

E³UDRES²

Engaged and Entrepreneurial European University as
Driver for European Smart and Sustainable Regions

3. E³UDRES² Learners & Educators

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Deliverable nr.	Deliverable name	Person responsible	Corresponding HEI
D3.14 – D41	A European (KA2) application on how learners and regions create a common future through I Living Labs.	WP3 staff Member	UCLL

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1. Introduction

Included you can find our European (KA2) application on how learners and regions create a common future through Living Labs for the WP3 Deliverable 3.14.

1.1 The European (KA2) application of E³UDRES²

A. Title of the European KA2 application:

Lead the ReGeneration – European labs for regenerative green competences in Higher Education by UC LIMBURG (E10202795 – BE)

B. Project description:

LEAD THE RE-GENERATION will support teachers and students to develop their competences for the green transition in higher education through innovative learning and teaching practices in the ReGen Labs taking into account rural and urban regions while including regional stakeholders and tackling their challenges within the labs. To overcome the existential threat of climate change and environmental degradation, the European Green Deal proposes a growth strategy to make Europe climate neutral by 2050. This systemic change to a regenerative economy needs more than just technological skills. The goal of this project is to foster complex transversal skills needed to deal with wicked problems such as climate change and the green transition by means of transformative education. In our consortium educators and students have expressed the need to develop skills, knowledge and attitude in collaboration with others to accelerate the green transition. Recently, several frameworks have been developed to map the transversal skills needed for the green transition, including the European GreenCompi, the Inner Development Goalsii and the New European Bauhaus Stewardship Labs Initiativeiii. Key points across these different frameworks are a willingness and ability to act in accordance with sustainable values and developing a relationship towards oneself, others and the world. Lead the Re-generation takes a regenerative approach in which the aim is to train the competences to act in ways that renew or revitalize own resources, those of others around us and of the planet. Lead the Re-Generation will include expertise from climate psychology to deal with these issues, and will focus on the following four main activities: Mapping: an overview of existing innovative learning and teaching practises aimed at developing the skills for

the green transition is created. Acting: based on the mapping the 'Re-generation labs' will be implemented. These are learning labs that are challenge based with the involvement of stakeholders (including citizens) presenting regional challenges. During a 6 week Lab students and educators will go through a learning process both product and process oriented. Assessing: a self-assessment tool is developed and applied so students and lecturers can track their own progress concerning the competences needed for the green transition throughout the Re-generation labs. This is in line with the competence of self-awareness and creating a relationship to oneself. Next to the self-assessment a peer monitoring and assessment cycle will be implemented: through joint visits and learning activities in the partner institutions the participants will reflect, assess and enhance their learning collectively. Connecting: creating a community for collective action within our partnership, within our institutions and within the regions in which our institutions are situated, by actively sharing and co-creating the results with multiple stakeholders

C. What makes your proposal innovative?

Lead the Re-generation goes beyond a view on sustainability in the narrow sense and takes a regenerative approach. Apart from including state of the art innovative educational and teaching practices, expertise of climate psychology is included in lead the Re-generation in order to move beyond resistance to the green transition into acting from a place of care for oneself, others and the world. In order to reach this goal, existing frameworks on the competences for the green transition will be translated into practice. In the ReGen labs, students and educators co-create solutions to on regional challenges in a 29 / 72 Call 2023 Round 1 KA2 KA220-HED - Cooperation partnerships in higher education Form ID KA220-HED-474E6655 Deadline (Brussels Time) 24 Mar 2023 12:00:00 EN multidisciplinary team (together with stakeholders and citizen). The focus is on the personal development and active role of learners (both students and educators) within the learning process. Throughout the ReGen labs, students and educators assess their progress with respect to the competences for the green transition based on self-reflective practices. Relation to others; Peer learning (training, communities of practice within the institution and transborder, sharing of practice, visits to the other institutions to commonly reflect and assess the practices. Relation to the world; HEIs are seen as accelerators of innovation in which students are 'change makers', citizens and young professionals of the future. Since educators are trained to establish these green competences themselves, the impact will go beyond the students participating during the lifetime of the project. As a result,

educators are seen as change makers within the institution, across the different institutions and within the regions of the institutions, leading to a whole school approach to the green transition. Impact on the participating students, educators. Also other educational staff (technical, educational services, management) will be included to ensure integration within the HEI. By including stakeholders and citizens in the ReGen labs there will be spill over in the regions.

D. How is this project complementary to other initiatives already carried out by the participating organisations?

UCLL, Via and STPUAS are part of the **Erasmus + University Alliance 'E³UDRES²' Engaged European Entrepreneurial University as a Driver for European Smart and Sustainable Regions**. One of the main topics of the E³UDRES² alliance is circular economy. The Change Corner is a space installed in the institutions of the E³UDRES² alliance where good practices related to circular economy are presented to students, educators and stakeholders. The three participating HEI are collaborating closely and implementing E³UDRES² I living Labs within their institution as such they are familiar with the practice of collaboration between students to cocreate solutions for challenges within the region in collaboration with external stakeholders. Within E³UDRES² the focus is on innovation and entrepreneurship, whereas within the ReGen labs we will focus on the Green competences, which is an added value for the institutions and the E³UDRES² consortium. The experience of the three institutions with integrating these Living Labs within the curriculum will be a starting point for establishing new formats supporting transversal competences needed for the green transition. ViA has experience with projects about the development of transversal skills (ESF e.a.). In addition to these institutions involved in the E³UDRES² consortium, Klimaatcontact, La Trans Educative and Innovaform were included because of their expertise in community engagement and design. La Trans Educativa is specialized in innovative methodologies that link participatory art and eco social education to create transformative experiences that focus on behavioral change and green skills in action built around sustainable creativity. Innovaform in general focuses its work on youth empowerment and future skills that closely ties to the project and has strong expertise in instructional design to increase learning outcomes.

E. Submission History



Call 2023 Round 1 KA2
KA220-HED - Cooperation partnerships in higher education
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Submission History

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2. Annexes



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Application

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