

MAKING SMALL THINGS GROW BIG TOGETHER – PROMOTING INCLUSION AND DIVERSITY

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 inclusion and diversity are realised in the partnerships for cooperation coordinated by Finnish actors and to survey the potential ideas, inclusive approaches and innovative practices of Erasmus+ partnerships for cooperation. This report is part of the national impact assessment commissioned by the Finnish National Agency for Education for monitoring the implementation of the priorities of Erasmus+. Separate reports are drawn up for each Erasmus+ priority.

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 an electronic questionnaire 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 inclusion and diversity. 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 inclusion and diversity. The projects promoted inclusive and accessible 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 inclusive, accessible 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, their 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 solutions that supported inclusion and diversity. Based on the results of the report, the projects promoted the implementation of inclusion and diversity as well as accessibility.

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. Several Erasmus+ KA2 projects focusing on promoting inclusion, diversity and environmental responsibility have been implemented between 2014 and 2022.

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 inclusion and diversity 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 a survey 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.

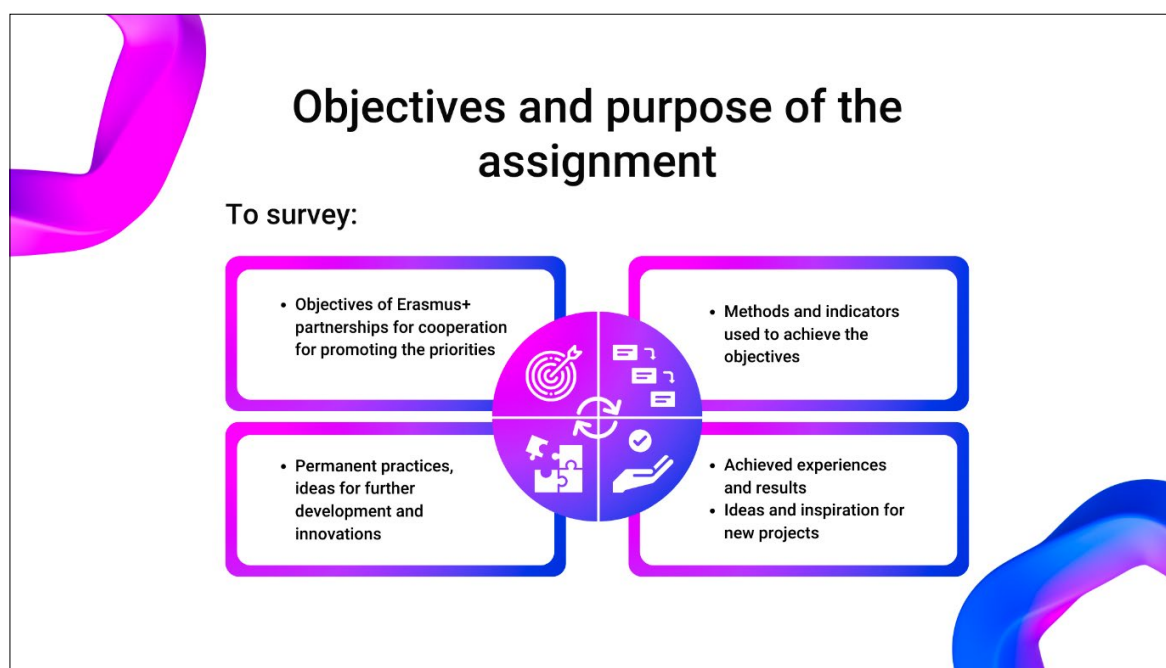
Finnish actors have been active coordinators and participants in Erasmus+ KA2 projects. In this report, we examine projects focusing on inclusion and diversity that were coordinated by Finnish beneficiaries and aimed at developing innovative practices and potential development ideas to promote inclusion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

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 inclusion and diversity have regarding the potential innovations and meaningful approaches developed in those 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 inclusion and diversity 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

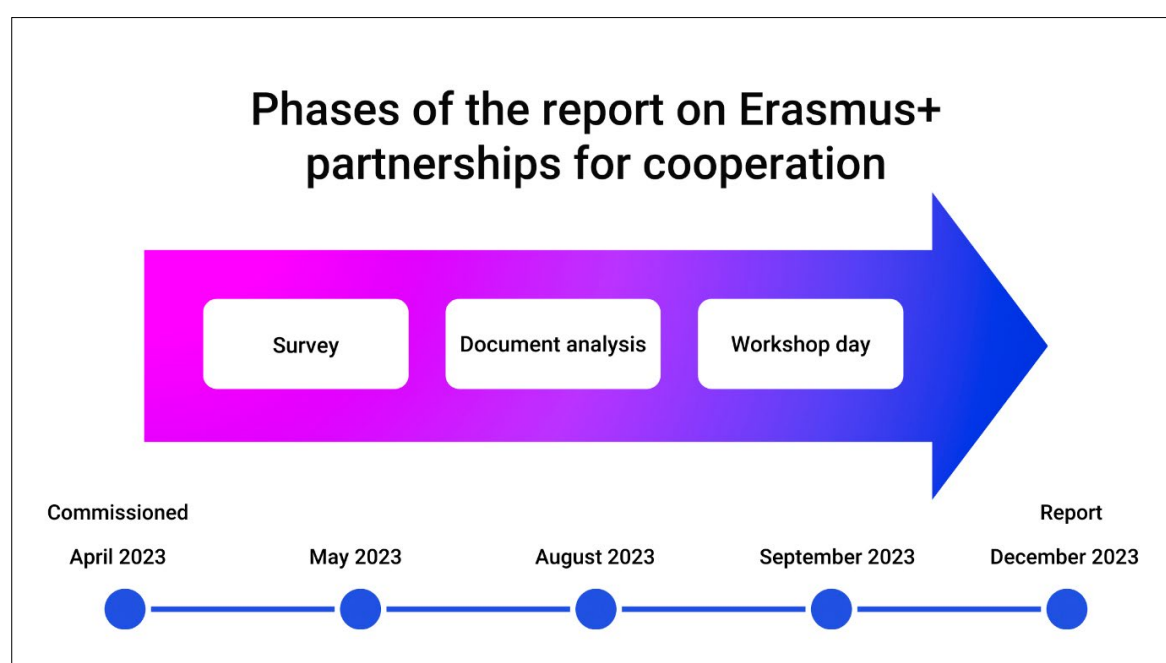


3.1. Methods

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 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 inclusion and diversity 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 inclusion and diversity. A survey was also used as a research method by sending an electronic questionnaire to persons responsible for Erasmus+ KA2 projects to find out about their experiences and observations of how the project contributed to inclusion. 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 in September 2023.

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 inclusion and diversity 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 inclusion and diversity**

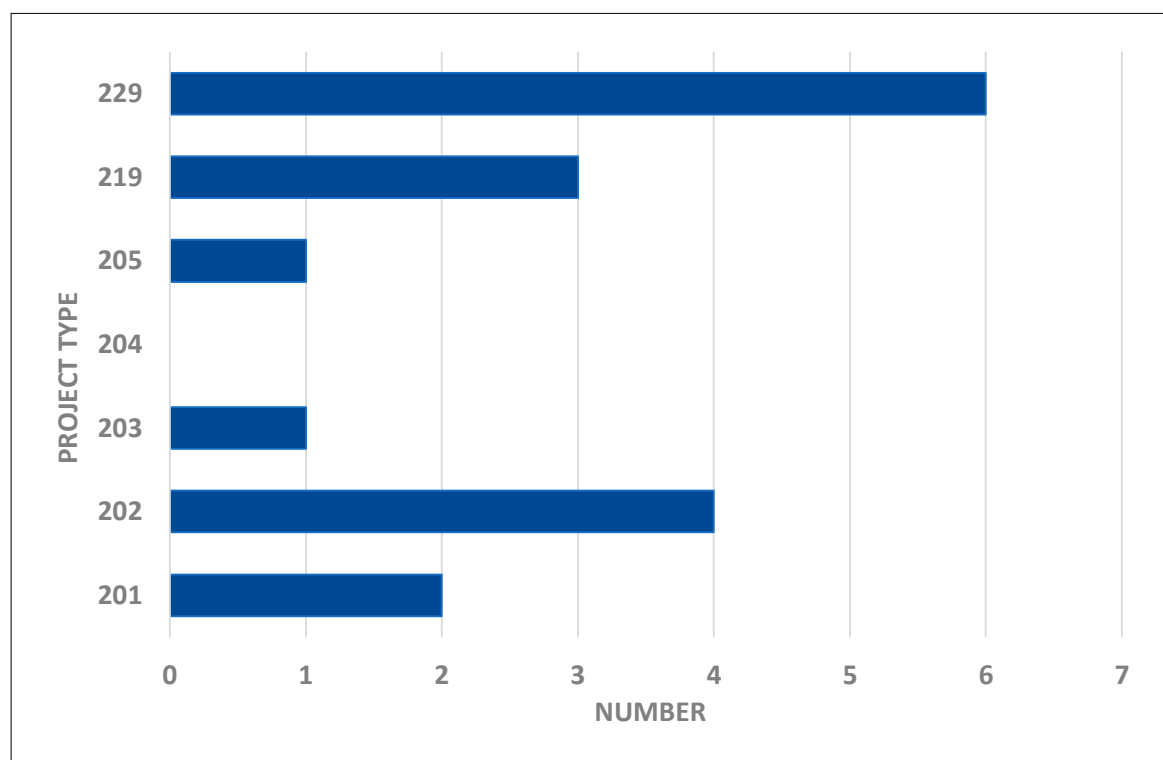
The report surveyed the potential ideas, inclusive approaches and innovative practices developed in Erasmus+ partnerships for cooperation focusing on inclusion and diversity and coordinated by Finnish actors. Sixteen projects focusing on inclusion and diversity were selected to the report.

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

- Emphases on inclusion and diversity were 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=16).



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 inclusion and diversity and the point of view of examination in the report

The Erasmus+ Programme supports 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 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.

Promoting inclusion and diversity is a key objective of Erasmus+ KA2 projects. Inclusion promotes equal opportunities for all learners and young people to participate in and benefit from education, training and youth work, regardless of their background, abilities or needs. Projects focusing on inclusion and diversity have developed inclusive methods with the aim of supporting the special needs of learners and young people. In addition, the diversity of cultures and learning between cultures have been taken into account in the projects, which has promoted understanding and respect between communities.

In this chapter, the Erasmus+ KA2 projects focusing on inclusion and diversity 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 inclusion and diversity in Erasmus+ KA2 projects were examined by looking at the following aspects:

- How diverse was the group of participants in the project?
- How many participants benefited from the opportunities provided by the promotion of inclusion and diversity?
- How satisfied were the participants with the experience of inclusion and diversity provided by the project?
- How actively did the participants commit themselves and participate in the project activities and continue participation after the project?
- How well did the project manage to promote mutual understanding and respect for different backgrounds and experiences between the participants?
- How well did the project succeed in reducing the risk of social exclusion and increasing the opportunities of the participants to participate in democratic society?

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

Project	Project type	Priorities	Objectives	Indicators	Methods	Outputs	Innovations	Permanent practices
Hate speech disarmament – Equipping youth workers to manage and transform hate speech	KA205							
The Competent Learningprocess	KA219							
Improving the Skills and Competencies in Self-Directed Support	KA204							
Inclusive Pedagogy in Arts - Europe (IPA-E)	KA201							
Kaleidoscope: supporting female migrant entrepreneurs	KA204							
Future Skills for Volunteering	KA204							
Raising Aspirations for Social Inclusion	KA229							
Safe Schools for All - Teachers Transforming Societies	KA201							
Towards Inclusive eLearning: Improving Accessibility of eLearning in Higher Education from Universal Design for Learning perspective	KA203							
EU Inclusion Approaches	KA229							
Strengthening Inclusion of students with special needs through Positive Pedagogy	KA202							
Lessons from less heard	KA204							
Designing and supporting inclusive practices in Higher Education	KA203							
Inclusion through mediation	KA203							
Creating support models for participation in future work life	KA202							
Tools for Inclusive Education	KA203							

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 inclusion and diversity think about the potential ideas and innovative practices of those projects. It 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 the Erasmus+ partnerships for cooperation focusing on inclusion and diversity that were selected to the report.

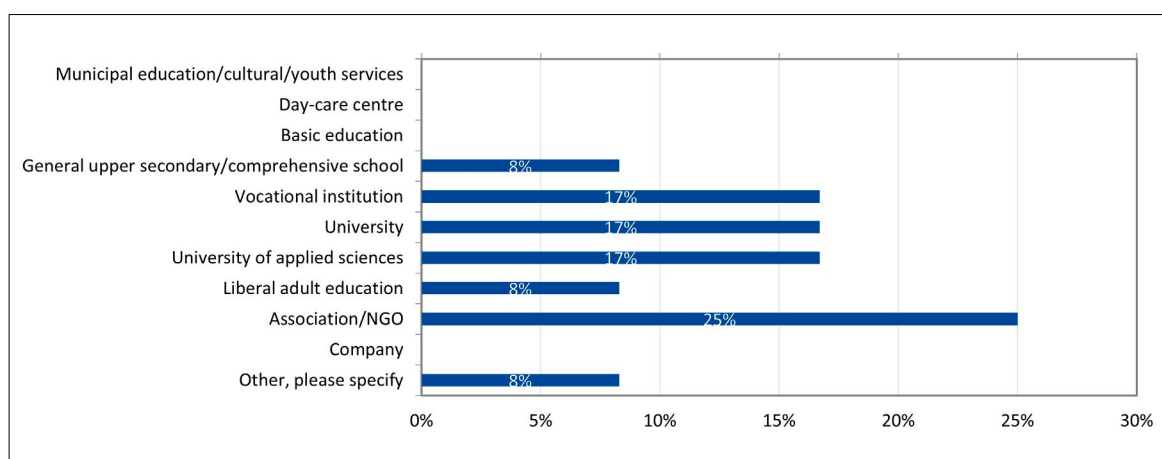
The questionnaire was sent to the persons responsible for the relevant Erasmus+ partnerships for cooperation that were launched between 2017 and 2020 and coordinated by Finnish actors. The results of the questionnaire were used in the workshop organised for the persons responsible for the projects in 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. The persons responsible for Erasmus+ partnerships for cooperation focusing on environmental responsibility, launched between 2017 and 2020 and coordinated by Finnish actors, were also invited to the workshop.

5.1 Questionnaire on innovative practices in Erasmus+ partnerships for cooperation focusing on inclusion and diversity, 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

Number of respondents: 12

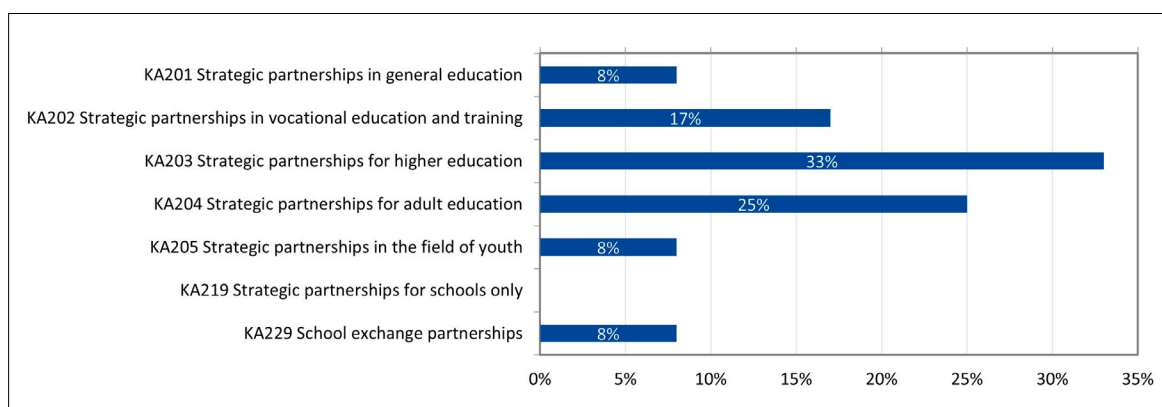


Responses entered into the additional text field

other, please specify	An educational institution maintained by a fundraising association. The institution provides teaching in music and dance according to the extended syllabus for basic education in the arts as well as vocational education in music.
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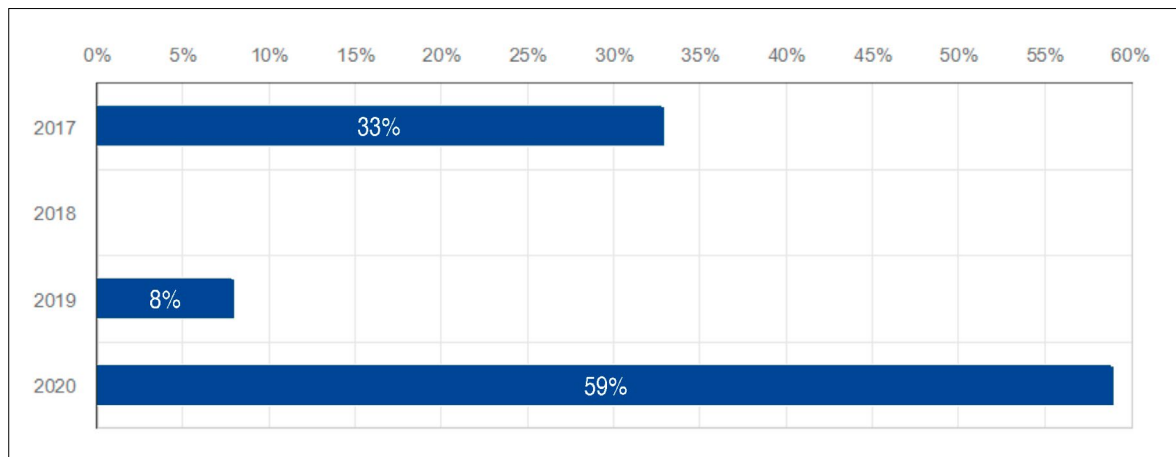
Erasmus+ KA2 project types of organisations that responded to the questionnaire

Respondents 12



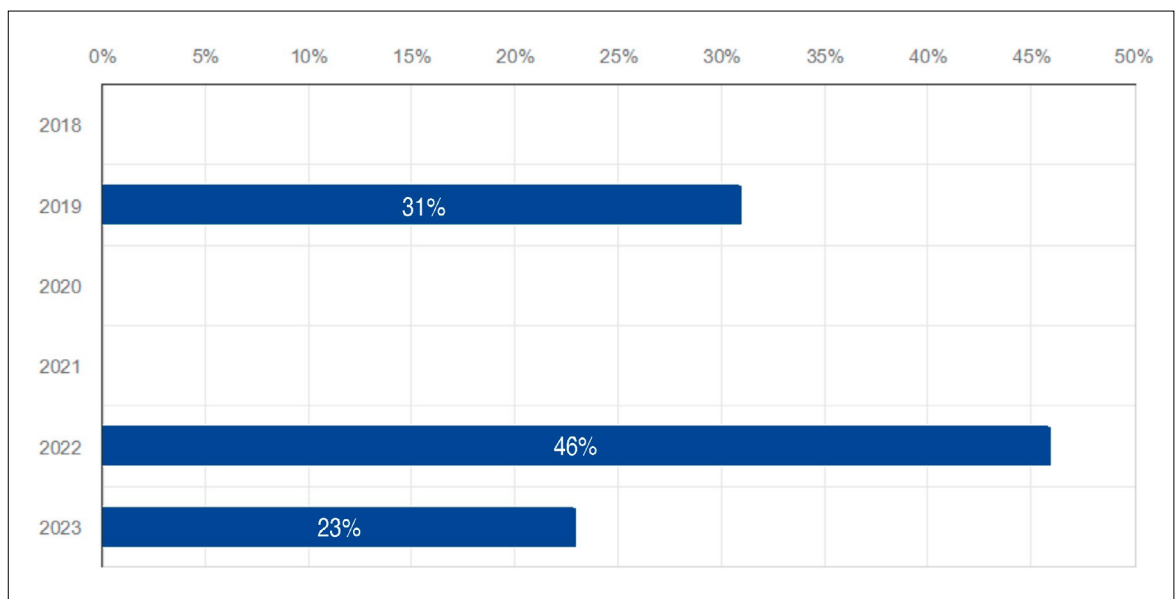
Start year of project

Respondents: 12



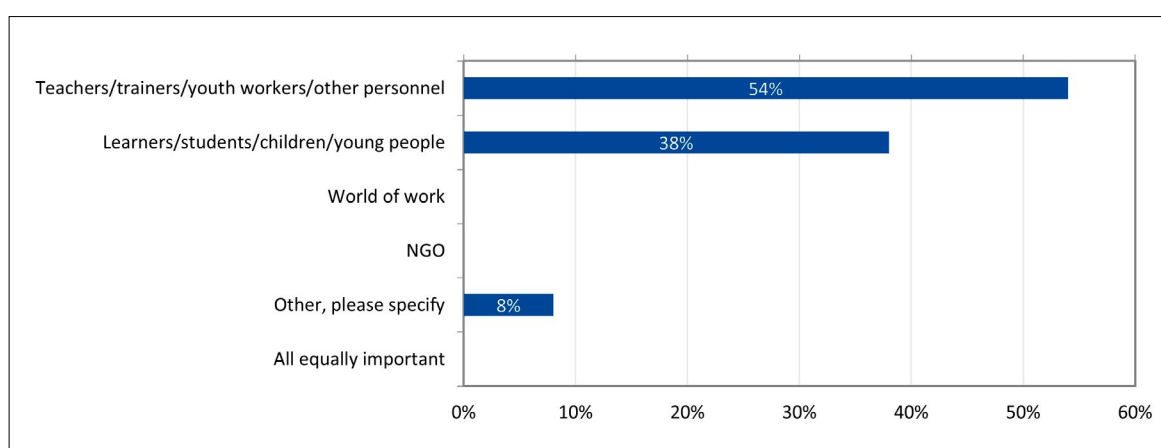
End year of project

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 questionnaire, the projects were aimed at developing new teaching methods and practices to promote the inclusion of students. The objective was to enhance the competence of the teaching and guidance staff and trainers by preparing students for the world of work and increasing competence especially in the teaching and guidance of learners who need special support. The projects were aimed at promoting working life representatives' awareness of work with persons who need special support and their competence in it. An opportunity to experience an international exchange was also offered to students receiving special support. In the projects, it was considered necessary to increase participants' understanding of cultural diversity and their interaction skills and global citizenship skills through participation in international activities. It was also considered important to discuss inclusion, diversity, sustainable development, creativity, wellbeing and societal entrepreneurship with the learners. The operating methods of different educational institutions were looked at and efforts were made to learn new practices for implementing positive pedagogy in daily work together with the other partners. Cooperation between sectors provided valuable views on both the world of work and the field of education and research. The importance of identifying learning difficulties in the higher education environment was emphasised and efforts were made to increase teaching staff's awareness of learning difficulties and their impacts in higher education. The projects focused on improving the quality and accessibility of teaching diversely to different target groups.

What need did the project aim to respond to?	The topic was 21st century skills and we tried to discuss with the students' topics like sustainability, creativity, well-being and social entrepreneurship.
	Developing the competence of teaching and guidance staff and trainers, the starting point being preparing clients/ students for the world of work. Also, developing the awareness and competence of working life representatives with regard to persons requiring special support.
	We wanted to learn about each other's educational institutions – how the organisations implement positive pedagogy in daily work. Learning new practices together with partners. We also wanted to enable students who receive special support to experience an international exchange – this was something new.
	Development of inclusive teaching in art pedagogy. Through our project, we familiarised ourselves with the partner organisations' good practices and made efforts to enhance teachers' and organisations' professional competence in teaching learners requiring special support. Our cooperation between universities and music schools was strong, so we managed to obtain views both from the world of work and from education and research.
	Different learning difficulties are increasingly identified in the whole population, but there is little discussion about them in higher education institutions. The project was aimed at increasing knowledge of learning difficulties and their impacts on higher education studies especially among the teaching staff in higher education.

What kind of competence related to inclusion and diversity was sought during the project?

The importance of diversity and inclusion was emphasised in the objectives set for the projects. NGOs, companies and other stakeholders with specialist expertise in the topic as well as the representatives of the partner organisations participated in setting targets for the projects. Promotion of inclusion and diversity was pursued in the projects by emphasising equality and individualisation, by taking special needs into account, and by selecting and including especially pupils who had challenges or a different cultural, ethnic or socio-economic background. The projects pursued equality in internationalisation because participation in international activities increases students' understanding of diversity and their interaction skills. There was an emphasis on inclusion and diversity especially in themes related to wellbeing and in social entrepreneurship. Through the projects, partner organisations familiarised themselves with each other's best practices and deepened and developed their inclusive processes. The needs for further studies on the theme were surveyed and possible further projects were discussed. The participants developed ideas for societal entrepreneurship to support inclusion at different levels of society. Cooperation with the world of work was promoted and guidance staff was trained in order to increase competence in training. International inclusion was emphasised in the projects with regard to students requiring special support, taking into account the different special needs, such as physical, psychological and cultural differences. Partner organisations exchanged their best practices and enhanced inclusion in the planning of teaching and in teaching in practice. In addition, the projects emphasised the importance of identifying and understanding learning difficulties. The aim was to improve teaching activities so that different learners would be taken into account in the planning, implementation and evaluation of teaching. This provided students with more opportunities to influence their studies and make them personally more meaningful. The projects explored possible research needs and further measures.

Competence sought during the project.	This was part of every topic. First of all, we tried to be as inclusive as possible when selecting the students participating on the project, so we tried to select and include also students with challenges and also students with different cultural and ethnic background as well as students from lower socio-economic families. Inclusion was part of every topic, with a special accent in topic like well-being but also in social entrepreneurship. Students e.g., developed some social entrepreneurial ideas that would support inclusive processes on various levels of society
	In the project, a toolkit for diversity was formulated for workplaces. Of course, the toolkit can also be used in work or cooperation with other groups. A handbook for coaching competence was also prepared, which included comprehensive theory, methods and concrete exercises and instructions on how to use them. Training was also provided to guidance staff during the project, so coaching competence increased.
	International inclusion especially among students requiring special support.
	The aim of our Inclusive Pedagogy in Arts -Europe project was to promote equality and inclusion of different kinds of learners in music instruction. Taking into account different special needs, such as psychological issues, the needs of persons with intellectual disabilities, immigrants and a multicultural background, etc. in teaching. Through the project, partner organisations familiarised themselves with each other's best practices and deepened and developed their own inclusive art pedagogy processes in the curriculum work and in teaching in practice. Research needs in the field were also investigated and the preconditions for a further project were discussed in the project.
	Although learning difficulties are common, they often affect the success of studies and keeping up with the studies. They may also marginalise students in their peer group. The aim was to develop especially the teaching activities by improving the higher education community's understanding of learning difficulties so that different learners would be taken into account in the planning, implementation and evaluation of teaching. This would provide students with more opportunities to choose and have a say in matters – enabling them to make their studies more personal.

What parties participated in planning the project and setting the objectives? What concrete methods were used to promote inclusion and diversity?

Inclusion and diversity were promoted in the projects by selecting and including especially pupils who had challenges or a different cultural, ethnic or socio-economic background. The priorities were promoted by drawing up toolkits in cooperation and introducing the outcomes of the projects widely to stakeholders. Feedback on the prepared material and ideas for further development of the toolkit were requested. During the exchanges, workshops on the themes of inclusion and diversity were organised to learners requiring special support. In the projects, staff training was planned and organised to teaching staff. Specialists were used to help with and support the planning and implementation of training. During the projects, participants familiarised themselves with the activities and good practices of the partner organisations. The focus was on learners that require special support and on an inclusive approach. Efforts were made to bring good practices to the teaching and curriculum work in participants' own educational institutions. Articles were published and active network cooperation was conducted during the projects. Research, theory and practice were present in the projects. Information on the training and workshops organised by the projects was communicated widely and efforts were made to also reach parties that make decisions. During the projects, the participants familiarised themselves with the activities of each partner organisation, concentrating on learners that require special support and on inclusive pedagogy.

Concrete methods for promoting inclusion and diversity.	As mentioned before, it was by selection process of which participants were selected and with the themes and topics as well (see answer to previous question for details)
	A toolkit that has also been disseminated and used in other training events, as well. The discussions and the toolkit were introduced in an event on learning, teaching and training activities (employers, disadvantaged persons, guidance staff and project workers, supervisors) and in Multiplier events (employers, professionals of the field and students). Feedback was requested and the final result was modified after receiving it.
	The plan included three 4-day programmes of different positive workshops/one PICCIS (abbreviation for the project) for one week in each partner organisation, which students requiring special support were able to attend (3 from each country)
	During the project, we familiarised ourselves with the activities of each of our partner organisations. Focus on learners that require special support and on inclusive art pedagogy. We gathered good practices actively and aimed to ingrate them into teaching and curriculum work in our own educational institutions. During the project, articles were published and we cooperated actively to network across Europe. We succeeded in this really well! The activities during the project included research and theory of inclusive art education and practical activities. We communicated information about the seminars and workshops in the project widely, aiming to also reach parties that make decisions.
	In the project, staff training was created for the teaching staff of higher education institutions and the training was piloted during the project. An expert by experience was involved. The pilot engaged and inspired the participants and emphasised the timeliness of the topic. The theory that was compiled became real and concrete through interaction. The multiplier events disseminating the outputs of the projects also resonated well with the target audience: a university course is being planned around the outputs in Spain.

In your opinion, which of the methods was the most significant or the most innovative one?

The following were reported as the most significant methods of promoting inclusion and diversity: highlighting inclusion and diversity as part of the general processes, a user-oriented approach, collecting feedback from different target groups, consulting the target groups, and making use of the received feedback. Respondents brought up the importance, from the point of view of inclusion and diversity, of selecting those learners to the project activities who were disadvantaged for one reason or another. To promote inclusion, different learners should have the same opportunities to participate. Participation in the activities is extremely significant for them if they are given the same opportunities. Participation in international seminars and wide-ranging marketing and communicating information about the visibility of the project were considered an important method. Including the whole organisation in the project activities and internationalisation at home were considered a key success factor.

I would say for sure that they are equally important. Selecting the students that are in disadvantage for one reason or other is important. They have to be able to get the same chances and many times this is more significant for them than for the other students.

To take these topics into discussion and show them in connection to other topics that we dealt with during the scope of this project shows that inclusion can, is and should be part of the general processes for the 21st century skills

Collecting feedback from different target groups (and consulting them) and using it when formulating the final product. The process progressed according to a user-oriented design process.

All meetings were on a different theme on positive pedagogy, so I can't say which one was the most innovative one. We also had cooperation online during COVID-19. The other students and staff of the educational institutions also participated in these PICCIS events in many ways as it was their own institution that was responsible for organising it. In other words, internationalisation at home was also implemented successfully. In addition, the support persons of students requiring special support were always youth and community instructors that were graduating and/or practical nurse students, and the trip as a support person was part of their studies.

The most significant factor promoting inclusion in this project was the wide-ranging and very successful marketing/communication of information. We managed to get Europe-wide visibility to the project. The final seminar in Kuopio had participants from 12 different countries. We received significant visibility both nationally and internationally and Philippe Dalarun, the President of the EMU (European Music School Union), also invited us to present our project at the EMU's seminar in Bulgaria. This was an important opening for making inclusive values visible in many European countries.

Our project attracted national attention: the Finnish Broadcasting Company YLE, the Savon Sanomat newspaper, the Opettaja magazine, the Rondo-classic magazine and the Ketju magazine. Several international publications also drew attention to the project.

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

Information on the process of developing the methods and ideas used in the projects was disseminated to all partners and the most important matters were discussed. After that, the partners suggested and selected the themes they found important and thought they could most contribute to. A needs assessment was conducted to provide background information for the development process, and the selection of the themes was based on the assessment. The themes were integrated into the outputs of the project. The participants' needs were the starting point for the development process and the process was user-oriented. Workshops, design processes and inclusive art education were organised to students. New concepts were introduced to them to open up new opportunities for them and they understood that sometimes a good idea provides a solution for making the world a better place. Workshop activities supported participants' creativity and made them reflect on the challenges that had been faced. The activities involved both theory and strong functional elements, which have been found to also have an impact at the emotional level. The importance of international cooperation and the different competences and needs of partners from different countries were recognised in the projects. The needs assessment helped to select suitable themes for the projects. The theme followed the projects for their whole duration and also proved to be effective.

The process was shared in fair amount with all partners and the main areas were discussed and then partners suggested ones that they felt the most comfortable with, as well as the ones where they felt they have the most to offer. For us, it was the social entrepreneurship, because we felt it is an important topic to handle, it was a new concept for many of the students and it opened a new world of possibilities for them during the workshop where they realized that sometimes it is an easy way from a good idea to making the world a little bit better place. we also believe this has supported their creativity and made them think about the challenges we face in the current times. It was also interesting to see how students from different countries worked towards the one common solution, having each a different starting point (based on where they were from).

The process progressed in line with a user-oriented design process, which was extremely suitable for the project development process.

Over the years, we have seen that it is necessary to increase awareness of inclusive art pedagogy and training on it. Our contacts had revealed both a national and an international need for discussion, development work and training. Best practices for promoting inclusive teaching and an inclusive operating culture were sought through international cooperation at two levels (music schools and universities). The project partners had the same intent (inclusion), but mutually different competences. For example, in Germany, multiculturalism and immigration had already had a much larger role than here in Finland for a long time, whereas Lithuania was only just waking up to the need for inclusion and sought courage to continue through international experience.

A needs assessment was conducted to provide background information for the programme, and the selection of the themes was based on this assessment. The themes cut across all the subsequent product outputs, and trials proved them sustainable. The training involves both theory and strong functional elements, which have been found to also have an impact at the emotional level.

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

Disadvantaged persons were taken into account by carefully selecting the participants for the project. All partner organisations worked to promote the inclusion of disadvantaged persons. Students requiring special support could participate in an exchange abroad and actively participate in activities in their own educational institution as part of the studies. During the projects, the participants could experience inclusive moments through shared art education workshops and discussions. Disadvantaged persons talked about their experiences and what music means to them. With no common language, a connection was created through music. A performance and a speech related to the topic in the final seminar also provided the point of view of a person requiring special support. Disadvantaged higher education students received more information about learning difficulties and help with their difficulties. Awareness helps to prevent the labelling caused by the disadvantaged position.

Taking disadvantaged persons into account in the project.	We were trying to be fair and select students with various forms of challenges and disadvantages
	The secondary target group of the project was disadvantaged persons. All partner organisations work with this target group so disadvantaged persons were taken into account in all the activities. Representatives of this target group also participated in the event on learning, teaching and training activities (LTT).
	Students requiring special support could participate in an exchange abroad and actively participate in the PICCIS week in their own educational institution as part of the studies.
	A central task in the project was to find ways of promoting the inclusion of disadvantaged groups in art education and support their right to engage in music and arts. During the project, we experienced many wonderful moments through joint workshops and discussions. We heard about their experiences and what music means to them. If there is no common language, it is easy to form a connection through music. Our final seminar in Kuopio also included the point of view of a person requiring special support through a performance and a speech given by this person.
	The outputs of the project were aimed ultimately at serving higher education students with learning difficulties. Awareness helps to reduce stigma.

What kind of methods, practical applications or competence related to inclusion and diversity were developed with the project?

Participants' find that they have gained a more in-depth understanding of inclusion and diversity and formed lasting relationships and networks during the projects. They have become more independent and more open to the world and improved their language skills, digital skills and interpersonal skills. Material presenting inclusive methods was drawn up in the projects. Methods related to diversity and inclusion have included experiences that the workshops have provided of different inclusive pedagogical methods and opportunities. Teachers have gained more confidence in developing their own pedagogy. Broad-based discussion and the resulting confidence in one's own doing, and the strengthening of the underpinning values have been central. The implementation of positive pedagogy has improved everyday work in the school community.

Methods, practical applications or competence developed with the help of the project.	The students have gained for sure a deeper understanding of the issues that this project was dealing with, they created relationships and networks that will hopefully last for some time, they gained high level of independence, they opened up to the world, they gained and improved linguistic skills, digital skills, interpersonal skills and the list goes on and on.
	No new methods as such, but the outputs can be found through the link. https://www.livesaatio.fi/hankkeet/create-future
	This was a strategic partnership, which meant that we focused on each other's educational institutions and the use of positive pedagogy in daily work.
	The most important methods related to diversity and inclusion have definitely been the experiences of different pedagogical opportunities that the workshops have provided. They have encouraged teachers to develop their own pedagogy. It is difficult to point out a single individual method or practical application. Broad-based discussion and the confidence in one's own doing have been central. The underpinning values have become stronger.
	The project produced a handbook introducing inclusive methods for higher education.

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

The projects were aimed at stimulating students' thinking about inclusion, diversity, sustainability and wellbeing and encouraging them to apply their learning to the future. A workshop on how to make a professional video CV was organised to students. The competence created in the projects has been used in the development of both teaching and curriculum work. In addition, the results of the projects have been used in the creation and trials of new pedagogical methods. Further projects were built on the outcomes of the projects. New teaching methods have been introduced into use and they have been recorded in the pedagogical policies outlined by the educational institutions.

Utilisation of the competence, methods and practical applications.	We can see on the final product of each LTT that the students have learned something. The main idea is to let them start thinking about some issues we brought up (sustainability, well-being etc.) and let them apply what they have learned for the future (hence the name of the project). One example, in Finland we had a workshop for the students on how to make a professional video CV - which is a practical skill they will for sure need to apply one day in the near future
	The competence created in the project has been used both in the practical teaching work and in the curriculum work. A further project was also built on the outcomes of the project.
	For example, Universal Design for Learning, which we learned about through the project in our educational institution, has encouraged experiments. The outcomes of the project have also been included in Laurea's new pedagogical policies.

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

The following new ideas for further development created in the projects can be developed in new projects:

- Taking advantage of artificial intelligence and what must be taken into account in working with artificial intelligence in the future.
- Diversity training and Training in the management of diversity. A new project promoting inclusion, in which a toolkit is drawn up for teachers.
- A new international and inclusive societal project in art.
- Elimination of obstacles caused by learning difficulties and use of the possible potential between upper secondary education and universities of applied sciences in such a way that students requiring special support can better reach their goals in higher education.

A new idea suitable for further development.	Yes, we actually did discuss an idea for a project related to the AI and maybe we will work on it in the near future. We feel this could be very rewarding project that would show the benefits and what to be aware of when working with the AI.
	Yes, we have already developed diversity training further and are also conducting further development of training in the management of diversity.
	The project has been invited to join a more extensive project focusing on promoting inclusion. It will produce a variety of outputs, for example, a study and a toolkit for teachers.
	A further project, ALIISA (All In - International Inclusive Society in Arts), was created on the basis of the project. https://aliisa.savonia.fi/ This further project has been managed by Savonia University of Applied Sciences.
	Learning difficulties create obstacles at all levels of education. There is likely to be a lot of unused potential, for example, between upper secondary education and universities of applied sciences because students perceive themselves as poor learners on the one hand and think that higher education institutions are not within their reach, on the other. This should not be the case. These perceptions should be questioned and broken down!

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

Ideas that were born after the end of the projects have been applied to the curriculum for international studies, with a focus on wellbeing and social entrepreneurship. The staff have participated in diversity training. Inclusion is enhanced by including the clients in the planning and design of the services. Students requiring special support have launched internal entrepreneurship in the educational institution. The aim is to deepen these ideas and process them in more detail with students. The partner organisations' operating methods, training for the management and the management of diversity are constantly on the agenda. Project actors have assessed their curricula and the implementation of teaching as well as reviewed their curricula and the practical implementation of teaching.

Cooperation between the project actors has continued after the projects.

Permanent operating methods and innovative practices that support inclusion and diversity.	We have applied some of the ideas to the curriculum of our international studies courses, especially the wellbeing, digital CV and social entrepreneurship ideas that we will want to discuss in more details and dedicate some time with the students on.
	These operating methods are constantly on the agenda in our organisation. The management is currently receiving training in the management of diversity. Inclusion is also constantly enhanced and clients are increasingly included in the planning of the services, and design processes are used in practice. The design methods are well suited to increasing inclusion.
	Yes, such methods and practices have been created in the educational institutions. For example, we have the Pukipuhdas pesula laundry on our campus – students requiring special support run it as part of the studies in housekeeping and cleaning. We also have a beauty salon on the campus, so there are towels that need washing. This was not an idea from the PICCIS project, but the same team is innovative in terms of inclusion, and everything affects everything.
	As a result of the project, different organisations have reviewed their curricula and the implementation of teaching.
	University cooperation in Spain and pedagogical planning in Finland.

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

After the end of the projects, new teaching and coaching methods have been implemented. The design process has been used in promoting diversity. Students' opportunities for participation have been increased. The practices of positive pedagogy are naturally included in everyday work. The projects have supported the staff's professional development and strengthened the underpinning values of the educational institution. After the end of the projects, it is realised what still need to be done to reach the different target groups. The project participants were praised for excellent cooperation and a good atmosphere. The employees of the partner organisations and those who participated in the training events gained a better understanding of diversity and learned to take it into account better. The partner organisations found the projects meaningful. Everyone who participated in the projects reported that they had found new points of view, especially of how taking small changes can make the position of many students easier.

Impacts on everyday work, competence and professional development.	Partners and participating students were amazing, and the atmosphere was great - for more details see previous answers.
	The methods used in coaching have increased. Taking advantage of the design process in project development. Taking diversity into account and a wider understanding of diversity have increased among both the employees of the partner organisations and those who participated in related training.
	The partners have also been satisfied. This has been a meaningful project for them/us all. The practices of positive pedagogy are naturally included in everyday work.
	The project has supported professional development and strengthened the underpinning values of the educational institution. We are even more the aware of the central role of the work that has to be done to reach different target groups.
	Everyone that participated in the project work has reported that it opened their eyes; ultimately, even small changes can make the position of many students easier.

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

Participants gained more experience in leading an international project and had the opportunity to join a new, more extensive project after this project ended. International cooperation helped to find diverse points of view to diversity and the training and coaching of disadvantaged groups on the basis of shared values and interests.

Diverse partners increased the value of the discussions and improved commitment during the development work. Staff had an opportunity for professional growth. International cooperation provided an opportunity to examine and reflect on the activities of own organisation from the point of view of development work. Participants gained valuable experience in international projects and participated in a more extensive project. The opportunity for professional growth was found extremely important to all educational institutions, especially from the point of view of education export.

Additional value to the project and the organisation.	Diverse perspectives to diversity and to education and coaching of disadvantaged groups. We noticed that we have shared values and an interest in working for the benefit of the target groups.
	We gained more experience in leading an international project and were able to join a new, larger project – providing it will be approved. This time, the project was coordinated from the Netherlands.
	With international cooperation, we had a good opportunity to look at the activities of our own organisation and compare it with their activities. A good basis for reflection and development of own activities.
	The partners represented real diversity, which increased the value of the discussion during the development work. The Finnish education system can be complacent and fairly inward-looking, which is not good for development. The perceptions of learning, different roles and future objectives cannot be taken for granted, they spring from different realities and values. This kind of professional growth would be very important to all educational institutions from the point of view of education exports, for example.

How could the opportunities provided by Erasmus+ be better used to promote inclusion and diversity?

The project actors felt that all the opportunities provided by Erasmus+ should be used. The staff resources used in the projects and the number of workplaces required for the exchange periods should be increased. The role of Erasmus+ as a builder of inclusion, diversity and peace was emphasised. International cooperation should be continued and important themes should be kept on the agenda. The project activities helped us to concretely understand what supporting students that require demanding special support means in practice.

Erasmus+ has an important role as a builder of interaction and peace. Interaction helps us learn to understand each other and ourselves and create communities that promote genuine inclusion and cooperation.

Opportunities provided by Erasmus+.	At least nothing that we could change at the national level.
	To continue the work and keep these topics on the agenda.
	PICCIS showed us concretely what you need to take into consideration when students requiring special support are travelling with you. As yet, we are not taking advantage of all the opportunities provided by the Erasmus+ Programme. The problem is the resources of the staff and a lack of suitable workplaces abroad if students requiring special support were to go on vocational Erasmus+ exchange.
	These days, the peace-building role of Erasmus+ has often been emphasised in my mind. Interaction enables us to understand each other – and ourselves. It builds communities that do not turn their back but create genuine opportunities for inclusion.

6. OPPORTUNITIES PROVIDED BY ERASMUS+ TO PROMOTE INCLUSION AND DIVERSITY 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 inclusion, diversity and environmental responsibility. The workshop provided a unique opportunity to discuss these themes 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.

Inclusion as the guiding principle of the project, learners' strong role as active agents and including them in the planning, activities and follow-up of the project were mentioned as key strength of the projects. Inclusion and diversity were strengthened through experiential learning and new teaching methods in line with the objectives set for the projects. 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. It was mentioned that the inclusion of all the four priorities of Erasmus+ partnerships for cooperation improved the impact of the project and the project as a whole. Meeting with the partners, mobilities and interaction with other cultures were essential from the point of view of the content of the project and experiential learning. 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
- Participants focused on promoting inclusion, diversity and the other priorities of Erasmus+.

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 was found important
- Cooperation with workplaces and local actors and with stakeholders intensified
- International cooperation created confidence that it is possible to contribute to inclusion and diversity by networking
- 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
- Internationalisation strengthened inclusion and active citizenship
- 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 inclusion and diversity

Based on the report, even minor measures significantly contribute to promoting inclusion and diversity. Active participation in the activities was considered important and age-appropriate communication was emphasised in the projects and proved to be an effective teaching method also for younger learners.

The ideas developed in Erasmus+ partnerships for cooperation have been integrated in the curricula, with a focus on wellbeing and social entrepreneurship. Curricula have been assessed, applied and updated to better meet the needs of diversity. New study paths have been planned for studies and mixed groups were considered useful in several projects. Inclusion and diversity have been discussed from different perspectives and learners have had an active role.

To increase inclusion and promote internal entrepreneurship, clients have been involved in the planning of the services. On the other hand, teaching and guidance staff have been coached by increasing their competence in teaching learners that require special support and by strengthening workplaces' awareness of working with persons that require special support. Concrete measures have been implemented in the projects, networks have been created and online teaching methods have been used to promote inclusion and diversity. Project actors' positive experiences were linked to wider influencing and innovative practices, such as the laundry activities run by students requiring special support. The laundry has activated learners and provided everyday teaching with diversity. The participants found that they had gained a deeper understanding of inclusion and diversity, formed lasting relationships and networks, and become more independent during the project.

Erasmus+ partnerships for cooperation have brought new teaching and coaching methods to everyday work and vocational development, strengthened positive pedagogy and increased awareness of the needs of different target groups. The practices of positive pedagogy have strengthened the underpinning values of the educational institution. International cooperation has given participants valuable experience of international interaction and an understanding of cultural diversity and enabled them to develop and grow professionally while also forming lasting networks. Learners that require special support have been offered an opportunity to participate in international activities and international exchange. Most project actors continued the cooperation after the projects ended.

The Commission's systems, the changes related to the COVID-19 pandemic, and the project partners' different holiday times and exam weeks were mentioned as challenges. Cultural challenges, such as different conceptions of time, were recognised. Young people would have liked concrete practical measures to promote inclusion and diversity.

Project actors recommend taking advantage of all the opportunities provided by Erasmus+, continuing cooperation between different sectors and investing in concrete actions and the creation of lasting networks. The Erasmus+ Programme is seen as an important builder of inclusion, diversity and peace. Increasing resources and providing exchange periods are mentioned as essential and necessary measures. Responding to the challenges of the future requires open and continuing cooperation between different actors and sectors so that inclusion and diversity can be increased. Project actors find that Erasmus+ partnerships for cooperation have contributed successfully to the promotion of inclusion and diversity. As a result, instruction and curricula have become more diverse and new practices are both experimental and innovative. International cooperation has provided more experience in leading a project, additional value to the activities and opened up an

opportunity to participate in new, larger projects. Diverse partners have enriched the discussions and provided different perspectives to diversity. International cooperation has meant an opportunity for the participants to grow professionally and to examine the activities of their own organisation from an international point of view.

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 created in the projects have been further applied to the curriculum, and new teaching and coaching methods have been introduced into use after the projects have ended. Educational institutions have reviewed their curricula and the practical implementation of teaching. Students' opportunities for participation have been increased. The projects have been found to support professional development and strengthen the underpinning values of the educational institution. Inclusion and diversity have been integrated into the organisations' operating plans as part of everyday work.

The beneficiaries have continued promoting inclusion and diversity after the end of the project. Cooperation between the project actors has continued after the project. The learning material developed in the projects is used and courses are still implemented by several partners. 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. The objectives of inclusion and diversity have been set and included in the activities permanently. 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 inclusion and diversity 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 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 faith and hope in the possibility to promote inclusion and diversity by networking internationally. Inclusion and diversity 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 of the Erasmus+ Programme. Participants have been guided to engage in inclusive, diverse 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 act in an international environment have been improved. Inclusion and diversity have been promoted by increasing awareness of diversity and its different impacts around the world. Teaching and guidance staff's professional skills and competence have been developed in the projects. Teachers have cooperated to promote inclusion and diversity by creating new collaborative materials and teaching methods utilising ICT. Parents have been challenged to support project work and engaged in actively implementing the future principles of inclusion and diversity. 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. Inclusive and diverse technologies have been developed in cooperation with partners.

Project actors have felt that small things contribute to achieving the objectives of projects and many practices have become permanent in the organisations. The projects have made learners active agents. Including the learners has been meaningful and even young children have learned when the instruction has been planned to suit their age level. The themes of inclusion and diversity 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 matters together in Europe and globally creates confidence that small actions have a great impact when people work together.

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.

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. 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 to promote inclusion, how inclusion is carried out, what outputs are created and how they are concretised was found important.

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 inclusion, diversity and environmental responsibility. International partnerships for cooperation such as the Erasmus+ Programme make it possible to promote inclusion and diversity and promote all the common European priorities of the programme. To guarantee a viable and accessible future to future generations, inclusion and diversity should be put to the centre of local and international activities.

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

Hate speech disarmament – Equipping youth workers to manage and transform hate speech 2017-1-FI01-KA205-034627 Training project in the field of youth

Priorities: The priority of the project was to promote education, training, youth work and the development of civil society within the framework of the Erasmus+ Programme. The project was aimed at supporting youth workers and strengthening their abilities to handle and change hate speech.

Objectives: The project aimed to make youth work more inclusive and safer in Europe. The objective was to work together to create a network of European trainers and experts in order to provide high-quality training and tools for youth workers to help them identify, control and change hateful speech and behaviour in their everyday work with young people. The project aimed to increase awareness of the impacts of hate speech and promote positive interaction between different communities.

Indicators: The impact of the project was measured by monitoring the number of participants, the quality of the training and the workshops, the changes in participants' learning and attitudes, and the usage rate of the resources and tools produced by the project. The assessment process was systematic and the monitoring and assessment plan of a high quality.

Methods: Training, workshops, seminars, peer learning and networking were used as methods. In the project, ideas were collected and concrete new tools, approaches and methods were created for supporting youth workers in identifying and intervening in situations in which hate speech occurs among young people. Inclusion was the starting point of the project and built into all activities. The core idea was to give a central role to silenced and oppressed voices in all activities and content development during the project.

Outputs: Youth workers received the skills and knowledge required for identifying, handling and preventing hate speech in youth work. Youth workers learned and received different methods and tools for turning hate speech into a constructive and encouraging dialogue. As the output of the project, youth workers received high-quality training for controlling and changing hate speech. Training youth workers to control hate speech helped them to create safer and more inclusive environments in which young people could express themselves without fear of hate speech. Youth workers received new tools and methods that they will be able to use in their own work in the long term. As a result of the training programme and the new competence gained from it, a group of recently graduated trainers have participated in preparing a practical manual for other youth workers and drawing up content for a training platform targeted at youth workers. The strong vision and background work of the project, its genuinely inclusive method of implementation and the high-quality material produced by the project for work against hate speech made it a Best Practice project.

Innovations: Digital tools and online communities were utilised in training and supporting youth workers. This new network of trainers consisting of youth workers and equality experts from five countries was a unique feature in the project as the trainers mainly belong to minorities and marginalised groups themselves. These groups continue to be notably underrepresented in the national and international youth work training structures and among experts. Attention was focused on selecting the participants so that they were genuinely from marginalised groups and/or had a minority background. The project had a strong theoretical framework. The manual produced in the project was a comprehensive guide to work against hate speech. The structure of the mentoring programme was carefully planned.

Permanent practices: The practical manual and the electronic training forum continue to provide practical methods and information for the needs of youth workers in today's Europe – how to offer a safer space to all young people and how to intervene in hateful speech and behaviour so that a long-term change can be achieved among young people who display discriminatory attitudes and behaviour. The web-based training forum, the training tools and the practical handbook have been well received by the target group, and youth workers use it in all the partner countries. They also reach youth workers from outside the partnership. The circle of trainers is international and work on building it will be continued after the end of the project. The Peace Education Institute has integrated the activity closely into its own work.

Project home page: [Outside In – Transforming Hate](#)

The Competent Learning Process

2017-1-FI01-KA219-034746 Strategic partnerships for schools only

Priorities: The priorities of the project were inclusion through competence-based learning processes and approaches, exchange of good practices and competence development.

Objectives: The project was aimed at developing a more child-centred pedagogy in which children are seen as makers of their education. The objective was to promote the use of diverse learning environments and increase the level of physical activity in teaching. Educational institutions from early childhood education and care and from primary and lower secondary education participated in the project. The educational institutions involved provided education to children between the ages of 1 and 11 years. The collaborative partners represented different educational cultures so that the different expertise and know-how from each country could be shared.

Indicators: The achievement of the objectives was measured by monitoring the following aspects:

1. Spending less time in a sitting position during daily routines
2. Engaging in more physical activity in educational activities
3. Making physical activity a central part of the promotion of health and wellbeing

In addition, the assessment of the project focused on examining how teachers develop their ability to see and recognise the children and let children actively influence the methods used. The development processes were monitored by documenting the teaching and the discussions and by assessing the process with the help of reflection and discussions. The project was implemented through themes, as multidisciplinary learning modules. To give all partner schools a shared understanding of the tasks and responsibilities during the project work, each theme was planned in a joint meeting. After each theme, the collaborative partners convened to project meetings in which they presented and discussed the work carried out in the partner schools and assessed and planned the following themes and tasks.

Methods: In the project, exciting pedagogical processes were developed that enable all children to actively participate in working. The main focus is on observing and listening to children's needs and interests and organising the learning environments so that children can use their full potential. The emphasis was on the importance of pupils' motivation and commitment in learning. The educational institutions worked in cooperation to develop mutual pedagogical teaching methods aimed at pedagogical continuity from early childhood education and care to primary and lower secondary education. The methods developed promote the inclusion of all children and support them in taking responsibility for their education.

Outputs: As the output of the project, a model for a competence-based learning process was developed ([link here](#)) and introduced into use. Pupils benefited from more stable teaching arrangements and strategies. They knew what was expected from them and were able to use their energy to develop and strengthen their competence instead of trying to adapt to different teaching cultures and strategies. Over time, they also developed a sense of belonging to the school environment. More permanent structures promoted parents' participation in the education. The project developed and used new learning tools, such as digital learning platforms, gameful elements and virtual environments.

Innovations: Teachers strengthened their skills in seeing the children and identifying their interests and needs. During the project, the collaborative partners learned naturally and in a more child-oriented and active manner to use different learning environments. This contributed to the children's wellbeing, and they had a stronger sense of participation in the school environment. The project helped the teachers to promote understanding and tolerance in the schools and communities. The teachers developed as pedagogues, learned good practices, and developed professionally by observing, reflecting and receiving feedback. Cooperation between different school forms from early childhood education and care to primary and lower secondary education helped the partner schools develop pedagogical cooperation in their own area to promote educational continuity. The methods can be used at different levels of education.

Permanent practices: The competence-based learning process continues to be used in the schools. Teachers have adopted the pedagogical approaches presented in the project to promote group work and active and problem-based learning. The perspective of supporting motivation and commitment is still used in the activities. The tools and methods developed in the project are still used in teaching.

Project home page: [Erasmus CLP | Bērnudārzs Vārpiņa \(bernudarzsvarpina.lv\)](https://bernudarzsvarpina.lv)

Improving the Skills and Competencies in Self-Directed Support

2017-1-FI01-KA204-034769 Strategic partnership in adult education

Priorities: The priority of the project was to promote training and professional development in the world of work within the framework of the Erasmus+ Programme. The project focused on improving the skills and competence in self-directed support.

Objectives: The objective of the project was to develop the skills and competences in self-directed support, which are required in areas such as assistance work, healthcare and social welfare, and rehabilitation. Efforts were also made to strengthen employees' capabilities to support individualised decision-making and inclusion. The project sought to improve knowledge of self-directed support at the national and international level. The starting point was human rights and an understanding that everyone in need of support should be entitled to self-directed support and have the right to be included in the decisions concerning their life. The objective was to increase knowledge about this among persons with disabilities and their families, personnel, actors and service providers of different sectors, the field of education and the authorities.

Indicators: The impact of the project was measured by monitoring the number of participants, the quality of the training, self-assessment of the participants' competence and their perceptions of professional development, and the feedback given by employers on the impacts of the training.

Methods: Methods supporting the development of skills in self-directed support, such as training, workshops, role play exercises, peer learning and reflection, were used in the project. The participants were given the opportunity to apply their learning in practical work tasks. The project

investigated and defined what kind of service systems based on sustainable development are used in Europe and how they can best support disabled persons in using their functional ability and promote the freedom of choice in their life. The project offered a toolkit for the users of the system, the employees, the personnel supporting users and the staff working in formal education. In the SKILLS project, a database of stakeholders was created with the aim of establishing direct contact with the experts, networks, associations and working groups that the project partners belonged to at the local, regional, national, European and international level. ICT solutions were used in the project with the aim of creating a digital online platform, which would make all the SKILLS content available to the general public. The digital platform served as a training tool that could be used to improve the skills and competence of all stakeholders and persons with disabilities and identify useful materials and concepts [Home | SDS Network \(selfdirectedsupport.eu\)](http://Home | SDS Network (selfdirectedsupport.eu)).

Outputs: As a result of the project, the participants' skills and competences in self-directed support improved. Employees reported a better understanding of the right to self-determination, supporting decision-making and inclusion. In addition, employees' professional confidence increased. The project produced material packages and toolkits for disabled persons and people close to them and for families, personnel and staff working in formal education. The material packages include Power-Point slides, films, a workbook and stories. Sharing stories between different cultures has helped to increase awareness of disability and what it means. A tool package for lobbying and a survey report on how widely the system is used in 15 European countries have been produced in the project.

Innovations: In the project, a virtual simulation environment was used to develop the skills in self-directed support. This innovative approach made it possible for the participants to practice in different interactive situations. Different digital tools, web-based learning platforms and mobile applications were used in the project. The tools enabled the participants to have a flexible and interactive learning experience and access to up-to-date information. The project has shown practical ways in which self-directed support can have different positive impacts on people. It has also been helpful in launching a dialogue and learning between countries that are at different stages in the development and implementation of self-directed support.

Permanent practices: After the project, integrating the training and professional development has become a permanent practice in the field of self-directed support. Employees and organisations have realised the importance of the training and continue to offer it to their employees. The support for individualised decision-making and inclusion in self-directed decision-making, which are emphasised in the project, have been permanently integrated in the working methods and practices. Employees have internalised the importance of continuous learning and reflection and continue self-development and professional growth permanently. The project has promoted systematic design of self-directed support at the European level, which will be useful in the future when the practices are developed further.

Presentation of the project: [Skills – Täysi kansalaisuus myös erityistä tukea tarvitseville | Opetushallitus \(oph.fi\)](http://Skills – Täysi kansalaisuus myös erityistä tukea tarvitseville | Opetushallitus (oph.fi))

Inclusive Pedagogy in Arts – Europe (IPA-E)

2017-1-FI01-KA201-034810 Strategic partnership in the general education sector

Priorities: The priority of the project was to promote the improvement of the quality and impact of education in the field of arts. The project focused on inclusive pedagogy and applying it to art instruction.

Objectives: The project was aimed at developing inclusive pedagogy in art instruction. The objective was to create methods and practices that make participation and learning possible for all learners in the context of arts. Inclusion was approached in a variety of ways – best practices were not perceived only as concrete pedagogical and methodological exercises. It was also important to find the best practices for influencing attitudes and promoting accessibility.

Indicators: The impact of the project was measured by monitoring the number of participants, the quality of the training, self-assessed competence of participants, learners' experiences and feedback, and the impact of the training on participants' professional development.

Methods: Diverse methods were used in the project to develop inclusive pedagogy in art instruction. This included training, workshops, mentoring, peer learning and collaborative learning methods. It was noted that promoting inclusion in pedagogy means changes in attitudes, teacher education, curricula, administrative activities, development of methodologies and in strengthening the practical and theoretical skills of pedagogical personnel. Reflection was at the core of group work during the entire project. Reflection was carried out by observing, discussing, writing, reading, analysing and learning by doing in workshops. After each meeting, homework was determined for the following meeting.

Outputs: As a result of the project, the participants learned new skills and competence in applying inclusive pedagogy to art instruction. Learners benefited from more active participation, learning experiences and the results achieved in art studies. To promote accessibility, cooperation with day-care centres, schools, art institutes (museums, orchestras) and NGOs was considered extremely important. However, the most difficult thing in inclusion appeared to be to change attitudes, which are the starting point in the development of inclusion. Work placement among people with different special needs and in multiprofessional teams was considered necessary in teacher education.

Information about the IPA-E project has been disseminated at the national and international level in newspapers, professional magazines and publications issued at international conferences. The staff's interest in Erasmus job shadowing exchanges increased. The final seminar was an excellent forum for national and international networking for teachers, students, researchers, artists and employees of different cultural organisations. New ideas for projects and cooperation emerged. After the seminar, the participants have received several requests to come and speak about inclusive art education and inclusive teachership. The main questions were: "Who is entitled to high-quality music education?" and "Does a person with special needs have the right to perform as an artist?"

Innovations: Innovative practices were developed and used in the project to promote inclusive pedagogy in the field of arts. For example, creative and artistic methods, increasing the diversity of learning environments and promoting collaborative learning were among the key innovations. The long-term benefit and innovation of the project was to be aware and convinced that inclusion means sharing humanity, loving people with all their restrictions and special features, and making all kinds of art together.

Permanent practices: Inclusive pedagogy has established itself as a permanent practice in art instruction. The methods developed in the project have been introduced into use widely and teachers continue to apply inclusive pedagogy in teaching. The importance of inclusive learning environments was emphasised in the project. Diverse learning environments in which all learners are taken into account have been created in educational institutions. Accessibility, taking into account different learning needs and promoting inclusion continue to be important perspectives in everyday work. To maintain their professional competence, teaching staff are constantly offered opportunities to participate in training and network with other colleagues. The best practices of inclusive pedagogy in arts led to a further application: ALIISA (Erasmus+ KA201, strategic partnership)

Presentation of the project (in Finnish): [Inclusive Pedagogy in Arts – Europe 1 September 2017–31 March 2019 | Kuopio Conservatory](#)

Kaleidoscope: supporting female migrant entrepreneurs

2017-1-FI01-KA204-034732 Strategic partnership in adult education

Priorities: This higher education project focused especially on the challenge related to the unemployment or underemployment rate of female immigrant entrepreneurs from the diversity perspective by developing entrepreneurship training with a special focus on the soft skills required in entrepreneurship. These skills had been tailored especially for the needs of immigrant women and for supporting them. The priority was to promote social inclusion, entrepreneurship and employment within the framework of the Erasmus+ programme.

Objectives: The objective was to provide the skills, information sources and networks required for conducting successful business to female immigrant entrepreneurs. In addition, the objective was to promote entrepreneurship and financial independence among women. Because the lack of work is one of the greatest challenges among immigrant women, entrepreneurship may provide jobs for them.

Indicators: The impact of the project was measured by examining the number of participants, the quality of the training and mentoring, the development of capacities for entrepreneurship, the sustainability of setting up a business, and by assessing the participants financial independence. A competence assessment was conducted at the beginning of the training to enable immigrant women to identify the competence areas most requiring attention. Individual training paths were then tailored. At the end of the training, a learning outcomes assessment showed the achieved progress. The study developed in the first phase of the project and the Kaleidoscope competence framework for supporting entrepreneurship of immigrant women were used in the development of the training and the competence assessment.

Methods: The Kaleidoscope training consisted of six modules containing training periods, mentoring, guidance, networking and sharing of information about different resources and services. The Kaleidoscope entrepreneurship training was provided as a combination of teaching face-to-face and on a social learning platform, using different methods ranging from the basic theory of the topic, workshops, functional learning and online studies to personal coaching. A handbook for self-study supported individual learning and provided supplementary material for the training. Where necessary, the modules were supplemented with additional material. The informal nature of the training and the flexibility of its implementation ensured that learners' cultural needs and learning styles were taken into account and the educational background did not restrict participation in the training. Supporting immigrant women in setting up businesses was a key strategy used to improve their

integration in the job market through self-employment and to help them achieve their full potential, while also promoting the creation of additional value, innovation, productivity and integration in the receiving countries.

Outputs: As a result of the project, female immigrant entrepreneurs received necessary skills, support and resources for conducting successful business. The participants set up new companies, developed their existing business activities and achieved some financial independence. During the project, the Kaleidoscope training was trialled in all the partner countries with 54 immigrant women representing 29 different nationalities and four continents.

Innovative practices: Innovative practices that supported the needs of female immigrant entrepreneurs were developed and used in the project. Tailored training programmes, mentoring models and networking events were central innovations.

Permanent practices: The entrepreneurship training programmes developed and implemented in the project have remained a permanent part of the support services that will also be provided to immigrant entrepreneurs in the future. Networking has permanently promoted cooperation between different organisations and made more effective use of resources possible. The diversity and equality of the business environment ensure that female entrepreneurs will benefit from equal opportunities, social impact, sustainability and support for the development of their business activities.

The training material in its entirety is freely available on the Kaleidoscope Social Learning Platform, which offers the training material online and enables discussions, learning and group work through a forum and cloud service tools. It is also possible for immigrant women to download their personal mini-CV on the platform. The project reports and the handbook are also freely available in different languages in the results section of the project website.

Project home page: [Kaleidoscope - Muova](#)

Future Skills for Volunteering

2017-1-FI01-KA204-034696 Strategic partnership in adult education

Priorities: The priority of the project was to promote volunteering, engage volunteers and strengthen volunteers' future skills and capabilities.

Objectives: The project was aimed at developing and providing necessary skills, such as communication, leadership, cultural diversity and problem-solving skills, to volunteers. The objective was also to promote appreciation for voluntary work and increase its impact in society. Efforts were made to respond to the future competence challenges in volunteering in Europe. The objective was to stimulate debate on the future of volunteering in Europe by involving different stakeholders in the activities, testing, dissemination, webinars and multiplier events. In the long term, efforts will be made to increase the ability of voluntary organisations and other third-sector organisations to develop the capabilities of volunteers to understand their learning needs with regard to responding to future challenges. This is done by providing a skills concept that is useful to learners and easy to adapt to many situations. For this purpose, a sustainability plan was drawn up for the partners to implement.

Indicators: The impact of the project was measured by monitoring the number of participating volunteers, the quality of the training, the development of the participants' skills, the extent and quality of volunteering, and the wellbeing of the volunteers.

Methods: Training, mentoring, peer learning, workshops and practical training were organised to develop volunteers' skills. A new learning concept targeted at voluntary adult learners was planned and tested in the project. In the skills concept, a group of specified future volunteering skills, peer learning and anticipation measures were combined. The STAR (Situation, Task, Action, Result) model was tested and introduced into use for evaluating the Skills model. In the STAR model, the learner described and analysed their own skills with assistance from an assessor or a peer after having demonstrated their skills in a challenging situation. The Design Thinking model included a repeating process through which individuals and groups produced solutions for themselves and communities by defining, studying, testing and modelling a problem or an idea. With help from their peers, volunteers identified their own skills and weaknesses and defined strategies for developing their skills to a level they found satisfactory. As for the anticipation tool, the concept of anticipation was examined as collection of information leading to thinking, discussion and design. To document skills, the Open Badges skills badges were introduced into use in the project.

Outputs: As a result of the project, volunteers gained necessary skills and capabilities, which strengthened their ability to work in volunteering tasks. Volunteers could use the skills they had learned and were able to have a positive influence on their communities. With the help of the project, it has been possible to participate in the wider debate on the future competence needs in society. The project responded to two political challenges in Europe that European voluntary organisations and other third-sector organisations are not fully prepared for: the European Commission's recommendation for the validation of non-formal and informal learning in which the role of civic society actors is recognised in the facilitation of the processes of validating non-formal and informal learning and the European Commission's recommendation on the validation of non-formal and informal learning. The partners and stakeholders of the project have a clearer understanding of the future skills needs in volunteering and documentation tools for assessing them as well as better capabilities for anticipation.

Innovations: A competence concept for the future of volunteering was developed in the project and criteria and descriptions for these skills were drawn up. The competence concept, the STAR method and the Open Badge skills badges are available for volunteers to be used in the assessment and documentation of volunteers' skills. The peer learning method and anticipating tools were designed as tools that any actor in the sector can easily use. With the competence model titled 14 skills of the future, voluntary organisations/NGOs and volunteers gain awareness of the existing skills and competence gaps and can use anticipation and peer learning to prepare to better face future challenges.

Permanent practices: The tools, practices and operating models developed during the project have become a permanent part of support services in voluntary work. Adult learners (volunteers) have become aware of their skills, are able to better acquire skills that they can use, and learn how volunteering is related to European citizenship. The leaders of voluntary activities, volunteers and other third-sector actors now have tools that can help volunteers and organisations acquire future skills and manage changes in their operating environment. The model continues to provide easy-to-use tools for training to voluntary organisations and other third-sector organisations. In addition, the tested actions provide new information on the future of volunteering at the grassroots level. Many other stakeholders, such as decision-makers, can also use the concept to increase their awareness of issues affecting the voluntary sector, which will help them to develop the infrastructure of voluntary work in general. The material is available on the project home page.

Project home page: [FutVol-Open-Badges.pdf \(tudasalapitvany.hu\)](#)

Raising Aspirations for Social Inclusion

2018-1-FI01-KA229-047237 School exchange partnership

Priorities: The priority of the project was to promote social inclusion, equality and the creation of equal opportunities. The impact of the Raising Aspirations for Social Inclusion project reflects the priorities of the Erasmus+ Programme.

Objectives: The project was aimed at providing the participants with an opportunity to develop their skills and increase their self-knowledge and to encourage them to set higher goals in their life. The objective was also to increase the social inclusion of the participants in their communities and strengthen their confidence in their own skills.

Indicators: The impact of the project was measured by assessing the development of the participants' self-knowledge and self-appreciation, the achievement of the set targets and the level of participation in community activities. In addition, the impact of the project on the participants' quality of life and wellbeing was assessed.

Methods Different methods were used in the project, such as training, mentoring, group discussions and functional exercises. These methods offered support, guidance and opportunities for the participants to develop their skills and capabilities to promote social inclusion. In addition, the participants were encouraged to reflect on their own strengths and goals and to develop their self-knowledge and interaction skills.

Outputs: As a result of the project, the participants gained more self-confidence, skills and motivation to set higher goals. Their inclusion in communities increased and their quality of life improved. The participants learned new skills and capabilities for promoting employment. During the project, training programmes, support programmes and mentoring were developed to help them develop their skills and capabilities and to improve their employment prospects. The project has helped to increase awareness of the importance of social inclusion and methods for promoting it. In addition, the project helped to create networks and opportunities for cooperation between different actors.

Innovations: Innovative practices such as support and mentoring programmes, peer learning and digital tools for setting and monitoring objectives were developed and used in the project. These practices could also be used after the end of the project.

Permanent practices: From the point of view of impact, permanent practices were achieved during the project and their impacts continue after the end of the project. Support programmes and mentoring were developed in the project to provide continuing support and guidance to the participants. These practices continue after the end of the project and provide support in achieving the goals and in strengthening social inclusion.

During the project, training programmes were developed to help the participants develop their skills and capabilities and improve their employment prospects. These training programmes continue after the end of the project and provide opportunities for continuous learning to the participants.

With the help of the project, cooperation networks were created between different actors such as educational institutions, employment services and employers. These networks make continued cooperation and sharing of information possible after the project has ended, which promotes the employment prospects and social inclusion of the participants.

The project has helped to increase awareness of the importance of social inclusion and methods for promoting it. This awareness will remain after the end of the project and can further promote societal debate and measures to achieve the goals of social inclusion. These permanent practices continue to provide support and resources to participants, helping them achieve higher goals and promote social inclusion in their own life.

Project home page [RASI 2018-2021 \(webnode.fi\)](https://webnode.fi/RASI-2018-2021)

Safe Schools for All - Teachers Transforming Societies

2018-1-FI01-KA201-047311 Strategic partnership in the general education sector

Priorities: The priority was to create safer school environments and to promote equality in education, development of teacher education, improvement of the quality of education and prevention of discrimination.

Objectives: The project was aimed at promoting the safety, inclusion and quality of the school environment, and pupils' wellbeing and equality. In addition, the objectives included providing teachers with capabilities to create safer learning environments and handle issues related to discrimination and increasing their competence in safety and inclusion and their awareness of these.

Indicators: The partners agreed on the indicators, roles and the evaluation of the project before starting its implementation. The indicators used were surveys on the safety of the school environment and pupil's wellbeing, inclusive feedback tasks and interviews of individuals and groups. Monitoring was carried out by documenting all activities and international meetings. The interaction between the trainers and the learners and the progress, quality and achievements of the project were reflected on and assessed together as a consortium. The "keep it simple" model was used in monitoring. Feedback was mainly received by asking good questions and letting the participants freely reflect on their learning.

Methods The methods, training programmes and teaching materials developed in the project and the organised workshops promoted safety and equality in the school environment. The methods used were peer learning and networking. The methods provided teachers and pupils with tools and information for creating a safe and inclusive learning environment. The project partners worked using an approach based on cooperation and created all parts of the learning process together after conducting a needs analysis at both the national and the international level.

The project included six interlinked long-term innovative activities and several international meetings, the last of which were organised virtually. The methodological approach was based on the theories of critical pedagogy, self-directed learning and learning by doing. A safe space for reflecting, sharing, testing and failing or succeeding was created for learners. An innovation process based on theoretical and practical information and assisted by peer support. Individual and group-specific reflections were an important part of the training programme. The programme included lecture-type theory sessions, creative practical exercises and work in pairs, groups and individually. There was always a group discussion and reflection on the recently completed activity at the end of each session.

Outputs: As a result of the project, the safety of the school environment improved and pupils' wellbeing and equality increased. Teachers' competence and awareness of safety and inclusion increased, meaning that they gained capabilities to promote safer and more inclusive learning

environments and handle issues related to discrimination. This had a positive impact on pupils' wellbeing and the quality of the school environment. The framework of the project and its different activities supported teachers and made it easier for them to structure their work in terms of theory and practice for analysing it and created a space where they could work and develop methods, approaches and skills together. The project had a constant direct connection with the reality of the schools and with teachers' working environment and challenges.

The activities in the project formed a systematic and mutually supplementing package, in which the teachers and NGOs could share their experiences and expertise, learn from each other and test, evaluate and implement measures that had been agreed on together. They could also disseminate innovative new methods, frameworks, tools, skills and information from the field of education and offer many much-needed approaches, methods and information on how discrimination can be tackled.

Innovations: In the project, innovative teaching material and workshops were developed which offered new approaches for the promotion of safety and equality in the school environment and new ways of discussing and preventing discrimination and violence in schools. New methods and approaches were offered to teachers for promoting safety and inclusion and for professional support in teachers' work.

Permanent practices: The knowledge, skills and methods gained by the teachers in the project have strengthened the promotion of a safe learning environment and inclusion in schools. The networks and cooperation opportunities have become permanent practice, promoting the exchange of information and the safety and inclusion of the school environment. The training packages and teaching material developed in the project continue to be used after the end of the project. The resources used in the project have spread wider in the teaching community and supported teachers in promoting a safe learning environment and inclusion in different schools.

Project home page [SAFER – Peace Education Institute](#)

Towards Inclusive eLearning: Improving Accessibility of eLearning in Higher Education from Universal Design for Learning perspective

2018-1-FI01-KA203-047321 Strategic partnership in higher education

Priorities: The priority of the project was to improve the opportunities of disadvantaged students to participate in higher education by developing accessible eLearning environments. In addition, the priorities included the promotion of inclusion, accessibility, fairness, support for equal education, and digital learning and teaching.

Objectives: The project was aimed at enabling unhindered access to the eLearning learning environments, learning material and learning experiences to students and promoting their motivation to study.

Indicators: The indicators used to assess the impacts of the project were the development of an accessible eLearning environment, students' participation and their perception of the level of accessibility. A questionnaire was used to survey and assess the development needs.

Methods In the project, the inclusive eLearning practices at higher education institutions were surveyed and studied and the Universal Design for Learning perspective was used to promote the

accessibility and flexibility of learning environments. The methods used included training, instructions and testing of eLearning environments. These methods made unhindered access to the learning material and learning experiences possible to students.

Outputs: The eLearning environments of higher education institutions became more accessible. Students found that their opportunities for participation and their experiences of accessibility had improved. This had a positive impact on their learning outcomes and motivation to study. The societal impact of the project was achieved through competent people, cooperation and interaction and by disseminating the results. The results were presented and disseminated at two international conferences and on the project website, where the results and the material will be available for at least five years. The final conference had participants from ten different countries from across the world.

The project succeeded well in promoting the existing knowledge, competence and practices of the participating organisations and personnel. The personnel were provided with new information to help them understand and take into account social, ethnic, linguistic and cultural diversity. To develop cultural diversity, inclusive online teaching practices and the use of Universal Design Learning were tested for the different needs of higher education students at the international and national level. Teachers and students were inspired and motivated by the innovative pedagogical and technological skills. A support network was created for teachers for planning inclusive online teaching and responding to questions related to it.

Innovations: In the project, teaching material and learning platforms were developed in compliance with the Universal Design for Learning principle. These practices made individual suitability of learning environments possible and produced a better learning experience to all students. The enhancement-led evaluation tool can be applied to the quality management systems and strategy work of higher education institutions and tailored for the needs of an individual educational institution for the collection and evaluation of results. The training model can as such be applied to different intensive and longer-term training purposes. The context cards can be used for sensitising the staff of higher education institutions to take into account the needs of different students. The case videos discussing the learning needs of students can be used as material in different kinds of staff training and teacher education.

Permanent practices: The measures, principles and recommendations developed in the project further promote the accessibility of eLearning material. This will have long-term impacts on the eLearning environments of higher education institutions and the importance of accessibility may guide the production of teaching and material in future. The teachers trained in the project received new information and skills for the planning and implementation of accessible eLearning. This competence continues in their professional work and thus will have a permanent impact on the teaching practices of the higher education institutions. The cooperation networks formed during the project and the exchange of information remained permanent practices. This may promote continuous learning, the sharing of information and the dissemination of good practices in the higher education community. The project website will stay in the portal for at least five years.

All the produced results and material will be openly available on the project website. A collection of the articles and the separately published articles are also available on the publishers' websites. Universal Design for eLearning applies to all levels of education, not only to higher education. Other educational institutions may also benefit from the methods developed in the project.

Project home page: [TINEL - Häme University of Applied Sciences \(hamk.fi\)](https://tinel.hamk.fi)

EU Inclusion Approaches

2018-1-FI01-KA229-047288 School exchange partnership

Priorities: The EU Inclusion Approaches project focused on promoting inclusion and diversity in the education systems of the European Union.

Objectives: The objective was to provide an information package and a tool for dealing with the challenges in social inclusion and to propose ways of implementing this process. In addition, the project was aimed at developing and sharing good practices, methods and materials that support the inclusion and learning of all learners, disseminating information and best practices for social inclusion, and creating a forum in which students can work on social inclusion and find best practices to be shared.

Indicators: The indicators used in the project were the number of participants in the training events, surveys and evaluation forms that made it possible to monitor participant satisfaction, learning outcomes and the impact of the project on education systems.

Methods The methods used in the project were training events, workshops, webinars and online material. The selected methods were used to disseminate information and develop practices that promote inclusion and diversity. Each partner proposed a new form of inclusion that was in accordance with the priorities of the project and the needs of the educational institutions. Where possible, the educational institutions tried to apply their resources, skills and competence as much as possible and share them with the other partners. Five training courses, one of them a virtual one, were the most important way to train and share skills.

During the project planning process, each partner defined one approach to social inclusion. The methods used were use of the national languages as a way of breaking down barriers, increasing tolerance and understanding, and learning new things; innovative teaching methods to motivate pupils at risk of leaving school, ethnic minorities and academic students; promotion of intergenerational and intercultural activities; inclusion of learners with the help of animals; and use of practical approaches to create learning environments around crop production and as a method of making food to increase opportunities for social inclusion.

Information was disseminated at a conference in which the guest speakers were experts from different NGOs supporting inclusion, social inclusion and the inclusion of people who have fallen to the lower end of society's hierarchy and the inclusion of ethnic minorities, especially the Roma minorities.

Outputs: As a result of the project, new learning materials, teaching methods and practices were created that support inclusion and diversity in education. The achieved results can be used in the development and improvement of education systems. As part of each training programme, the students drew up surveys that were disseminated in their local communities and which reflected the general attitude to each topic or knowledge about it. They were later used as material that could be analysed to gain an understanding of the community that the students came from.

The comparison tool developed in the project laid a solid structural basis for later studies at the European level and served as a basis for shared discussion. In each training programme, at least two workshops were organised, which served as a teaching method, as a means of disseminating best practices from each theme and as a training forum for all participants. The guest speakers of the hosts prepared an informative agenda to extend the knowledge that the participants brought with them to the discussion forum.

The collected skills and knowledge could be transferred to the teaching and school communities of all the participating schools. The emphasis of the project was on innovative practices and the development of new approaches to promote inclusion and diversity. In the project, the planning of an inclusive teaching environment, the training of teachers and cooperation with different stakeholders were emphasised.

Innovations: During the project, a social inclusion handbook was drawn up in the form of a downloadable ebook that is available on the social media of the project and on the project website, where it can be easily disseminated to everyone interested. It is a useful tool in all classrooms or in activities outside school, and anyone can use it as encouragement free of charge.

Permanent practices: The practices and material developed during the project remained permanent practice in the training. The practices developed in the project and the handbook on inclusion may support teachers' professional development and promote inclusion and diversity in the long term.

A summary of the project: [compendio.pdf \(sepie.es\)](https://sepie.es/compendio.pdf)

Strengthening Inclusion of students with special needs through Positive Pedagogy

2019-1-FI01-KA202-060766 Strategic partnership in vocational education and training

Priorities: The priority of the project was to strengthen pupils' participation, attention to their special needs, fairness and inclusion with the help of positive pedagogy. Learning between cultures and generations was another priority.

Objectives: The main objective was familiarisation with each other's organisations from the point of view of special support and inclusion. Teaching methods and practices supporting the inclusion and learning of students with special needs were developed in the project. The project was aimed at creating permanent practices to promote the inclusion and participation of pupils with special needs. The objective was to better understand how students can be prepared for accessing the job market by identifying and utilising their strengths actively while they also gain more professional knowledge and competence. The objectives also included identifying the differences between the countries and their best practices and transferring this knowledge to concrete measures, and learning how to combine positive teaching and learning by doing. The intention was also to visit workplaces that employ persons with disabilities in each country.

Indicators: Participants' satisfaction was measured with surveys and evaluation forms. In addition, the indicators included assessments monitoring pupils' learning outcomes and indicators measuring the teachers' and the school community's commitment. The indicators used made it possible to measure the impacts of the project and monitor its success.

Methods New teaching methods, practices and materials were developed and tested in the project and the approach used was positive pedagogy, which emphasises the identification of pupils' strengths and positive resources. For example, the methods included training events, workshops, peer learning and collaborative learning. The methodologies utilised were positive pedagogy, identification of pupils' strengths and positive resources and creation of an inclusive learning environment. These practices helped teachers to better respond to the needs of pupils with special needs and support their learning.

Outputs: New teaching methods and practices were developed in the project to promote the inclusion and learning of pupils with special needs. New inclusive training material, support material for

pupils and operating models that support an inclusive learning environment were developed for teachers to use. Each participating organisation used the resource methods of positive pedagogy systematically in the teaching and guidance. Teachers and trainers were able to share new ideas internationally.

The project increased equal opportunities to participate in international activities for students who require special support. They received information about their strengths and learned to direct their own actions. An international culture enabled them to learn to work together and support each other in a positive way, gain experiences of succeeding and learn to appreciate themselves. The European network offered an excellent environment for peer learning in which international activities could be developed when students from the partner countries participated in the training together with the students of the hosting country.

The students of each organisation participated extremely actively in receiving visitors in their own organisation. This promoted students' wellbeing and positive self-image. The positive experiences gained during the studies reduced dropping out and increased employment. After the project ended, the teachers made the methods of positive pedagogy a natural part of teaching and everyday work of the educational institution.

Innovations: Applying positive pedagogy in special needs education was emphasised as an innovative practice in the project. This approach offers new ways of promoting the inclusion and learning of pupils and increasing the professional development of teachers.

Permanent practices: After the project ended, teachers' training material, instructions and recommendations for the implementation of inclusive teaching and peer learning have remained a permanent practice. The methods of collaborative learning and the support material for pupils may support the inclusion of pupils with special needs. Positive pedagogy remained a daily basis of teaching in each organisation that participated in the project. Permanent practices are significant because they make it possible to utilise the results of the project in the long term. They promote the inclusion and diversity of pupils with special needs in the school community and support the professional development of teachers. The impact of the project remains and will influence education systems even after the end of the project.

Presentation of the project [Erasmus - Strengthening Inclusion of students with special needs through Positive Pedagogy - Suomen Diakoniaopisto \(sdo.fi\)](#)

Lessons from less heard

2020–1-FI01-KA204-066560 Strategic partnership in adult education

Priorities: The promotion of diversity, equal opportunities, equal treatment, high-quality education, being heard and inclusion among minorities, marginalised groups and students with limited means.

Objectives: The objective of the project was to strengthen the inclusion of persons representing minority groups in education and society, and to develop and share innovative methods and practices that promote the participation and learning of minorities, marginalised groups and students of limited means in the school environment.

Indicators: Questionnaires, interviews and observation were used in the project to assess the progress of inclusion and being heard as well as students' experiences and learning results. The indicators drawn up measured the development of inclusion and being heard, the learning outcomes,

participants' experiences, the implementation of the project and the achievement of the set objectives.

Methods Inclusive learning, peer learning, attention to cultural diversity, inclusive pedagogy and a partnership-based working method were utilised in the project. Students' active role was supported in the learning process. These methods were aimed at creating a safe and inclusive learning environment in which every student can be heard and is encountered as an individual.

Outputs: The participants found that their competence had improved and their inclusion and the community spirit had increased with the help of self-knowledge and interaction skills. Students' learning results and academic success improved. As a result of the project, new learning materials, workshop concepts and operating models were created that were useful to teachers and schools in the promotion of inclusion. With these operating models, an inclusive learning environment was created in which every student could participate and learn from their own starting points.

The results spread more widely in the school community and had a positive impact on the learning experiences of minorities and marginalised groups. Interaction and exchange of information with the project partners helped to obtain more information about the possibilities to provide cultural services. The perspective of cultural environment was introduced in literacy training to adults with an immigration background. The network consisting of local stakeholders was strengthened in the project and the project created more opportunities for the social inclusion of immigrants through cultural activities that stimulate direct and active participation. The participants received practical information and inspiration for broadening the field of activities.

Each community reached a large number of people at the level of the community and the expectations set were exceeded in many activities. The impact was better when people were met in person instead of online, as a dialogue and storytelling work best and most naturally when they take place face-to-face, especially when the target groups do not have a common language and when they have only few skills supporting participation online. In the project, four events were successfully created in which cultural minorities were involved in planning and making culture.

Based on the participants' commitment, we managed to successfully increase culture in groups outside the dominant population groups in our local communities. The activities made cultural minorities and their views about the cultural environment more visible. Better availability of culture promotes equal opportunities and the realisation of cultural rights and strengthens communities, promoting social cohesion in the long term. In the literacy training for adults, the approach contributed to the group's sense of community significantly. By disseminating information on the methods and productions of the project, each partner has promoted and will continue to promote in their own area the capabilities of actors in the field of culture and education and other organisations, communities and groups of people to promote social and societal development to increase inclusion.

Innovations: In the project, participation and being heard were developed through innovative practices, such as inclusive learning methods, forms of peer learning, taking into account cultural diversity in teaching, and partnership-based work with students to create an inclusive learning environment. Competence, experiences and strengths were combined in an innovative manner in the partnership.

Permanent practices: Training material and training programmes for teachers have remained permanent practices that strengthen competence in promoting diversity and inclusion. The outcomes of the project continue to be used in the development and planning of the education and teaching

organisations to strengthen the principles of inclusion and equality as part of teaching practices and the school culture.

Project home page: [6-kültürel-miras-konulu-proje-örnekleri-broşürü.pdf \(ua.gov.tr\)](#)

Designing and supporting inclusive practices in Higher Education

2020-1-FI01-KA203-066572 Strategic partnership in higher education

Priorities: The priority of the project was to plan and support inclusive practices in higher education. The project focused on promoting inclusion and equality in education.

Objectives: The main objective of the project was to support higher education institutions in the development of innovative operating methods and practices to enable inclusive practices to be included in the design and teaching of courses and to create and develop practical approaches to ensure that all students can participate and do well in higher education. The project focused on designing and supporting inclusive practices to ensure that all students can participate and do well in the higher education environment.

Indicators: The impacts and outcomes of the project were assessed with questionnaires and interviews that measured the realisation of inclusive practices and their impact on students' participation, learning outcomes and wellbeing. The indicators provided objective information on the impacts of the project and enabled continuous monitoring and evaluation.

Methods The methods used in the project were collaborative learning, utilisation of technology and diverse learning assessment methods that provided new ways of planning and implementing teaching, supported students' different learning strategies and promoted diverse assessment.

Higher education institutions were encouraged to themselves examine and reflect on their current operating methods and practices with regard to diversity and inclusion and to offer tools and strategies to support them.

Outputs: As a result of the project, the Inclusive Higher Education Toolkit was developed, which consists of a Framework, a Readiness Checklist, the Design Canvas tool, a SWOT analysis template and a strategy tool, and which in addition to the toolkit contains a database of 47 good policies and practices from across Europe. The purpose of the toolkit is to support the administrative personnel and policymakers of higher education institutions in the development of inclusive policies.

The other output was the Inclusive Higher Education Training Course. It provided hands-on training and clear tips and strategies for academic teachers on how to design inclusive study programmes. The third output was an E-learning platform and a Massive Open Online Course (MOOC) on inclusive practices to everyone interested in learning and inclusive teaching. The MOOC is a two-week self-study course that includes six interactive learning modules with gameful features. It is available in five languages.

The project improved capabilities and competence, quality, relevance, synergy and understanding of the design processes and teaching in inclusive higher education institutions. The outcomes of the project show that inclusive practices in higher education promote and ensure students participation, learning outcomes and wellbeing. Students felt that the quality of the teaching and learning had improved and that equality and inclusion had increased with the help of inclusive practices

and inclusive and collaborative methods. The outcomes also show an increase in the professional competence of teachers and personnel and the establishment of inclusive teaching methods and practices as permanent practice when collaborative learning, utilisation of technology and diverse assessment methods are introduced into use.

Innovations: Functional practices were developed in the project to promote inclusion and being heard. These practices included inclusive learning methods, forms of peer learning, taking into account cultural diversity in teaching, and partnership-based work with students to create an inclusive learning environment. Inclusive practices have provided new ways of planning teaching and learning, supporting students' different learning strategies and needs. Collaborative learning has promoted teamwork skills, interaction and sharing of information between students. The use of technology has made a more flexible and accessible learning environment possible with the help of online learning platforms and applications. Diverse assessment methods have offered different ways for students to demonstrate their competence.

Permanent practices: Training material and training programmes for teachers have remained permanent practices that strengthen competence in promoting diversity and inclusion. Guidelines, training materials and networks for the planning and implementation of inclusive teaching have remained permanent practices after the end of the project. The outcomes of the project continue to be used in the development and planning of the education and teaching organisations to strengthen the principles of inclusion and equality as part of teaching practices and the school culture.

Project home page [Home - InclusiveHE](#)

Inclusion through mediation

2020–1-FI01-KA203-066490 Strategic partnership in higher education

Priorities: The project focused on promoting participation and inclusion in resolving conflicts through mediation. The priority was to create peace, reconciliation and inclusion in society.

Objectives: The project was aimed at developing mediation practices and competence that help to promote cooperation and constructive resolution of conflicts in different communities. The objective was to empower learners, activists and immigrants to become peer-to-peer mediators in their own communities and in the wider area.

Indicators: The impacts and results of the project were assessed with questionnaires and discussion-based group interviews that measured participants' experiences of increased cooperation, the development of their conflict resolution skills and reduction in violence. The collaborative partners developed a questionnaire after preliminary reading of literature and an examination of documents. An EU-wide study was conducted in the project to survey good practices in intercultural mediation in different parts of Europe. In the case studies carried out during the project, particularly good examples of good practices in using mediation as a tool were highlighted. The evaluation also included user testing and digital tools for observing user's behaviour and the results of dissemination.

Methods The methods used in the project were training in mediation activities, peer learning and simulation exercises. The methods promoted improvement in the relationships between the participants, development of the conflict resolution skills and strengthening of constructive interaction. The methods made the development of new approaches possible and created a basis for inclusive conflict resolution. During the project, skills, opportunities and good practices were surveyed to

help learners, activists and immigrants learn to act as peer-to-peer mediators in their communities and in the wider area. To obtain high-quality evidence on how mediation can be used as a tool, information was collected from several sources in the questionnaires and in the case study. Practical applicability was introduced in case studies.

Outputs: During the project, an interactive guide was developed to introduce the concept of conflict and tension resolution through mediation and ways of integrating refugees and other disadvantaged persons into the wider community. The guide serves as a learning resource in social inclusion for stakeholders such as higher education providers, trainers, community leaders and activists, and local actors and support groups. Training material was drawn up with the aim of encouraging teachers, trainers and adult and community educators to use a systematic approach and include mediation training in the curriculum for continuous learning in their organisation. In addition, the IncludeMe Massive Open Online Course (MOOC) including open source code material was created to enable flexible learning to everyone interested in conflict resolution, mediation and social inclusion. The MOOC is a self-study course consisting of five modules.

Significant progress in increasing inclusion and in constructive conflict resolution was achieved in the project. The participants found that cooperation as well as conflict resolution skills had improved and violence had declined with the help of mediation. Mediation has a significant impact on the relationships between participants, conflict resolution skills and the reduction of violence. Participants reported improved cooperation, increased understanding of different points of view and dialogue between cultures. Such innovative practices are an integral part of the impact of the project and they can be used to respond to the participants' needs and societal challenges.

Innovations: Innovative practices were created in the project by developing the mediation training, peer learning and simulation exercises. These innovative approaches created new ways of developing participants' conflict resolution skills and strengthening constructive interaction. They provided the participants with practical tools and opportunities for experiential learning.

Permanent practices: The guidelines for mediation activities, the training material and the networks that promote inclusive conflict resolution skills in the long term were created in the project and have remained in permanent use. Permanent practices ensure the continuity of the outcomes and the impact of the project as they provide the participants with tools and resources also after the end of the project.

Project home page: [INCLUSION THROUGH MEDIATION – Empowering learners, activists and migrants \(includemeproject.eu\)](https://includemeproject.eu)

Creating support models for participation in future work life

2020–1-FI01-KA202-066664 Strategic partnership in vocational education and training

Priorities: Support models and solutions for participation in the world of work of the future were created in the project. The priority was to promote contacts between education and the world of work and to support working life capabilities.

Objectives: The project was aimed at developing new support models, methods, practices and solutions that help individuals to participate actively in the world of work and adapt to changes in the future world of work.

Indicators: The development of participants' working life capabilities, employment and success at work were measured and assessed with questionnaires, interviews and monitoring data. The indicators provided objective information on the impacts of the project and enabled continuous monitoring and evaluation. The quantitative indicator was the number of those who participated in the training and in the information events.

Methods The methods used in the project were mentoring, workshop activities, networking and simulation exercises. These methods supported the development of participants' working life capabilities, professional growth and self-knowledge. They provided participants with opportunities to practice situations they would encounter in the world of work in the future and gain valuable experience. The methods used also represented cooperation between workplaces and the training, which strengthened the participants' opportunities to find employment and do well in the world of work.

Outputs: Participants' working life capabilities improved considerably. Participants reported increased professional self-esteem, better capabilities for adapting to the changing requirements of the world of work and increased employment opportunities. The support models and solutions developed in the project provided the participants with valuable support and guidance for participation in the world of work in the future.

In the project, an English-language user-centred cooperation model for planning, three training models, a guide for facilitators (language versions English, Finnish, Portuguese and Spanish), a toolkit for diversity training to employers and employees of support services and a visualised toolkit for diverse workplaces (language versions English, Finnish, Portuguese and Spanish) were drawn up. The training skills and qualifications of the trainers and coaches involved in the project improved. With the help of the project, wider opportunities for cooperation and joint development between the partners were created online and with a hybrid method. The visibility of international activities and cooperation has increased in the partner organisations. Collaborative development of diversity in the world of work and cooperation with workplaces and employers were increased, and cooperation enabling persons requiring special support to find employment was promoted. The organisations that participated found collaborative development and working with persons requiring special support extremely useful in today's society. We concluded that we share a similar set of values in which the weaker ones are not left to cope alone. Supporting those who require special support also increases the wellbeing of the community around them. We feel that the same respect, genuine encounters and support are generally applicable methods for finding employment and doing well in studies.

Innovations: Mentoring, workshops, networking and simulation exercises were used innovatively in the project. These practices provided participants with an opportunity to practice situations that take place in the world of work, develop their professional skills and create networks. Innovative practices promoted participants' working life capabilities and improved their opportunities to be successful in the future world of work.

Permanent practices: Permanent practices were created in the project, which will continue after the end of the project. The programmes, training material and cooperation networks that support working life capabilities continue to run. Permanent practices ensure that the outcomes and the impact of the project continue in the long term and will provide resources and information to participants in the future.

Each partner organisation uses the developed material in its training, in the development of its personnel's skills and in cooperation with employers. The Coaching Models guide and the toolkit for

diversity targeted at employers has been translated into the language of each partner country and they can be used in training events targeted at coaches, trainers and employers in these countries.

The toolkit for diversity targeted at employers has been further developed and it has been used in different events and training with stakeholders. The toolkit serves as good support material in discussions on themes related to diversity. All the material is freely available the project webpage.

Project home page: <https://www.livesaatio.fi/innolive/hankkeet/create-future>

Tools for Inclusive Education

2020-1-FI01-KA203-066571 Strategic partnership in higher education

Priorities: Innovative practices and tools were developed in the project to support inclusive teaching and learning. The priorities included inclusion of learners, their active participation and prevention of social exclusion.

Objectives: The main objective of the project was to develop tools and operating models that promote inclusive teaching and learning and support teachers' work in implementing inclusive teaching. In addition, the project was aimed at developing diverse teaching methods and practical tips for taking into account and supporting the needs of different learners. The objective was to promote the inclusion and learning of all learners, especially of those pupils who had special needs or who may be at risk of becoming socially excluded. In addition, the objective was to create encouraging and inclusive learning environments to encourage learners to express themselves, develop their skills and participate in cooperation with other learners. Teachers' professional development and the strengthening of their competence in developing inclusive teaching were supported in the project.

Indicators: The indicators used were the development of learners' learning outcomes and their participation in inclusive learning environments and teaching situations by monitoring pupils' active participation in group work, discussions and project work. Feedback and assessments of the project's impacts were collected from the teachers. Teachers gave feedback on how their teaching practices and approaches had developed during the project and how they had been able to support different learners better. Surveys and interviews with learners, teachers and other stakeholders were implemented in the project to collect information on learners' and teachers' experiences, changes in attitudes and new learning practices. An opportunity for self-assessment was offered to learners and teachers during the project to enable them to assess their own development and learning.

Methods The methods used were peer learning, collaborative learning methods and utilisation of technology in teaching. Digital learning platforms and applications provided a variety of tools such as audio books, tools for communicating with images and reading support programmes. The methods helped to promote pupils' participation and learning and to support the creation of an inclusive learning environment. The methods provided new ways of approaching teaching and learning. The importance of collaborative learning in inclusive teaching was emphasised in the project. Group work, peer learning practices and mutual support promoted pupils' interaction, social skills and sense of community. The principles of planning as the basis of inclusive teaching were emphasised in the project. Through planning, learning environments and material were created that were accessible and useful to all pupils regardless of their skills or needs. Clear instructions, visual aids and multi-sensory material

Outputs: Strategies and methods that support differentiated instruction were developed in the project by taking into account pupils' individual needs. The developed tools, collaborative learning methods, utilisation of technology, innovative practices and permanent practices support the creation of inclusive learning environments and improve pupils' learning and participation. They provide concrete aids and ideas for the planning and implementation of teaching from the point of view of inclusion. Differentiation in the contents, objectives and assessment of teaching and in the learning environments helped pupils achieve their goals. Teaching staff has been able to develop their skills in supporting different learners and promote learners' participation and learning.

Innovations: Digital learning platforms and applications such as audio books, tools for communication with images and reading support programmes provide new approaches that help pupils with different learning needs. The group work methods, peer learning practices and mutual support developed in the project promote learners' interaction, social skills and sense of community. Differentiation in the contents, objectives and assessment of teaching and in the learning environments helped pupils achieve their goals. In the planning of teaching, accessible learning environments and material were created that were useful to all pupils regardless of their skills and needs. Clear instructions, visual aids and multi-sensory material supported learning in different ways.

Permanent practices: The tools and innovative practices developed in the project have laid a basis for permanent practices in inclusive teaching. Teachers can continue to use the tools and methods developed in the project in their own teaching. The results and experiences gained from the project may serve as an inspiration and example to other educational institutions in the promotion of inclusive teaching.

Project home page <https://tofie.eu/>

APPENDIX 2. Questionnaires sent to Erasmus+ KA2 project actors

Questionnaire on innovative practices in Erasmus+ partnerships for cooperation focusing on inclusion and diversity, 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 inclusion and diversity 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 inclusion and diversity 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.

The Erasmus+ Programme supports 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 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.

With this short questionnaire, we would like to examine the experiences and thoughts those involved in the Erasmus+ programme have regarding how inclusion and diversity 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 inclusion and diversity 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 inclusion and diversity?

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 inclusion and diversity 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 inclusion and diversity 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 inclusion and diversity?

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.

DEVELOPMENT IDEAS, PROMOTION OF COOPERATION, FURTHER PLANS

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 \(sepie.es\)](#)

Data collection and analysis of Erasmus+ projects.
[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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