS OF VIEW

ERASMUS+ KA2 PARTNERSHIPS FOR COOPERATION/ WORK IN SMALL GROUPS
MORNING 29 SEPTEMBER 2023

WHAT DID WE LEARN?

GROUP 1

What did we learn? What project outputs, ideas or practices will remain/remained in use after the end of the project? Did these outputs, ideas or practices emerge spontaneously or were they a planned part of project implementation?

- Students' awareness of environmental responsibility, sustainable development and climate change increased, even small things help to make an impact
- The situation with clean water is different in different countries
- The children participated actively, and even very young children learn matters related to environmental responsibility when you talk to them at an age-appropriate level
- The learning material produced in the project is still used in the different countries. For example, Seinäjoki University of Applied Sciences, which participated in the project, has implemented a course based on the material. The material can be used at different levels of education. In the project, national and international competitions related to sustainable entrepreneurship were implemented in mixed groups. Let's hope that these competitions in groups between different educational levels will continue. Innovative proposals were made in the competitions.
- The environmental theme was discussed from different perspectives. The students who participated in the mobility period worked together in groups. In addition to environmental topics, they also learned interaction skills and their language proficiency improved. Environmental topics are strongly visible in the school.

If you highlighted one thing that you have learned during the implementation of the project, what would it be?

- The children became active agents and sustainable development became part of everyday life in the day-care centre.
- Competitions related to sustainable entrepreneurship between different levels of education worked wonderfully and the students learned a lot of new things.
- Although the environmental theme was the topic of the project, we also learned about the other priorities of Erasmus+ (digitalisation, inclusion, active citizenship)
- Sustainable development issues in daily life were discussed.

Did you have setbacks or challenges with the implementation of the project and if you did, how did you overcome them? What would you have done differently during the implementation of the project? Base your answer on your personal experiences.

- Monitoring the budget of the project, reporting on the project and using the Commission's systems was sometimes challenging.
- COVID-19 affected the implementation of the project. The project plan had to be updated and the timetable of the project had to be modified.

- Holiday seasons are at different times in different countries, so it was sometimes challenging to find a time when everyone could make it
- The matriculation examination in upper secondary school and the final exams in other countries caused challenges with the timetable
- International projects broaden horizons!

GROUP 2

What did we learn? What project outputs, ideas or practices will remain/remained in use after the end of the project? Did these outputs, ideas or practices emerge spontaneously or were they a planned part of project implementation?

- Actors from different sectors participated in the project, e.g., university researchers who collect information – further development in projects
- In the partner countries, pupils with intellectual disabilities were also dance teachers in the project – why do we not have the same attitude in Finland?
- Volunteering and the sense of community elsewhere in Europe were highlighted better
- The strengths of your own organisation become highlighted in a different way when you compare it with other organisations
- In the project, we started to form a permanent, continuing network, not just a project that ends after a while.
- In the production of material: who is the material intended for? Professionals, decision-makers, users? For example, taking into account readability. In the beginning, we didn't realise this should be taken into account
- The “persons” for whom the outputs are produced are created in the project. A context is created for testing the outputs – the outputs are produced in the context and the target group is also included in the testing
- Service design tools in use!
- A joint face-to-face event makes further work easier. The ways of establishing the project outputs and ideas in the organisation as a permanent practice are already discussed when the project is planned. The development starts from a need. The needs of every organisation are taken into account
- Everyone is entitled to high-quality music instruction – the project has increased the enthusiasm to develop and the desire to share own practices
- Exchange of good practices: ideas from partners. Training in storytelling during the project – also increased cooperation during the COVID-19 pandemic.

If you highlighted one thing that you have learned during the implementation of the project, what would it be?

- The partners have an inclusion team (a steering group) which, in addition to professionals, also includes persons from the target group of the project
- It is particularly important to create a permanent network.

Did you have setbacks or challenges with the implementation of the project and if you did, how did you overcome them? What would you have done differently during the implementation of the project? Base your answer on your personal experiences.

- The partners' needs and resources are different. How the need for special support is understood in different countries
- Resources and support persons on a trip. For example, how you can also include persons requiring special support when the need for support is more than one teacher
- Brexit
- Considerable cultural differences – which are universal laws, how to verbalise them
- How do you summarise what is essential?
- COVID-19 affected travelling, the intention was that pupils requiring special support would also travel. Creating hybrid training in special circumstances
- New development ideas already during the project: inclusive art education also to immigrants.

GROUP 3

What did we learn? What project outputs, ideas or practices will remain/remained in use after the end of the project? Did these outputs, ideas or practices emerge spontaneously or were they a planned part of project implementation?

- It is a good idea for everyone to familiarise themselves with the En-ROADS (climateinteractive.org) climate simulator. We have used it as a role play with lower secondary school pupils.
- Talviseuranta is a national database for monitoring the depth of the snow cover in climate change. It is suitable for children from day-care age to lower secondary/ upper secondary school age. (For example, it is possible to identify animal tracks in the snow or conduct real snow research, including studying the depth and density of snow). The observations made will be recorded in the national database, where they will be part of real research. www.talviseuranta.fi
- Contacts with local actors still remain
- For example, cooperation with universities has brought new lecture series to the teaching of biology (e.g., how food is made from cells)
- Visits with the partner organisations continue
- The topics of cooperation have been discussed and deepened in lessons after the cooperation period
- Digital tools have been shared between the partners (e.g., En-ROADS)
- Impactful actions are still visible later (e.g., climate change signs)
- Links to everyday life (e.g., food production and route of food to shops)
- Proposals for the development of sustainability from young people to politicians (e.g., monitoring and reduction of food waste)
- Shared ideas and practices (e.g., Earth Hour events)
- A theme day on non-discrimination and the related workshops are still part of the school's year clock
- A jointly implemented qualification unit (Data Centre Specialist) continues after the project
- Networks have strengthened and new projects are already being planned

- Holding an Earth Hour event
- Non-discrimination workshops are held continuously
- The Data Centre Specialist qualification unit and a strong network and cooperation remained in the educational institution permanently
- Europeanisation/internationalisation through environmental issues, in other words, learning about the different impacts of climate change in different countries and regions and that way gaining a shared, broader understanding
- Collecting data to the Talviseuranta database (e.g., in-depth snow research and analysis)
- En-ROADS simulator, which shows graphically how different measures, such as carbon tax, affect climate change
- A demonstration of snowmen on the side of a road with heavy traffic, e.g., slogan "Snow must go on".

If you highlighted one thing that you have learned during the implementation of the project, what would it be?

- At the practical level, the En-ROADS simulator
- We have begun to carry out meaningful environmental education
- Network cooperation and the operating culture also work in VET
- Not only superficial environmental responsibility (e.g., in recycling, waste is not built into new waste), but meaningful and in-depth environmental education
- Digitalisation is included when internationalisation is extended, as the operating practices have strengthened especially as a result of COVID-19 (e.g., inclusion of digital mobility)
- Familiar networks make activities easier and also make opportunities possible in the future.

Did you have setbacks or challenges with the implementation of the project and if you did, how did you overcome them? What would you have done differently during the implementation of the project? Base your answer on your personal experiences.

- COVID-19 challenged mobilities and the partners expected decisions from the coordinator
- COVID-19 also challenged the organisation of activities (e.g., sports activities)
- The weather conditions challenged exercises related to climate and snow during predetermined mobility periods
- Cultural differences (e.g., conception of time)
- The pandemic interfered with the projects, but Teams intensified cooperation
- International Teams meetings became more common and created new cultures of keeping in touch
- Time challenges between different cultures and other cultural education are learned the hard way.

GROUP 4

What did we learn? What project outputs, ideas or practices will remain/remained in use after the end of the project? Did these outputs, ideas or practices emerge spontaneously or were they a planned part of project implementation?

- Young people are the same everywhere in Europe and they are all interested in environmental matters
- A bilateral further project with one partner; the partner got funding, but the Finnish general upper secondary school did not > however, we continue work on the theme and the cooperation with co-funding
- The topics have been introduced to the whole school, the whole school is aware
- The 7th course in English in general upper secondary education is about the environment; what has been learned in the project is used on this course
- Based on a novel, it was discussed whether a shortage of water could be possible. Also reflection on how the dystopia presented in the novel could be reality in the future
- General upper secondary school: also different historical perspectives to the importance of water bodies
- General upper secondary school: water measurements (oxygen content, turbidity, different concentrations, etc.) > samples from different countries, sea water, lake water, brooks, tap water, snow > different concentrations were measured and it was examined which country had the best water > the equipment used for this is still in use in biology lessons
- The equipment purchased in the project is still in use (water measurements)
- General upper secondary school: water measurements for one week (pupils themselves and family members) in Finland and other countries > the differences between the countries in the results
- Climate change: saving energy, how fast do things decompose, what does waste turn into > the material is still in use in the day-care centre (there was very little material for young children, and it was produced).

If you highlighted one thing that you have learned during the implementation of the project, what would it be?

- Young people are the same everywhere and they are interested in environmental issues
- The division of work should be clear in each organisation (focus!)
- The stereotypes of different nationalities crumbled
- Cooperation between the different groups in the day-care centre strengthened, on the whole, early childhood education and care is similar in different countries, although there are also differences in the school systems, of course
- An enthusiastic group of people implementing the project in daily work. The sharing of thoughts and ideas between the staff and different groups
- A general observation: although people come from very different backgrounds and from different schools (the age range was from 3 years to general upper secondary school age) the same work is done in the same way; the planned entities were easy to implement > common European values
- A tight core team is required to share the responsibility during project implementation.

Did you have setbacks or challenges with the implementation of the project and if you did, how did you overcome them? What would you have done differently during the implementation of the project? Base your answer on your personal experiences.

- COVID-19 affected the meetings, but the pupils attended the seminars remotely and were able to present the outputs to each other.

Other observations

- The internationalisation perspective: upper secondary school pupils travelled to meet each other and it was the first trip abroad for some of them
- Early childhood education and care in Finland is much less formal than in many other countries, in other words, differences also emerged between countries
- Internationalisation became visible to children in early childhood education and care. Contacts with other countries through Teams, so the children could also see each other and we shared practices.

GROUP 5

What did we learn? What project outputs, ideas or practices will remain/remained in use after the end of the project? Did these outputs, ideas or practices emerge spontaneously or were they a planned part of project implementation?

- Students' contacts with workplaces increased through the different kinds of cooperation that formed as a result of the project
- International cooperation and international competence. The students also feel that they have something to give and are happy to disseminate information.
- A data centre (green sources of energy) that lower secondary school pupils can visit and learn about, too
- A qualification unit that can be completed internationally
- A working group on a sustainable future that has engaged the pupils of all schools in Kangasala
- Networking: a large number of collaboration partners across Europe. Broad-ranging project cooperation deepens competence in the organisation
- Cooperation continues, the cooperation network keeps in close contact
- An environmental responsibility theme on the Earth Hour day. For example, "a day without digital devices". A planned part of project implementation
- Social sustainability: an annual theme day is held in the school: experts by experience from different minority groups, workshops
- A spontaneously created MOOC – thanks to COVID-19, which prevented mobility. Even now, students widely from different locations are completing it. Environmental and sustainability mathematics included.

If you highlighted one thing that you have learned during the implementation of the project, what would it be?

- Thanks to the broad-based pool of organisations, it is possible to do very concrete things in projects

- International cooperation in the protection of the environment increases hope and understanding that we in Finland are not acting on our own. An understanding that we are part of a large entity encourages to do even more
- In many issues, Finland is already one step ahead in what we can take to our partner countries. And vice versa. It is important to remember that matters progress at a different pace in different countries.
- Students want to proceed from awareness towards concrete action. We have to provide opportunities for this. Young people also need a concrete trigger for their activities - "pick up one piece of litter per day" or influencing the regional plan.
- Young people are more aware and interested in environmental issues than you could ever guess. This awareness and enthusiasm to do something is pan-European
- Ultimately, environmental issues and inclusion issues are very similar in different parts of Europe. Students have good opportunities to spring from a Finnish university, for example, to a university in Italy.
- Impact: even small actions become great actions when many people do them: in Finland and elsewhere in Europe.

Did you have setbacks or challenges with the implementation of the project and if you did, how did you overcome them? What would you have done differently during the implementation of the project? Base your answer on your personal experiences.

- COVID-19 challenged but also advanced matters: the digital leap
- COVID-19 made the implementation of the project more complicated, but additional time for the project helped. COVID-19 also made the use of mobility funding more difficult, but we were allowed to use the funding to develop other kinds of activities in the school. We are grateful to EDUFI for their flexibility and support.
- Communication with new partners because of cultural differences, for example, different hierarchical levels. Differences in language proficiency increased the workload.

GROUP 1

Development ideas, promotion of cooperation, further plans

What kind of thoughts were evoked by the future change in competence needs that Juha Kaskinen presented in his speech?

- Being international is a future skill; a problem with the Erasmus+ programme is that it is actually not international, but very European.
- A question for Tulevaisuuden tutkimuskeskus: What kind of skills are needed for someone who studies or researches the future?
- In the future, communication skills and empathy will be important, resilience. How can we teach students work ethics? They don't want to make any effort: for example, they think some texts are too long.
- Do we need language skills in the future, if the AI can be used at the same time as we communicate with each other?
- Some students prefer paper books, not e-books.
- ChatGPT can also be used in creating emails or even for lesson plans.
- In using the AI, we have to teach students to be critical. The content created by AI can be biased.
- Social skills are also important in the future, these are skills that can be learned in international projects
- AI will be the biggest change of our time, probably both the biggest threat and possibility. Hopefully there will be training for teachers on the topic. Teachers need to be prepared for the use of AI. Students use Google translate in translating tasks, for example. Students will be using AI in their future jobs.

GROUP 2

Development ideas, promotion of cooperation, further plans

What kind of thoughts were evoked by the future change in competence needs that Juha Kaskinen presented in his speech?

- How could liberal adult education contribute to responding to the future competence needs in the future? For example, a lot is currently done in the field of sustainable development, but what will technological developments bring with them, for example?
- What will technological development bring, for example, to the work done with persons with intellectual disabilities? The threat is that the technological development will differentiate the opportunities of different groups.
- A phenomenon: for persons with disabilities, the challenge is the transition between lower secondary education and vocational education and training: support and services work in primary and lower secondary education but when the transition takes place, something changes fundamentally. Young people are left without the necessary support (result of a study by THL). The responsibility issues are not clear in the transition phase.

- When you think about the sense of community, public services cannot create community-based services and bring different groups together because the services are highly sector-based and siloed (e.g., only older people or young people, etc.).
- Shouldn't artificial intelligence be an opportunity, for example, for disabled persons to help them understand the world – it is currently far from it and in the hands of a small group.
- Working remotely vs. face-to-face – are they in balance and how do you create the balance?
- It is possible to work for the future, not doing anything will not help. You must find the networks and routes.
- Negative matters often catch our attention and we do not notice the small signals in everyday life/ in a wider context. Positive developments and that something can be done about matters must be highlighted to young people.
- The traditional hierarchical way of thinking is undergoing a transformation: people no longer wait for a signal from a higher level but can begin to act “from the bottom up”.
- Cooperation between companies and other sectors is definitely important – for example, producing services in cooperation. This involves practical challenges, such as the use of time and the priorities of companies.

What kind of needs for change do you identify in your sector?

- A phenomenon: for persons with disabilities, the challenge is the transition between lower secondary education and vocational education and training: support and services work in primary and lower secondary education but when the transition takes place, something changes fundamentally. Young people are left without the necessary support (result of a study by THL). The responsibility issues are not clear in the transition phase.
- We have to realise that we are important “agents” in making the change – we do not just go with the flow. This is an important message to young people. We empower people and increase their self-esteem.
- Liberal adult education would enable as many people as possible to be admitted to the training – those whose voice gets heard less. There is still work to do in the identification and recognition of prior learning.
- In Finland, the activities are based on trust, equality and argumentation. Increasing inequalities may erode this.
- Places for dialogue are needed (between different groups of people and different levels) – inequalities form and trust erodes.
- A safe and simple life would be desirable – how can this be achieved and what would this life be like?

GROUP 3

Development ideas, promotion of cooperation, further plans

What kind of thoughts were evoked by the future change in competence needs that Juha Kaskinen presented in his speech?

- Digitalisation and artificial intelligence have been used in the project, the level of basic competence must be introduced into teaching.
- A change in students' attitudes – students have been told that robots will steal their jobs. This attitude should be changed to the attitude that artificial intelligence etc. will help us.

- Artificial intelligence will also change teachers' work. Learning new things increases the burden especially for older teachers. Supporting others is important during the change.
- Education and training should respond to the needs of the world of work even more – How could smaller training packages be created? The reform of vocational education and training cut the teaching resources, so it is a difficult equation.
- The provider of funding steers education – a message to the Ministry of Education and Culture that there is enthusiasm for development in the field, but resources are needed.
- Quality should be the decisive factor in education, not the credits and qualifications or degrees.
- We should get rid of the qualification/degree-based approach.

What kind of needs for change do you identify in your sector?

- More cooperation with the world of work --> How will it be funded and organised?
- Away from the qualification/degree structure --> In what other ways can the quality of work and the competence be demonstrated?
- Reorganisation of teachers' work and strengthening their wellbeing --> What resources when the funding for education is cut?
- Responding to current challenges in the world of work and increasing short training programmes --> How to ensure that graduates' knowledge is not "outdated" when they graduate, but prepares for the future transition?
- Strengthening language education and culture education and making qualifications/degrees international, organising language training in the country of departure, integration of VET and language education, increasing multiprofessional support --> How to support integration and strengthen competence-based immigration?
- Responsible and critical use of digital and artificial intelligence --> How to strengthen a realistic but hopeful attitude to future tools among different generations?
- Integrating art into teaching (e.g., illustrating a lecture or playing music alongside the traditional style) --> How to influence and identify the "traditional" skills that can be developed in the changing world?
- A further project should deal with the wellbeing of teaching staff – for example, secretarial tasks have been imposed on them and the increased workload has made their work into performance of tasks. In this situation, the competence of the staff does not increase – can Finland afford this decline in competence and wellbeing?
- Workplaces should be listened to carefully and, for example, how artificial intelligence is included/ can be included in education and training – it frees up resources to other activities
- Preparations should be made for work-based immigration and integration of immigrant students in vocational studies, and education and training should also be modified accordingly (language training)
- E.g., projects have been launched to engage Ukrainians in the training.
- Language training and preparatory training are required before the actual vocational education and training
- Tools and identification methods should be developed for the identification of immigrants' competence
- Music is now used with immigrant children in learning Finnish

- The education of immigrant students also requires resources that teachers do not have, for example, a psychologist, cultural interpreters... The whole integration process requires more than just the school/educational institution --> the Seinäjoki model/ the project with Seinäjoki University of Applied Sciences is building this kind of multidisciplinary model for supporting integration
- The focus should be on teachers' wellbeing – the nature of the work, the amount of work has increased, the work burden has increased
- Faster employment solutions – the importance of qualifications/degrees should be reduced
- The funding model should be made more straightforward – teachers should be able to focus on their work
- Co-teaching and practising in practical situations and simulations have benefited the learning outcomes in learning languages, for example.
- For example, illustrating music or a performance as a cartoon to support training/ performances provides meaningfulness to the training. Creative solutions may lead to a more effective outcome.
- Cutting the adult education subsidy is worrying in terms of adult education. Education and training for persons who change jobs and supplementary education and training may be at risk.

GROUP 4

Development ideas, promotion of cooperation, further plans

What kind of thoughts were evoked by the future change in competence needs that Juha Kaskinen presented in his speech?

- Digitalisation also affects keeping in contact and creates new ways of operating and networking
- Projects and flying vs. the environment.
- Special situations create new solutions: e.g., digital development and COVID-19, what is now normal was a challenge before
- New professions are born and learning takes place through different media – e.g. learning from YouTube
- Environmental awareness not only discussed in projects but is made part of the culture of the entire organisation and school, starting from early childhood education and care. It is already a cross-cutting theme in the curriculum, but should be included more concretely.
- The advantage of projects is that they enable us to delve into the theme more closely. Active agency
- From environmental awareness towards solutions in projects – how environmental awareness cuts across society. - Societal impact from an early age.
- Concern over the environment is emphasised – the clock is ticking.
- The same things are already done on several fronts.

What kind of needs for change do you identify in your sector?

- Highlighting good choices – not increasing climate anxiety. How do you influence attitudes – polarisation of values. Some of the pupils are extremely aware, others are not. How do you engage everyone?

- Concrete actions for young people and children to do in projects and an experience of taking action for the climate – gives a positive signal that it is possible to take action for the environment – they see their own impact – Small actions (for the prevention of climate anxiety).

Other observations

- Projects and cooperation in Europe create a picture of a united Europe. Away from own bubble – things we take for granted in own culture are highlighted. Genuine contacts and relationships are created.
- Networks and competence increase in the projects.
- Personal values in relation to shared underpinning values, the values of primary and lower secondary education, do not necessarily match the values of guardians.

GROUP 5

Development ideas, promotion of cooperation, further plans

What kind of thoughts were evoked by the future change in competence needs that Juha Kaskinen presented in his speech?

- Creative methods also work well in activities targeted at young people. According to the feedback from students, the Scenario Building method is meaningful. Scenario thinking should be reinforced especially in subjects related to environmental technology. Functional methods and looking into the future help with young people's climate anxiety.
- A lot of future-oriented research is conducted in the field of research on animals, alternative realities are created. Environmental anxiety is a generally recognised phenomenon; artistic methods are essential support methods.
- The point of view of Erasmus+ projects is often local, individual-oriented and concrete: what I personally can do.
- Increasing the perspective of creativity and arts would have been needed.
- Future-oriented planning is already carried out today, especially when applying for project funding.
- Competence definition and the perspective of the job the descriptions were familiar and had already been identified before. The point of view of envisioning the job descriptions was very much based on machine vs. human being – and what about the new roles in the school world? For example, a wellbeing coordinator is an entirely new role.
- Artificial intelligence challenges: for example, what will happen to assessment... How will we be able to control artificial intelligence? How will education and research professionals cope with the change? Opportunities, on the other hand: analysing big data.
- Extension of European universities
- Modification of education and training services towards free/shared resources and doing things together. Reducing overlapping and saving resources.
- A change in the teaching culture: diversification of teaching methods, students become more heterogeneous.

APPENDIX 4. List of information sources

SOURCES

A compendium of the 2022 European Innovative Teaching Award laureates
[compendio.pdf \(sepie.es\)](#)

Collection of Green Projects for Erasmus+ and European Solidarity Corps
[Focus on education for environmental sustainability: final report](#)

Data collection and analysis of Erasmus+ projects:
[Focus on inclusion in education: final report](#)

Erasmus+, what's in it for me? (adult education)
[Erasmus+, what's in it for me? - Publications Office of the EU \(europa.eu\)](#)

Erasmus+, What's in it for me? (general education)
[Erasmus+, what's in it for me? - Publications Office of the EU \(europa.eu\)](#)

Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy
[implementation-inclusion-diversity_apr21_fi \(2\).pdf](#)

[Finland's National Inclusion and Diversity Strategy for Erasmus+ and European Solidarity Corps programmes](#)

[Environmental Responsibility Strategy of Finland's National Agency for Erasmus+ and European Solidarity Corps programmes 2021–2027](#)

Erasmus+ Impact Tool
<https://www.erasmusplus.nl/en/impacttool-mobility>

Erasmus+ Programme Guide
<https://erasmus-plus.ec.europa.eu/erasmus-programme-guide>

Erasmus Quality Standards - mobility projects - VET, adults, schools | Erasmus+
[Erasmus Quality Standards - mobility projects - VET, adults, schools | Erasmus+ \(europa.eu\)](#)

Erasmus+ Project Results Platform
[Search | Erasmus+ \(europa.eu\)](#)

Commission Delegated Regulation (EU) 2023/2710,
[L_202302710EN.000101.fmx.xml \(europa.eu\)](#)

Regulation (EU) 2021/817 of the European Parliament and of the Council, [L_2021189FI.01000101.xml \(europa.eu\)](#)

Greening of the Creative Europe Programme - Good environmental practices guide for Creative Europe Programme
[Greening of the Creative Europe Programme - Publications Office of the EU \(europa.eu\)](#)

EDUFI news item Cooperation and a practical approach are keys to learning environmental sustainability. <https://www.oph.fi/en/news/2023/cooperation-and-practical-approach-are-keys-learning-environmental-sustainability> (oph.fi)

EDUFI Erasmus+ projects presented (in Finnish)
[Erasmus+ -hankkeet esittelyssä | Opetushallitus \(oph.fi\)](#)

The impact of the Finnish National Agency for Education's international activities from the point of view of regional equality, final report 2/2023 (in Finnish)
[Selvitys kansainvälisen toiminnan alueellisesta tasa-arvosta_FINAL.pdf \(oph.fi\)](#)

The Finnish National Agency for Education's guide on a sustainable future
[A sustainable future | Finnish National Agency for Education \(oph.fi\)](#)

Experiences of the impact of Erasmus+ staff mobility in Finnish schools (KA1). International report 2016 and 2019.
[Experiences of the impact of Erasmus+ staff mobility in Finnish schools | Finnish National Agency for Education \(Oph.fi\)](#)

[Sitra's 100 smart ways to live sustainably](#)
[100 smart ways to live sustainably - Sitra](#)

[Unicef Innovation](#), Impact Brief 2023
[WIP Impact Brief 2023 \(unicef.org\)](#)

Impactful international activities - Impact and impact assessment in the context of the municipality's international activities (in Finnish)

<https://www.kuntaliitto.fi/julkaisut/2022/2184-vaikuttava-kansainvalinen-toiminta>

The current state of impact thinking and the needs of participating organizations. Finnish National Agency for Education. Reports 2019:10 (in Finnish). [vaikuttava_erasmus_vaikuttavuusajattelun_nykytilanne_ja_osallistuvien_organisaatioiden_tarpeet.pdf](#)

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