MAKING SMALL THINGS GROW BIG TOGETHER – DEMOCRATIC LIFE, COMMON VALUES AND CIVIC ENGAGEMENT AS PRIORITIES

EXPERIENCES OF ERASMUS+ PARTNERSHIPS FOR COOPERATION COORDINATED BY FINNISH ACTORS

FINNISH NATIONAL AGENCY FOR EDUCATION

Erasmus+
Enriching lives, opening minds.

Reports and surveys 2024:7c

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Reports and surveys 2024:7c

ISBN 978-952-13-6964-3 (pdf)
ISSN-L 1798-8918
ISSN 1798-8926 (pdf)

Layout: PunaMusta Oy

www.edu.fi

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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 2024, the Finnish National Agency for Education commissioned a report on how democratic life, common values and civic engagement are realised in Erasmus+ cooperation projects coordinated by Finnish actors. The potential ideas, inclusive approaches and innovative practices of Erasmus+ partnerships for cooperation were also surveyed in the report.

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

1. INTRODUCTION

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

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

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

Between 2014 and 2022, a number of Erasmus+ KA2 partnerships for cooperation that focused on promoting democratic life, common values and civic engagement were implemented in the Erasmus+ Programme. The objective of this report is to survey the experiences and ideas regarding meaningful approaches developed in the projects of the beneficiaries of concluded Erasmus+ KA2 projects launched between 2017 and 2021 that were coordinated by Finnish project actors and focused on democratic life, common values and civic engagement. The report is also aimed at obtaining information on the impact and results of the projects and identifying innovative practices and potential innovations that may possibly be utilised in future projects.

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

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

2. BACKGROUND

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

- Cooperation Partnerships
- Small Scale Partnerships.

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

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

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

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

In addition, to better link European priorities with the specific needs at national level, Erasmus+ National Agencies have the possibility to identify one or more of these European priorities as

particularly relevant in their national context, in order to encourage organisations to focus their contributions in these selected areas on a given year.

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

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

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

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

Common values, civic engagement and participation: The Programme will support active citizenship and ethics in lifelong learning; it will foster the development of social and intercultural competences, critical thinking and media literacy. Priority will also be given to projects that offer opportunities for people's participation in democratic life, social and civic engagement through formal or non-formal learning activities, such as for example activities raising awareness about and promoting participation in the 2024 elections to the European Parliament. The focus will also be on raising

awareness on and understanding the European Union context, notably as regards the common EU values, the principles of unity and diversity, as well as their cultural identity, cultural awareness and their social and historical heritage. In addition to the general priorities mentioned above, the following specific priorities will be pursued in the respective sectors.

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

- innovative approaches for addressing their target groups, by providing for example: more attractive education and training programmes, in line with individual needs and expectations; use of participatory approaches and digital methodologies; new or improved processes of recognition and validation of competences; greater effectiveness of activities for the benefit of local communities; new or improved practices to cater for the needs of target 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 and 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.

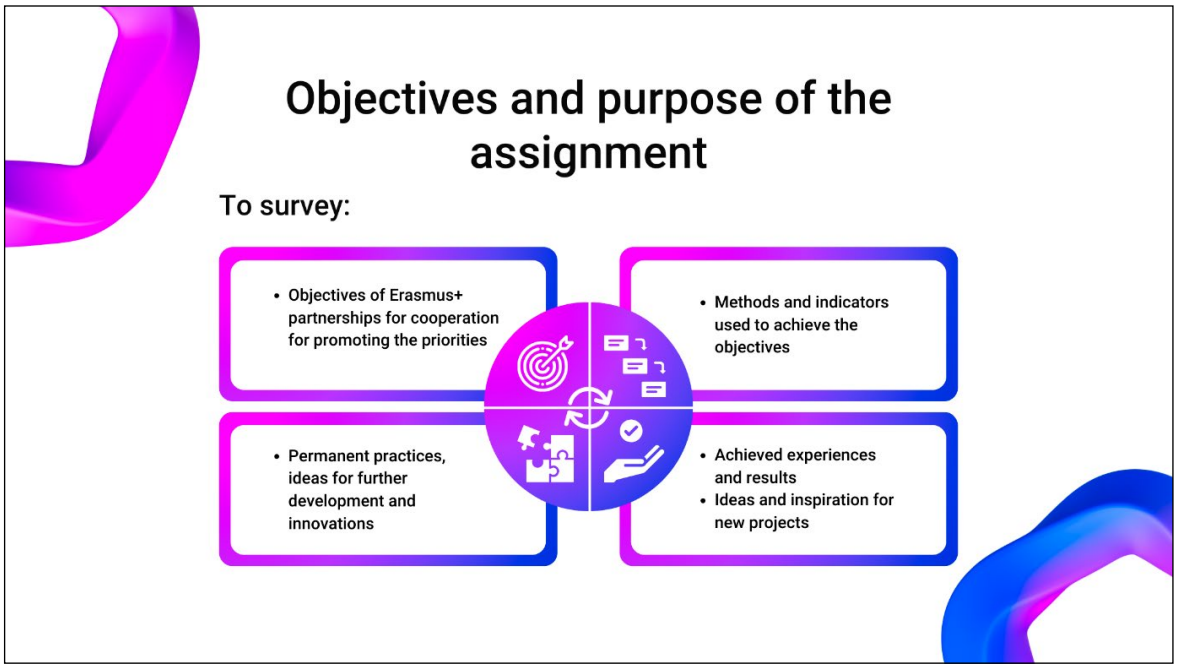
Finnish actors have been active coordinators and participants in Erasmus+ KA2 projects. In this report, we examine projects focusing on democratic life, common values and civic engagement that were coordinated by Finnish beneficiaries and aimed at developing innovative practices and potential development ideas in the priorities of democratic life, common values and civic engagement.

3. OBJECTIVES AND PURPOSE OF THE REPORT

The objective of this report is to chart the experiences and ideas of potential innovations and meaningful approaches of the beneficiaries of concluded Erasmus+ KA2 projects launched between 2017 and 2020 that were coordinated by Finnish project actors and focused on democratic life, common values and civic engagement. 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 findings of the report are aimed at providing authentic information on the impact and outcomes of completed Erasmus+ KA2 projects focusing on democratic life, common values and civic engagement for 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



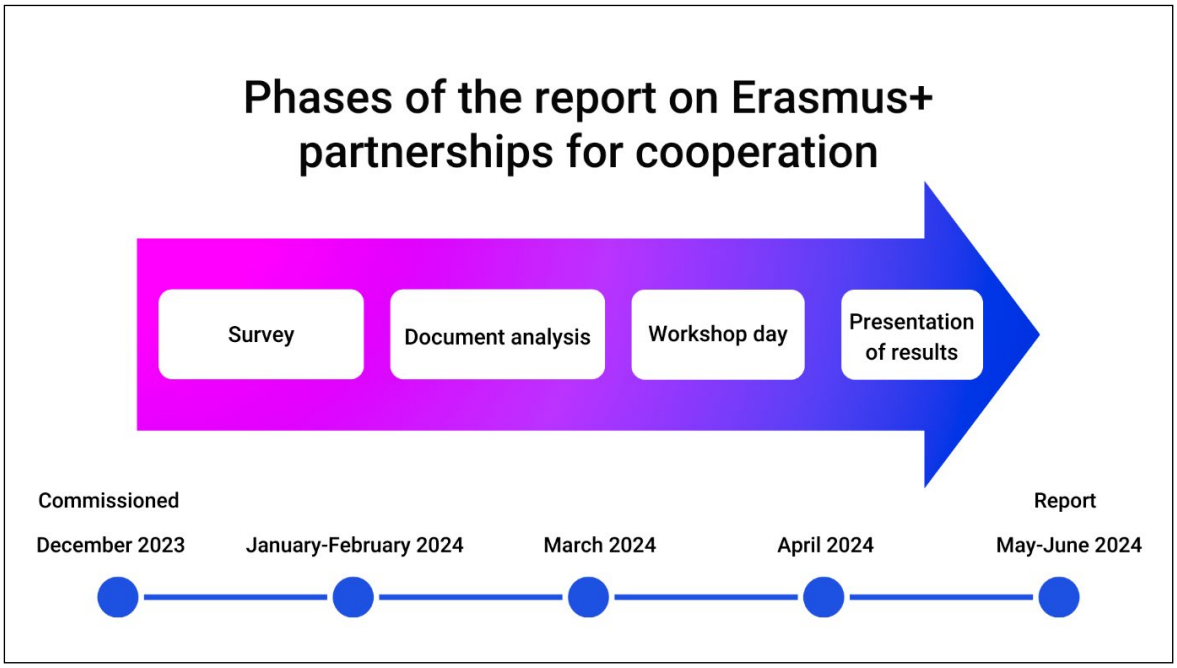
3.1 Methods

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 21 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).

The case study method was used to examine how Erasmus+ KA2 projects focusing on democratic life, common values and civic engagement promoted the possible impact of the projects. The methods used also included a document analysis, in which the documents analysed were those recorded in the application and reporting system of Erasmus+ KA2 projects and contained information on the planning, implementation, results and impact of the projects. By analysing these written sources, it was possible to identify the achievement of the objectives and plans of Erasmus+ KA2 projects as well as the resources, materials, tools, innovations and permanent practices produced by the projects from the point of view of environmental responsibility. A survey was also used as a research method, and electronic questionnaires were sent to persons responsible for Erasmus+ KA2 projects to find out about their experiences and observations of how the project contributed to democratic life, common values and civic engagement. The survey was used to assess participants' awareness of these themes before and after the project and the beneficiaries' views about the impacts of the project. Actors from different projects assessed the impacts of the projects by sharing innovative practices and developing potential development ideas further together in a workshop organised for project actors in April 2024.

FIGURE 2. WORK STAGES 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 background for the objectives, methods and structure of the selected Erasmus+ KA2 partnerships for cooperation.

Chapter 4 describes the data used in 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 contains short descriptions of the selected Erasmus+ KA2 partnerships for cooperation focusing on democratic life, common values and civic engagement 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 Viewpoint and possible impact of selected Erasmus+ KA2 projects on promoting democratic life, common values and civic engagement

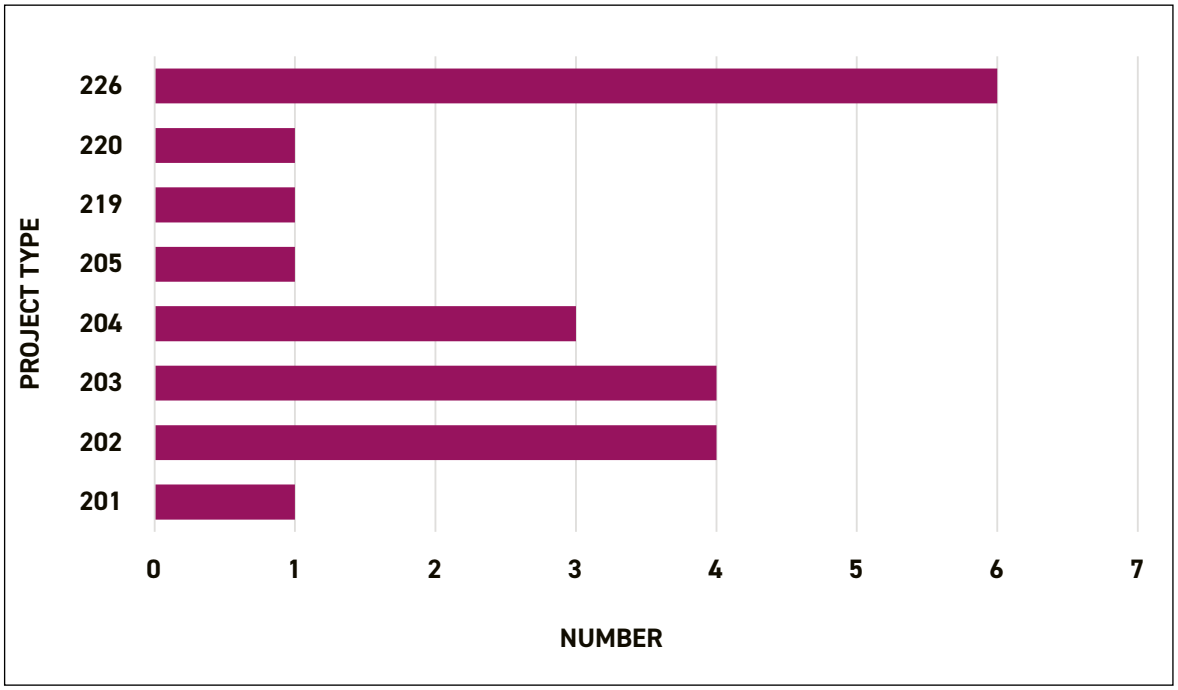
The report examined potential ideas, inclusive approaches and innovative practices developed in Erasmus+ partnerships for cooperation focusing on democratic life, common values and civic engagement coordinated by Finnish actors. A total of 17 Erasmus+ partnerships for Cooperation that focused on democratic life, common values and civic engagement were selected for the report.

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

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

DISTRIBUTION OF THE PROJECT TYPES OF THE ERASMUS+ KA2 PROJECTS EXAMINED IN THE REPORT (N=17).



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

4.2 Erasmus+ KA2 partnerships for cooperation focusing on democratic life, common values and civic engagement included in the report and their perspectives

The aim of the Erasmus+ programme is to increase participation in society by supporting active citizenship and promoting the development of social and intercultural skills, critical thinking and media literary. Active citizenship is a broad concept and can be used to refer to a wide range of participation in democratic life. According to different definitions, active citizenship may mean exerting influence on a small scale in one's close environment while other definitions describe it as diverse participation in the cultural, economic, political and social life. What all the definitions have in common is that people belong to a community and work for its benefit. While active citizenship is regarded as requiring knowledge and understanding of how society works and of its laws and institutions, skills and functional capacity are also needed, which cannot be developed through theoretical information sharing and learning alone. To enable the development of active citizenship, the functional and experiential dimensions of citizenship must be supported. This is best achieved by means of activities in which involvement, decision-making and cooperation are practised and by participating in different projects and civic engagement.

The aim of the Erasmus+ programme is to increase participation in society by supporting active citizenship and promoting the development of social and intercultural skills, critical thinking and media

literary. The programme prioritises projects that offer opportunities for participation in society and young people's civic engagement. In the youth sector, the activities are based on the European Union Youth Strategy. In addition, raising awareness and understanding of the European Union matters, the common values of the EU and the principles of diversity and belonging to a community play a key role. At the same time, efforts are made to foster a sense of belonging to the European Union.

The Erasmus+ KA2 projects selected for the report focusing on democratic life, common values and civic engagement are examined in this chapter from the following viewpoints:

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

The experiences gained in Erasmus+ KA2 projects of democratic life, common values and civic engagement were studied by examining the following aspects:

- How well the project addressed democratic life, common values and civic engagement
- How well the project succeeded in raising participants' awareness of democratic life, common values and civic engagement
- To what extent the outcomes and practices of the project have remained a permanent part of organisations' and communities' activities aiming to promote democratic life, common values and civic engagement going forward.

ERASMUS+ KA2 PARTNERSHIPS FOR COOPERATION FOCUSING ON DEMOCRATIC LIFE, COMMON VALUES AND CIVIC ENGAGEMENT INCLUDED IN THE REPORT AND THEIR PERSPECTIVES

Project	Project type	Priorities	Objectives	Indicators	Methods	Outputs	Innovations	Permanent practices
European Master on Active Ageing and Age Friendly Society Karelia	203							
Pro Youth Empowering youth workers and youth in the protection and prevention from honour violence	205							
Tools for Inclusive Education	203							
Designing and supporting inclusive practices in Higher Education	203							
SAVINGSCAPES: Fostering collaborative knowledge creation and civic engagement in the field of landscape governance	203							
Strengthening Inclusion of students with special needs through Positive Pedagogy	202							
Local and global approaches to livable lifestyles	229							
Creative minds - Service Designed Sustainable Startups	202							
Youth card evidence-based tool for improving youth work and activating	205							
Participation in Society through Classroom Activity and Cooperation	229							
Towards Inclusive eLearning: Improving Accessibility of eLearning in Higher Education from Universal Design for Learning perspective	203							
Raising Aspirations for Social Inclusion	203							
Empowering Residential Child Care through Interprofessional Training	203							
The Competent Learningprocess	219							
Education as a Constructor of Social and Cultural Sustainability for the 21 century	204							
Improving the Skills and Competencies in Self-Directed Support	204							
Kaleidoscope: supporting female migrant entrepreneurs	204							

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

5. GAINED EXPERIENCES, POTENTIAL IDEAS AND INNOVATIVE PRACTICES

5.1 Survey addressed to responsible persons of Erasmus+ Partnerships for Cooperation focusing on democratic life, common values and civic engagement concerning innovative practices in the projects

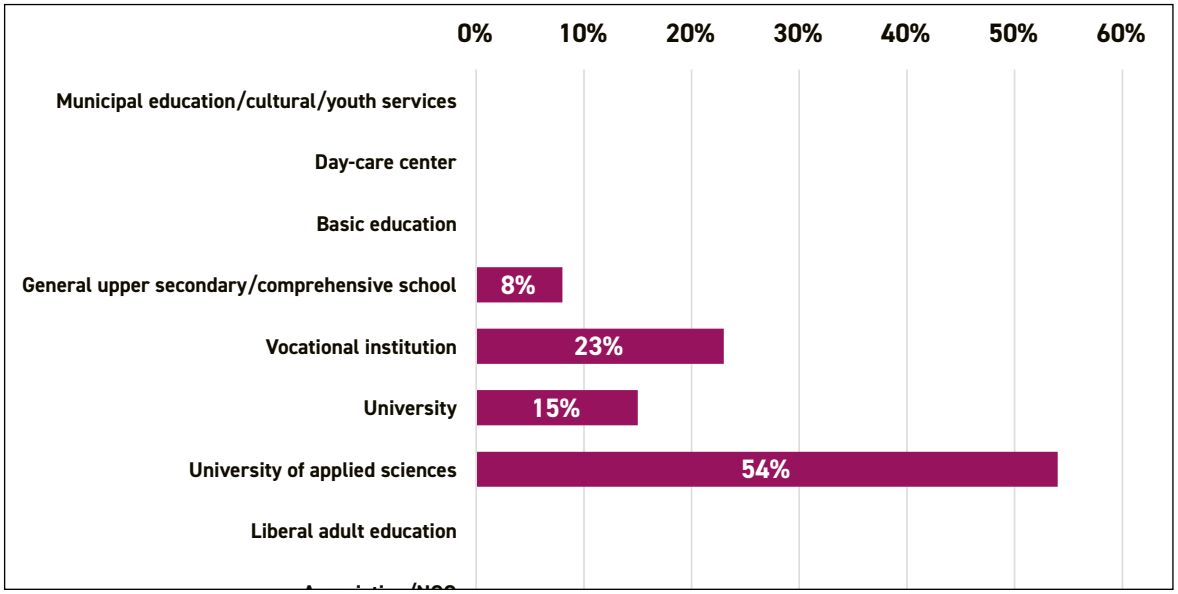
The purpose of the report was to survey the experiences and views regarding potential ideas and innovative practices of the projects of persons responsible for concluded Erasmus+ partnerships for cooperation focusing on democratic life, common values and civic engagement. The report can be used to inspire applicants to adopt new approaches. In January 2024, an electronic survey and an advance invitation to a workshop held in April 2024 were sent to the persons responsible for Erasmus+ partnerships for cooperation focusing on democratic life, common values and civic engagement selected for the report.

The survey was sent to the responsible persons of Erasmus+ partnerships for cooperation coordinated by Finnish actors that started in 2017–2021 and focused on democratic life, common values and civic engagement. The results of the survey were used in a workshop organised for the persons responsible for the projects in April. The purpose of the survey and the workshop organised in the spring 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 the digital transformation launched between 2017 and 2021 and coordinated by Finnish actors were also invited to the workshop.

Fourteen 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.

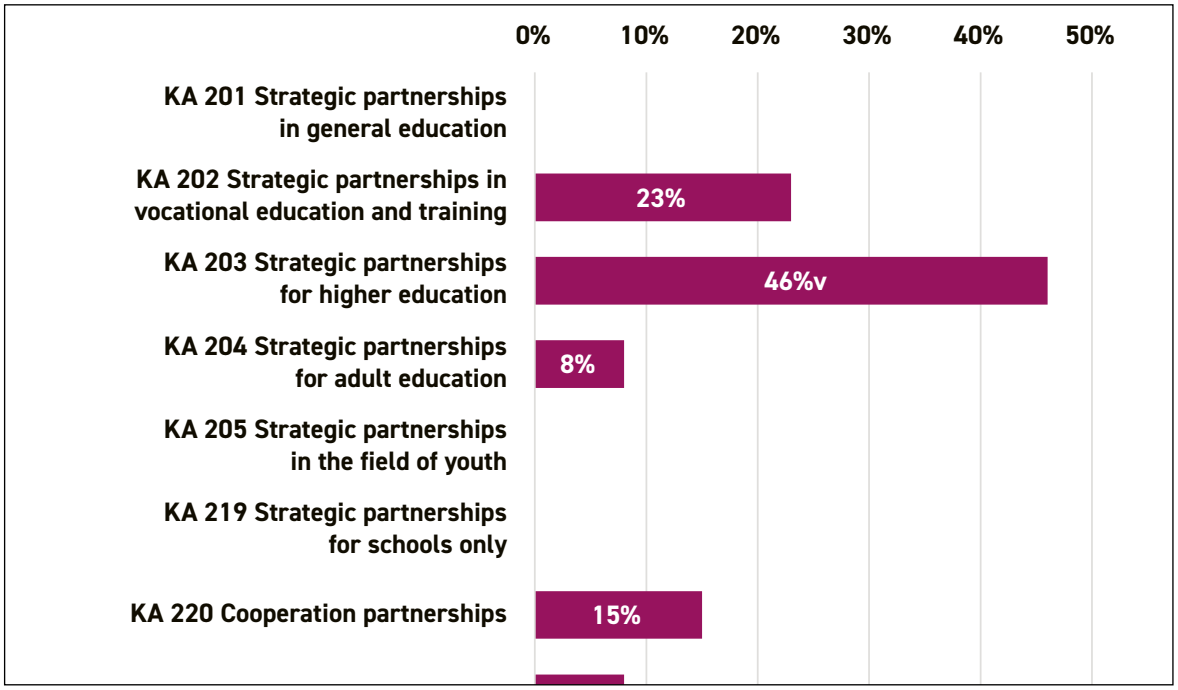
ORGANISATION TYPES REPRESENTED BY THE RESPONDENTS

Number of respondents 14



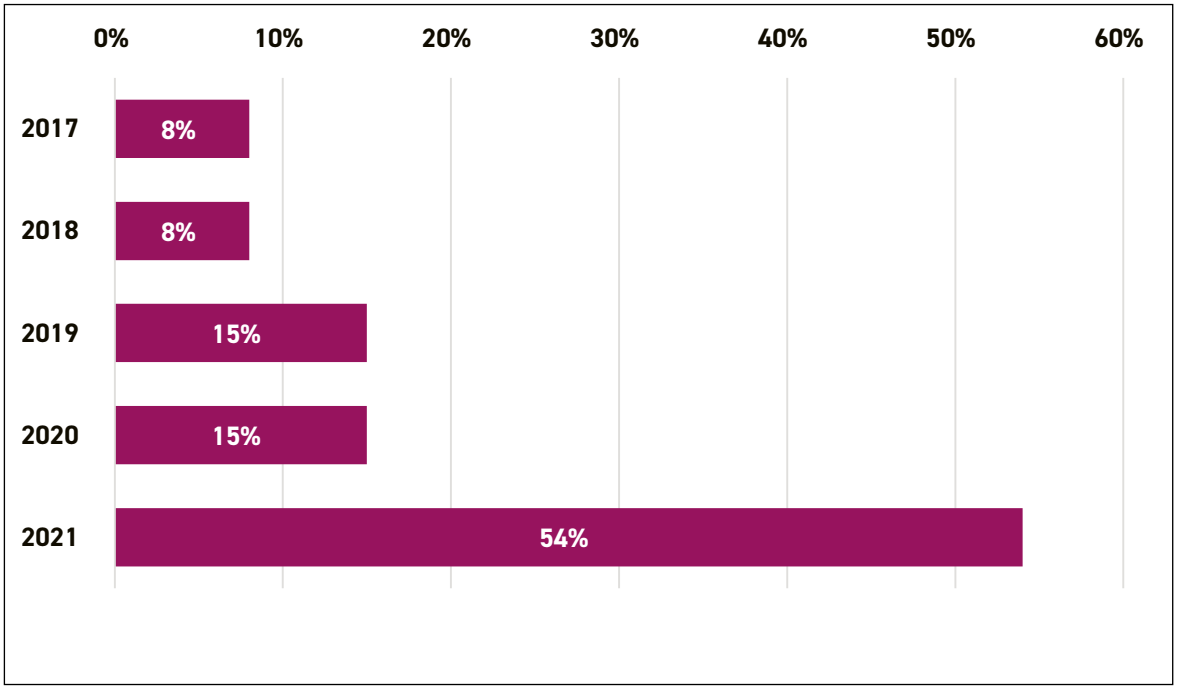
ERASMUS+ KA2 PROJECT TYPES OF ORGANISATIONS THAT RESPONDED TO THE QUESTIONNAIRE

Respondents 14



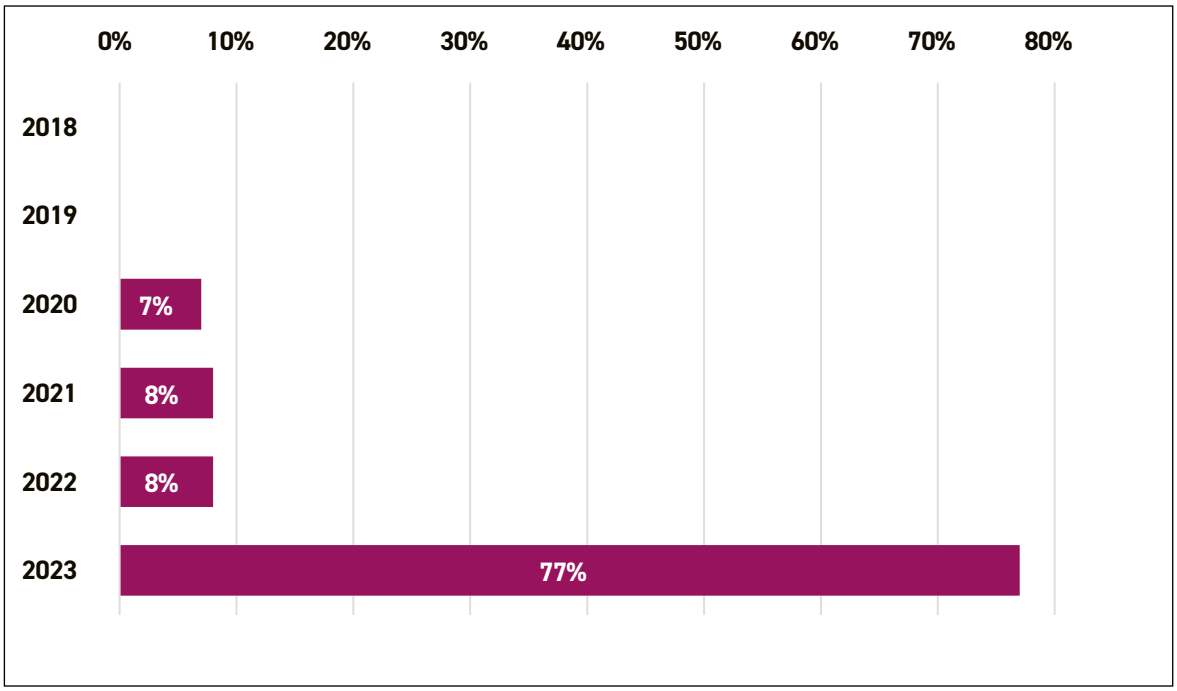
START YEAR OF PROJECT

Respondents 13



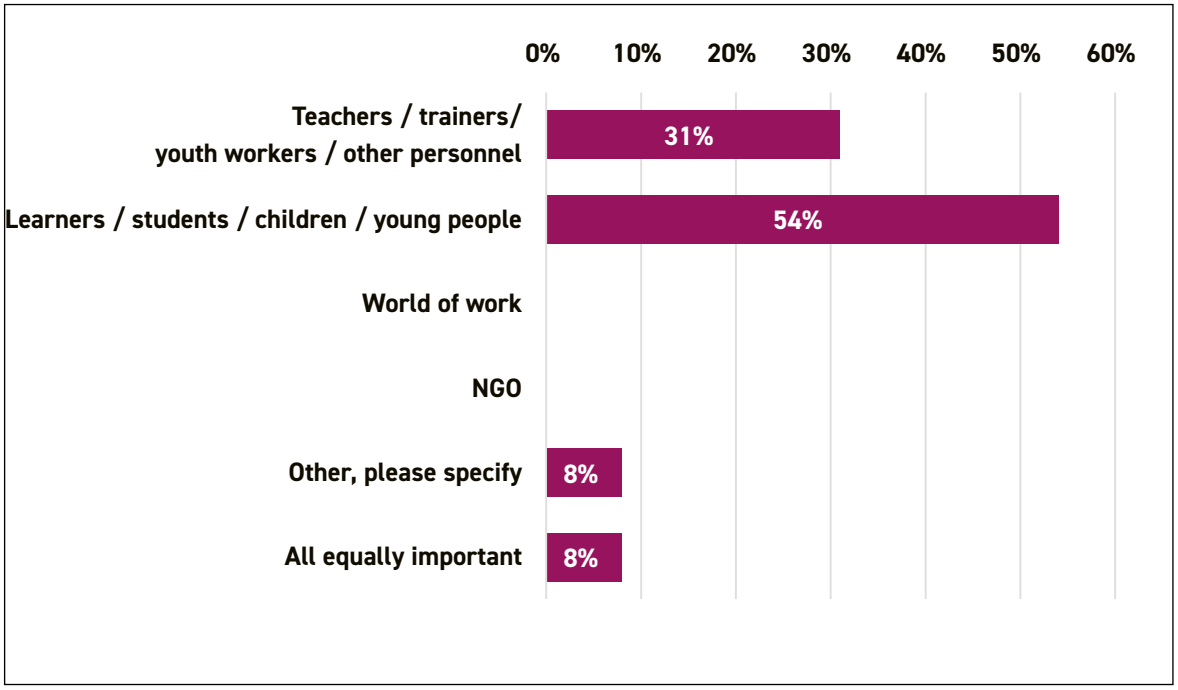
END YEAR OF PROJECT

Respondents 13



PROJECT TARGET GROUP

Responses 14



5.2 Results of the survey

What need did the project aim to respond to?

Based on the survey results, the projects aimed to give young people an opportunity to learn skills in influencing opinions, societal decision-making and environmental protection. They also sought to increase understanding of the challenges and potential solutions in different countries and to develop multidisciplinary competence and digital and team work skills.

The Erasmus+ partnerships for cooperation aimed to respond to the challenge of ageing by putting together a joint degree programme that supports the development of new skills and competences for the needs of an ageing population. The projects implemented a digital tool to support youth work, which facilitates exchanges of information between young people and youth work organisations as well as the sharing of information about services.

The projects aiming to develop the competence of teaching and guidance personnel focused on working life coaching of staff members and increasing their awareness of guiding and supporting persons in need of special support. In addition, the projects aimed to develop inclusive instruction in art pedagogy and to raise higher education teaching staff's awareness of learning difficulties. The projects sought to develop new teaching methods and practices for promoting students' inclusion. The objective was to enhance the competence of the teaching and guidance staff and coaches 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. The projects aimed to promote common values, including sustainable development, social inclusion and multiculturalism, and to support civic engagement and strengthen democracy.

What need did the project aim to respond to?
At the planning stage of the project, the Fridays for future campaign, Extinction Rebellion and similar movements had made visible young people's distress over climate change and biodiversity. We wished to give young people an opportunity to learn skills in influencing people's opinions and behaviour and societal decision-making, strengthening young people's trust in democracy. The multinational project succeeded in increasing participants' understanding of both the similarities and differences of the challenges and potential solutions in different countries. Naturally, the project also aimed at practising skills in intercultural action and improving foreign language proficiency, building up digital and team work skills, increasing awareness of and positive attitudes towards the EU, and raising awareness of the theme in general.
The project wished to produce an international Master on Active Ageing and Age Friendly Society degree programme, as an ageing population is a multidimensional challenge for all partner countries. We wanted to build a joint education programme that contributes to responding to this challenge by producing new types of skills and multidisciplinary competence.
The YOUTH CARD project implemented a digital tool in support of youth work that helps bring together organisations engaged in youth work, share information about services and activities available for young people, and collect statistical information on the use of these services.
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 democratic life, common values and civic engagement did the project aim for?

Erasmus+ partnerships for cooperation focusing on democratic life, common values and civic engagement aimed to develop diverse skills and competences for democratic life. The projects wished to provide young people with skills in influencing decision-making processes, both in their own institutions and more widely in society, especially by using social media. The projects also aimed to support older people's opportunities for participation and to strengthen their role in society.

Key areas in the projects were creating a diversity toolkit for working life and developing coaching competence. Their purpose was to promote inclusion between different groups and to support the inclusion and international participation of students in need of special support. 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 develop teaching to account for different learners in the planning, delivery 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.

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. The projects emphasised equality and individualisation by taking special needs into account and, in particular, by selecting and including pupils who have 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. Democratic life, common values and civic engagement were stressed particularly in wellbeing-related themes and 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.

The projects also focused on developing the competence of teaching staff and promoting inclusive teaching in different fields, including art pedagogy. The objective was to develop teaching activities that address the needs of different learners and to support their studies and participation in the community. The projects aimed for increasing understanding of common values, promoting inclusion and equality between different groups, and supporting the development of influencing and civic engagement skills at different levels of society.

Competence sought during the project.	In the project activities, participants practised a wide range of influencing skills and, indirectly, built up their awareness of their personal and common values. The aim was to provide young people with skills in influencing decision-making processes in their schools, municipalities and the wider world (the latter especially through social media).
	A wide range of different groups were engaged in carrying out the project: professionals working with older people in various fields, older people in different regions, educational organisations whose programmes deal with issues related to ageing in some way, and administrative and political actors who influence society's structures and national policies. We wished to contribute to building positive attitudes towards older people and strengthen their opportunities for participation and willingness to participate, as well as help them make their voices heard in society.
	At the end of the project, each participating region or organisation has a better evidence-based understanding of what they offer to young people and what the actual impacts of the organised activities are. One of the project outputs aimed to involve organisations working with young people in the Youth Card ecosystem as widely as possible (Young people - youth workers - organisations). Each young person would know as comprehensively as possible what activities are organised in the area and how you can participate in them.
	This was part of every topic. First, 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? Which concrete means were used to promote democratic life, common values and civic engagement?

Democratic life, common values and civic engagement were promoted by developing toolkits in cooperation and by presenting the results of the project extensively 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.	
	The following activities were used to reach the objectives, in particular: a report on the school's sustainable practices, infographics on eco-labels (poster exhibitions in schools), a fashion show based on the offer of shops selling second-hand clothing (video on social media), video, podcast, poster, opinion piece, photo demonstration on social media, photo collage (exhibition on school premises). Apart from the first two, all exercises were completed in multinational groups. The first exercise was the only one that was completed exclusively in the participants' own countries. All others involved hybrid work, in which some of the participants worked on the same file remotely online, often also simultaneously. In a few countries, trees or shrubs were additionally planted in the school grounds, students participated in a climate march, and a clothing exchange event was organised at their school.
	Through joint workshops and events, focus group interviews, newsletters and publications. We also wrote a blog and participated in several conferences on the theme. We wanted to encourage discussion and inclusion in as many ways as possible.
	Regional Youth Card workshops. Particular target groups of the workshops were organisations working with young people in the region and with youth work. Young influencer group, such as Joensuu Youth Council. Young people were involved in developing the Youth Card. They then organised an event at which the Youth Card was tested in practice.
	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 four-day programmes of different positive workshops/one week in each partner organisation, which students requiring special support were able to attend (three from each country)
	During the project, we familiarised ourselves with the activities of each of our partner organisations. We gathered good practices actively and aimed to integrate 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. 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?

As the most significant methods were identified highlighting democratic life, common values and civic engagement 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. The idea that, to promote inclusion, different learners should have equal opportunities to participate in societal activity was brought up in the survey. 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.

The most significant or innovative method.
A series of workshops in which students chose their preferred channel of involvement (podcast, poster, opinion piece, social media demonstration or collage) and used it in an attempt to influence people's opinions on biodiversity loss.
Above all, success was based on our versatile use of different methods and systematic approach to progressing in searches for information and building of inclusion. This is why I would say that the planning process and its implementation played a key role.
The youth council wanted to organise a youth event whose outcome young people could influence. They could participate by voting in the Youth Card application and on the website. This meant that the Youth Card brought young people together to work on a common purpose. The youth council organised a music competition, the winner of which got to perform in a concert. This work was carried out in Discord VoIP application and at joint meetings.
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 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.

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 method or idea used in the project and the related development process.
Each workshop was attended by young people from each participating school, some on site and others online due to COVID-19 restrictions. The assignments were formulated by teachers, and young people worked as self-directed groups in their workshops. Teachers provided background support, both online and in classrooms. The students were supported by a checklist and other materials that allowed them to get their messages across as effectively as possible. As this was the last workshop of the entire project, they had already accumulated a lot of knowledge and personal experiences of climate change and biodiversity loss. In the workshop, the young people formulated their own messages together and, using the jointly selected technique, produced an effective message as a podcast, collage, poster, social media demonstration or opinion piece. The social media demonstration meant that young people produced images in which they and animals protested against biodiversity loss using signs and banners. The images and other outputs were published on the schools' social media channels and websites (if possible) and at least on the project Twinspace. The students worked on two different days for around three hours at a time in the workshop.
The idea of a joint international degree programme had come up a year earlier at a meeting with two partners. We started to develop this idea and ended up putting together a consortium and applying for financing. From the beginning, the planning was based on very close cooperation and everyone's involvement. We had a shared workspace, shared documents and an open process that was also evaluated and improved along the way. We additionally had an intensive quality assessment process linked to the implementation, which included a group reflection through discussions at TPM meetings. On this basis, we then identified successes and development areas, the achievement of which was monitored.
The youth council organised an artist competition and designed advertisements and a website on which the rules and instructions for the competition were posted. In addition, the youth council published social media updates. A total of 11 bands and artists registered for the competition, of which 5 were selected for the final. The performances were recorded in full, and each artist could select one song the audience could vote for. The voting was organised to increase activity rate and motivate young people to download the Youth Card application, and the youth council also decided to organise a competition for all voters. All voters who used the application were entered in a raffle for a prize.
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. The project partners had the same intent (inclusion), but mutually different competences.
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 project 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 projects?

All activities were supported by teachers, which helped to realise the principles of respectful interaction and safe space. This was particularly important considering that many vulnerable persons may need additional support when participating in projects. Students' diversity was taken into account by offering different ways of doing the activities. This allowed different learners and persons with a variety of backgrounds to participate in the activity according to their needs. To promote their inclusion and increase their opportunities, special needs students were offered a possibility to go on an exchange period abroad and participate actively in their own institution as part of their studies. The projects aimed at raising awareness of learning difficulties and their impacts, helping to alleviate the stigma and increase understanding of different learning needs.

The projects empowered and supported older people and aimed at improving society's ability and willingness to take older people into consideration and support them, as older people are often in a more vulnerable position than other groups.

Taking disadvantaged persons into account in the project.	
	The project was able to realise mobility periods and other actions mainly with Erasmus project support. Students needed no self-financing. Both online and face-to-face tasks were all supported by teachers. This also made it possible to support the realisation of the principles of respectful interaction and a safe space. Students' diversity was additionally taken into account by offering different ways of doing the activities.
	Older people are often in a more vulnerable position than other groups. We wished to influence specifically the way society is able and willing to take them into consideration and support them, both now and in the future as our degree programme is launched. One of the key objectives has specifically been empowering and supporting older people and strengthening their ability to feel a valuable part of society.
	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 activities in their own educational institution as part of the studies.
	The outputs of the project were aimed ultimately at serving higher education students with learning difficulties. Awareness helps to reduce stigma.

What kinds of methods, practical applications or competence related to democratic life, common values and civic engagement were developed through the project?

Erasmus+ partnerships for cooperation developed diverse, concrete methods, practical applications and competence that promoted democratic life, common values and civic engagement. Young people were offered an opportunity to participate in an influencing workshop that drew on their knowledge and skills in social studies and mother tongue learned at school. This allowed them to apply their learning together with their peers of different nationalities while promoting their civic engagement and understanding of common values. In the course of the project activities, a Master's programme was planned and prepared that enables students to advance their competence in democratic life and civic engagement and builds up their academic and practical competence in the priority area. The Youth Card mobile application provided young people with a convenient way to find and participate in various activities, to enjoy benefits and give feedback as well as promoted their active participation in society and strengthened their digital skills.

During the projects, participants established lasting relationships and networks with representatives from different countries. These relationships and networks promote intercultural understanding and internationalisation. The projects focused on using positive pedagogy and improved daily life in the school community as well as promoted a positive atmosphere in the learning environment and improved learning outcomes.

Teachers were encouraged to develop their pedagogy and to draw on different pedagogical methods, such as workshops, discussions and handbooks with instructions for versatile teaching and learning. The projects developed participatory methods and materials. Participants became more independent and open to the world and improved their language proficiency, digital skills and interpersonal skills. Broad-based discussion and the resulting confidence in one's own doing, and the strengthening of the underpinning values have been central.

Methods, practical applications or competence developed with the help of the project.	The influencing workshop drew on participants' knowledge and skills in social studies and mother tongue learned at school and offered them an opportunity to apply these skills together with their peers of different nationalities.
	We planned and prepared an entire Master's programme, which is now in the agreement phase and about to be launched in autumn 2025 in cooperation between five partners.
	Many young people prefer to use the Youth Card – a mobile app – on their smartphones rather than the website optimised for mobile use. Functionalities: · finding activities, · registration of participation in activities, · use of active benefits, · giving feedback.
	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 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?

Participants have received information and, if they so wish, been able to apply what they have learned in the project to their personal competence and work and future Erasmus projects. Examples include using the Youth Card in youth services and producing a new European Master in Active and Healthy Ageing degree programme.

Practical workshops were organised for students, where they practised the concrete skills they will need in the future. The project's results have also been used for planning and carrying out further projects, making it possible to transfer the competence generated in the project to practical teaching work and the development of institutions.

The competence created in the projects has been used in the development of both teaching and curriculum work. New teaching methods have been introduced, and they have been recorded in the updated curricula and pedagogical policies of educational institutions.

Utilisation of the competence, methods and practical applications.	All participating institutions were informed of the competence, methods and applications through their representatives. If they wished, they were able to draw on the practices in their instruction and in future Erasmus projects.
	The new European Master in Active and Healthy Ageing degree programme translates the results into a concrete form. This programme draws diversly on the results, competence, applications and methods produced in the project.
	Youth Cards are in daily use in the youth services.
	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 jhow to make a professional video CV - which is a practical skill they will for sure need to apply one day soon.
	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 results of the project have also been included in new pedagogical policies.

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

The projects generated several new ideas for further development, which we are planning to develop in forthcoming new projects. Addressing AI use in future work was planned and its challenges were discussed in the project. New projects were outlined to promote diversity, democratic life and civic engagement in instruction through a teacher's toolkit. Based on completed project activities, we considered a follow-up project that would focus on promoting inclusion and togetherness in communities through art. The follow-up project could focus on removing obstacles to learning and minimising their impacts between upper secondary level and universities of applied sciences, giving all students better opportunities to reach their educational goals. Project actors mentioned some ongoing or planned projects, including the development of a climate-friendly social and healthcare sector, further development of the Youth Card, and promoting the development of artificial intelligence.

A new idea suitable for further development.
In two of the mobility periods, a hybrid model was used, in which some students participated in the activities on site and others remotely. Despite the challenges, the students managed to produce joint outputs. In the future, this could serve as a method for organising meetings in multilateral projects that could enrich the activities at times. It is very labour-intensive, however, which is why we should look carefully at the nature and number of the assignments.
Yes, it did, and were are already implementing it, too. We are now working on an Erasmus project in which we develop micro-credentials on a climate-resilient healthcare and social welfare sector, especially addressing the challenges and needs of older people. In this project, we partner with the same five higher education institutions, vocational institutions, and private and public hospitals. We are working on a staff training package consisting of fifteen micro-credentials with a multidisciplinary approach.
The Youth Card needs further development.
Yes, we did discuss an idea for a project related to 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.
Diversity training and education in diversity management have been developed.
The project has been invited to join a more extensive project focusing on promoting inclusion. It will produce a variety of outputs, including 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/
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.

Have permanent operating methods and innovative practices that support democratic life, common values and civic engagement 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.	
	In one project school, tree planting and clothing exchange events have remained part of the school culture.
	A Master's degree programme could be described as rather permanent societal participation.
	We have applied some of the ideas to the curriculum of our international studies courses, especially the well-being, 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 conclusion of the projects, new teaching and coaching methods have been introduced, which have increased understanding of diversity and promoted positive pedagogy in everyday life. The projects have supported the staff's professional development and strengthened the underlying values of educational institutions. International projects combining remote, face-to-face and hybrid work have improved participants' digital skills and capabilities for cooperation as well as increased understanding of different schools' operating possibilities. Age competence has become a strategic focus of competence that supports large-scale impact, both nationally and internationally. Developing the Youth Card has created added value for different actors, including the public administration, youth workers and young people themselves. More competence coaching methods are in use, and a design process is increasingly used in project development. Diversity is addressed better both in the partner organisations and among training participants. The projects have increased democratic participation, strengthened common values and promoted civic engagement. Project participants have gained new perspectives and understanding of how small actions can make things easier for many students, which significantly facilitates daily work, competence and professional development.

Impacts on everyday work, competence and professional development.	This multinational project combining remote, face-to-face and hybrid work significantly increased not only the digital skills but also cooperation, negotiation, project administration and guidance skills of the participants. Understanding of the project's theme and the operating possibilities of different schools was increased.
	For us, age competence has become a strategic focus area of competence, education, and research and development in which several experts are involved. This area is a significant spearhead of expertise for the entire higher education institution, and we have been able to build strong national and international impact.
	The Youth Card was developed to bring added value to all actors involved - representatives of public administration and providers of funding for youth work, - youth workers, - young people themselves.
	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 valuable experience of international projects and project leadership. This gave them an opportunity for professional development and participation in new, larger projects, promoting their professional development and increasing meaningfulness in the organisation's activity. 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. Participants had an opportunity to grow professionally through international cooperation. The differences between and diversity of the partners enhanced the value of discussions and commitment during the development work. The cooperation provided a good opportunity to examine the activities of the participants' own organisations and compare it to activities in other countries, which promoted reflection on and development of their own activities. International cooperation enhanced the credibility and impact of the project and strengthened its international and intercultural competence. Project cooperation strengthened the credibility of projects and organisations, promoted professional growth, and provided valuable perspectives and opportunities for participants. Diverse partners increased the value of the discussions and improved commitment during the development work. International cooperation provided an opportunity to examine and reflect on the activities of own organisation from the point of view of development work. 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.	International cooperation contributed to the project credibility and impact, realism and humility. As environmental challenges are international, they must be tackled in cooperation. On the other hand, as a purely national project we would not have challenged our own perceptions and deepened our understanding of the situations, challenges and potential solutions of other countries. This project built up our school's international competence and highlighted the importance of it and Erasmus activities for our school. We applied for accreditation, under the auspices of which we have continued to offer international activities to our students.
	A project and international programme of this type would not have been possible without international partners.
	Thanks to cooperation, we realised that youth work is of high quality and progressive.
	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 differences between and diversity of the partners enhanced the value of discussions 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 of Erasmus+ be used better to promote democratic life, common values and civic engagement?

Project actors felt that all the opportunities provided by Erasmus+ should be used, which requires more personnel resources and offer of exchange periods to special needs students. This could include offering suitable jobs abroad and allocation of resources. The role of Erasmus+ as a builder of peace and interaction should be emphasised more. This will require continuous international cooperation and keeping important themes on the agenda, including common values, inclusion and cooperation. Project actors proposed the introduction of a clear and accessible website that would provide assistance and tips for promoting Erasmus+ priorities. A network of experts could also be set up to organise workshops or lectures for young people and to encourage communities and companies to engage in cooperation with schools. More joint workshops and events could be organised nationally to discuss the focus areas more extensively and to openly involve different groups of beneficiaries in the discussion. Young people need personal experiences of living in the homes of their peers in another country and interaction in order for common values to come to life for them. This could include vocational Erasmus+ exchanges for special needs students. The potential of Erasmus+ can be exploited better by providing more resources, stressing the role of interaction and peace-building, offering practical assistance and tips, implementing national activities and providing young people with personal experiences of an international exchange programme. Interaction helps participants learn to understand each other and themselves and create communities that promote genuine inclusion and cooperation.

Opportunities provided by Erasmus+.	Offering help and tips for promoting these themes (a single easy-to-use website with examples of effective practices and other materials). There could also be a network of experts who could organise workshops or give lectures for young people. Institutions, communities and companies could also be encouraged to engage in cooperation with schools. It should also be self-evident that young people need personal experiences of living in the homes of their peers in another country and interaction to bring common values to life for them.
	Perhaps more joint workshops and events could be organised at national level where these themes would be discussed more extensively, and different groups of beneficiaries could also be involved in the discussion openly.
	At least nothing that we could change at the national level.
	To continue the work and keep these topics on the agenda.
	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.
	The peace-building role of Erasmus+ programme. 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. POSSIBILITIES PROVIDED BY ERASMUS+ TO PROMOTE DEMOCRATIC LIFE, COMMON VALUES AND CIVIC ENGAGEMENT IN PARTNERSHIPS FOR COOPERATION

6.1 Practices promoting project activities in Erasmus+ partnerships for cooperation

The aim of the projects was to provide different target groups with skills in influencing decision-making and societal development and to increase their understanding of the challenges and solutions in different countries. The priority areas also included the challenges of ageing, digital tools in youth work, improving the competence of teaching and guidance staff, working with workplace representatives, and offering international exchanges to those in need of special support. Experts in different fields, NGOs, companies and other stakeholders participated in the projects.

All partner organisations and other stakeholders were involved in setting and developing the projects' objectives. Through international cooperation, an effort was made to find diverse points of view on diversity and the training and coaching of disadvantaged groups on the basis of shared values and interests. The objective was to support the inclusion and international participation of students in need of special support. To take disadvantaged learners into consideration, project participants were carefully selected, and all partner organisations worked to promote inclusion. In particular, the projects focused on inclusion between different groups. International cooperation was a key element in the projects, and the various competences and needs of partner organisations in different countries were brought up. The partner organisations exchanged their best practices for promoting inclusion.

At the end of the projects, new ideas for further development came up, which can be used in future projects. They included AI use, training in diversity management, and an international art society project.

6.2 Project actors' recommendations for promoting democratic life, common values and civic engagement

Diverse skills and competences were developed to promote democratic life, common values and civic engagement, including influencing and team work skills as well as digital skills. In addition, increasing understanding of the challenges and potential solutions in different countries was stressed. The projects completed various measures, which included developing digital tools to support youth work, coaching to improve teaching and guidance staff's competence, raising workplace representatives' awareness of working with persons in need of special support, and promoting inclusive instruction in different fields of education.

As significant development areas, the projects identified promoting democratic life and civic engagement, user orientation, collection and use of feedback, and the significance of international

cooperation. In addition, taking those in a disadvantaged position into consideration and improving their opportunities for participation were emphasised.

Project outputs included new teaching and coaching methods that were used to develop teaching and create new pedagogical practices. Cooperation has additionally continued after the projects, and efforts have been made to dig deeper into the results achieved. International cooperation and promotion of intercultural competence were seen as a significant factor in building democratic life and societal interaction as well as promoting civic engagement.

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

The Erasmus+ partnerships for cooperation examined in the report focusing on democratic life, common values and civic engagement emphasised promoting diverse skills and developing different target groups' competence. The projects focused on promoting democratic life, common values and civic engagement, taking into account different learners and their needs. Participants gained concrete experiences of international projects, which promoted their societal participation and understanding of shared values as well as strengthened their civic engagement. The projects developed new teaching and coaching methods and created international networks that will support the development of further projects and curricula.

The role of Erasmus+ was highlighted as a builder of social inclusion, common values, civic engagement and peace. The projects have provided concrete support for the integration and internationalisation of students in need of special support and promoted societal involvement and discussions on values among different target groups. Various workshops, design processes and inclusive art education were organised for learners. Participatory methods were additionally developed, and positive pedagogy was used. The objective was to stimulate learners' thinking and encourage them to apply what they have learned.

Tools and operating models were created together with partner organisations to support democratic life, common values and civic engagement. After the conclusion of the projects, the competence created in them has been used extensively in developing teaching and services. In project activities, it was considered important to take all target groups into consideration and to ensure that everyone has an opportunity to participate and influence the activities of the community and society in order to promote common values.

Permanent impacts, relevant approaches and results of the projects:

PROMOTING YOUNG PEOPLE'S PARTICIPATION AND INVOLVEMENT

The projects provided young people with skills in influencing decision-making and societal processes, especially by using social media. The objectives also included supporting the participation of older people in society.

COMPETENCE DEVELOPMENT AND IMPROVED QUALITY OF INSTRUCTION

The projects focused on coaching staff, especially in the context of working life and promotion of inclusive instruction. The projects developed new pedagogical methods and tools that take the

needs of different learners into consideration and supported their participation in the community. During the project, the project partners examined and evaluated their curricula and delivery of instruction.

PROFESSIONAL DEVELOPMENT

The projects supported professional development and strengthened the underlying values of institutions. Awareness of what needs to be done to reach different target groups was gained.

INTERNATIONALITY AND CULTURAL DIVERSITY

The projects emphasised the importance of international cooperation and increased understanding of cultural diversity. Participants gained experiences of international projects and learned to appreciate different perspectives.

PROMOTING THE PARTICIPATION OF DISADVANTAGED PERSONS

An effort was made to include in the projects pupils who had different challenges or were disadvantaged. The aim was to offer them equal opportunities for participation and involvement. Participants felt that students' position can be improved by small measures and in cooperation.

CONTINUOUS DEVELOPMENT AND SUSTAINABILITY

Project results were used to develop teaching and curricula further and to plan new projects. Cooperation between project actors continued after the conclusion of the projects.

7. CONCLUSIONS

Democratic life, common values and civic engagement will be an integral part of the future digital meaning society, provided that citizens have capabilities for participating in decision-making and creating meanings in their communities. The projects showed that education should encourage and teach active citizenship, participation and involvement in society. For example, this can be managed through instruction in civic skills and by stressing democratic principles. Problem-based learning was used in the instruction, which meant that the learners worked to solve real-life problems they might also come across in civic activities. Learning must support pupils' and students' ability to change and adapt to changing situations. For instance, this can be achieved by offering low-threshold opportunities for participation in communal activity.

The Erasmus+ partnerships for cooperation examined in the report emphasised participatory planning and implementation of the project, promotion of inclusiveness, versatile training and coaching methods, international cooperation and generation of new ideas for further development. These practices and methods supported the democratic life, common values and civic engagement of different target groups diversely. The Erasmus+ programme was considered to play an important role, and international cooperation was experienced as the key to participating in democratic life, understanding common values and promoting civic engagement. Participants noted that the results and good practices obtained in the projects should be shared widely to benefit as many actors as possible.

Project actors called for more opportunities to participate in nationally organised joint workshops and events where democratic life, common values and civic engagement themes would be discussed more extensively, also openly engaging different groups of beneficiaries in the discussion.

Erasmus+ partnerships for cooperation have promoted diversely participation in democratic life and influencing, common values and civic engagement and offered valuable learning experiences for different target groups. The projects developed new teaching methods that address the needs of different learners and supported their participation in the community. Project partners have evaluated their curricula and teaching methods. Participants' professional development was promoted, and the underlying values of participating organisations were solidified.

International cooperation has helped find innovative solutions to reaching different target groups and create sustainable networks that promote international interaction and civic engagement. The importance of international cooperation and intercultural understanding were increased through the project experience, and participants learned to appreciate different perspectives. An effort was made to involve vulnerable participants in the project activities. Continuous development and cooperation between project actors continued in the participating organisations after the project activities were concluded. Project results were used to develop the activities further and to plan new projects. Project participants found that through international cooperation, participation in democratic life, civic engagement and understanding of common EU values can be promoted by small means.

APPENDICES

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

European Master on Active Ageing and Age Friendly Society Karelia
2020-FI01 KA205 092491 Strategic partnership in the field of youth

Priorities: The project examined the opportunities and challenges of older people in Europe by developing a multidisciplinary European Master on Active Ageing and Age Friendly Society degree programme.

Objectives: The objective of the project was to identify the qualifications professionals need by using the concepts of healthy and active ageing and an age-friendly society. The multidisciplinary nature of the consortium is reflected in the curriculum of the Master's programme, the purpose of which was to turn out competent professionals capable of innovatively solving challenges of ageing and ageing societies at local, national and European levels. The aim was to create a long-term, successful and widely recognised Master's programme, the diploma awarded for which will be recognised and signed by all partner institutions.

Indicators: The creation of a common qualification and accreditation framework was guided by close consultation with the European Quality Assurance Register for Higher Education (EQAR) of joint programmes. The consortium's collaboration consisted of comparing experiences and practices, examining national legal accreditation frameworks, and agreeing on definitions of organisational structure and responsibilities. The validation and quality assurance framework to be developed was also used for this.

Methods: With expertise in psychology, engineering and technology, social work, geriatrics, physiotherapy and related fields, the project consortium worked to create knowledge and innovative good practices for the Master's programme. Students were expected to start in the programme in 2023. The Master's programme will enable future graduates to expand their knowledge and develop their skills in order to create an inclusive society and to promote meaningful active ageing. The Master's programme will be implemented fully online. The programme will be planned from the perspectives of applicability and compatibility, enabling professionals in many fields who recognise a need for healthy and active ageing and expertise in age-friendly society to participate in it. Development of the core modules was based on the results of a needs assessment and took place in close cooperation. Structural details (including credits) were derived from the curriculum framework. The project studied carefully the current practices and use of e-learning platforms as well as digital teaching skills at each partner institution.

Outputs: Information was collected by compiling an overview and conducting an extensive stakeholder survey, while a policy database representing ten EU countries was set up. A Master's degree programme was developed in the project. In order to create a strong, systematic, clear, flexible and transparent framework, module development was based on an e-learning platform and tools. The creation of a validation and quality assurance framework included the development of comparable quality indicators, a method for verifying the educational content and the process, and a toolbox for

internal and external evaluation of the programme. The final result was a policy recommendation on the accreditation of joint online degrees which informs legislation at national and EU level.

Project home page: EMMA-Master

Pro Youth Empowering youth workers and youth in the protection
2020–3-FI01-KA205-092491 Strategic partnership in the field of youth

Priorities: The project dealt with honour violence, including honour crimes, forced marriages and gender-based conflicts and violence.

Objectives: The aim of the project is to collaborate on developing working methods that support young people experiencing honour violence or a threat of such violence. The target groups were professionals and authorities working with young people and young people themselves. The project prepared a knowledge base, tools and methods for professionals working with young people. With a multicultural approach, the project created practices and practical tools for young people and youth work professionals alike to promote better understanding of and more effective combat against honour violence and conflicts.

Indicators: Surveys in each country addressed to young people and professionals.

Methods: Methods were developed for the professional use of social workers, youth workers and the police. A tool was also created to make it easier for young people to find help and support when faced with honour violence or a threat of such violence. Experts working with honour violence and conflicts from each partner country participated in the project. The participants worked together to develop methods that improved professionals' ability to support young people affected by honour violence and conflicts. The project collaborated with local organisations, authorities and communities in each partner country.

Outputs: The project produced material for young people and professionals (Pro Youth handbook for professionals, Pro Youth professional training material for police officers and social and youth workers, You are not alone - an online tool helping young people find local support and assistance). The project team's online meetings and international project meetings. Replication events organised by project actors, local seminars in Italy and Jordan and a final seminar in Finland. Study visits to Italy and Jordan. Testing of the material in each partner country.

Innovations: Pro Youth handbook for professionals, Pro Youth professional training material for police officers and social and youth workers, You are not alone - an online tool helping young people find local support and assistance.

Permanent practices: Introduction of new methods in participating organisations. Both professionals and young people can access the material digitally.

Project home page: Pro Youth - kansainvälinen kunniaan liittyvän väkivallan hanke - Suomen Setlementtiliitto

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 to 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/

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 for 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 higher education institutions' administrative staff and policy-makers in developing participatory policies.

The other output was the Inclusive Higher Education Training Course. If 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 gamified features. It is available in five different 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 and teaching methods 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

SAVINGSCAPES: Fostering collaborative knowledge creation and civic engagement in the field of landscape governance 2019–1-FI01-KA203-060867 Strategic partnership in higher education

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

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

threatened landscapes and to innovate the use of citizen science and inclusive methods in landscape planning.

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

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

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

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

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

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

Innovations: New pedagogical methods, such as scenario building, and modern learning environments based on digital learning environments were utilised within the framework of the socio-constructive theory of learning. Digital skills and open science were promoted in the project, and the quality and relevance of learning and teaching were improved. An open publication and data policy was observed in the project.

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

Project home page: Home - SavingScapes

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.

Project home page: Erasmus - Strengthening Inclusion of students with special needs through Positive Pedagogy - Suomen Diakoniaopisto (sdo.fi)

Local and global approaches to livable lifestyles
2019–1-FI01-KA229-060715 School exchange partnership

Priorities: The project focuses on young people's active participation in solving climate problems.

Objectives: The objective is to move on from climate protests to concrete activity. Searching together for practical solutions for a sustainable way of living. Influencing the practices of schools and the local community as well as the wider community through social media. Comparing European challenges and solutions relating to sustainability.

Indicators: Surveys, studies, evaluation of the progress of the project at project meetings.

Methods: During the project, students focus on different areas of sustainability, including agriculture, food production, diets, consumer behaviour, transport and energy consumption. They conduct surveys and studies, use blogs, vlogs and social media, do crafts, paint, cook and build. Students complete preparatory assignments in their schools as well as engage in virtual cooperation in Twinspace and other applications. They travel to student meetings that consist of four/five days of workshops and study trips. Before international student meetings, participants complete preparatory assignments and explore their local conditions and solutions. At international meetings, they share their observations and find new perspectives and solutions.

Outputs: The results of the assignments are presented at the beginning of the student meetings and form the basis for the week's work, the outputs of which are presented to the participants' schools and, through the project website, to the rest of the world. The assignments also work as exercises in English and biology courses. As the participants are in different years and classes, the group also meets outside the lessons. The students learned practical skills for a sustainable way of living, carried out studies, created awareness-raising campaigns, and influenced schools' and local practices. By participating in the activities, they practised efficient and professional use of information and

communication technology, critical thinking, team work, leadership skills and international communication. Multinational workshops, lectures, excursions and study trips were organised in the project, and an atmosphere of mutual trust was created to facilitate cooperation both online and face to face.

Innovations: By personally adopting a more sustainable way of living, encouraging others to follow their lead and initiating concrete actions towards a more climate-friendly society, these young people contribute to a global transformation and learn to appreciate the challenges and possibilities of sustainable development.

Permanent practices: The students make their voices heard in modern media, including the schools' websites and social media accounts, using a specially designed hashtag. They also write letters to editors and contact local decision-makers personally. The young people learn to trust their own abilities and possibilities as active citizens, which in turn improves local democracy and operating methods.

Project Twinspace: Twinspace (etwinning.net)

Creative minds - Service Designed Sustainable Startups
2019–1-FI01-KA202-060773 Strategic partnership in vocational education and training

Priorities: The project focused on creating innovative teaching methods and sustainable international learning environments that enabled individual learning and prepared students for success in working life.

Objectives: Developing the vocational and lifelong learning skills of students from different backgrounds. Enabling the completion of individually tailored units of vocational qualifications. Establishing eight sustainable Start-Ups by international student groups. Offering flexible learning environments (company, school, eCampus) for international learning experiences. Companies coach students' sustainable start-ups. Companies were given an opportunity to coach students in their own operating environment and to inspire new entrepreneurs. Teachers learned about a new pedagogical model for internationality, sustainability and entrepreneurship, Creative Minds, and developed a new mentality that enables them to provide coaching support and helps them learn to tailor students' learning paths.

The aim was to improve teachers' skills in coaching international students and to acquire new competences and skills for institutions in organising tailored learning for students in three learning environments. The objective was to use service design to develop a way of tailoring studies and to offer better learning paths, promote graduation on schedule and finding jobs through excellent vocational and lifelong learning skills, and to improve the brand of vocational education and training in Europe.

Indicators: Number of sustainable Start-Ups. Students' participation, learning outcomes, graduation, and employment. Companies' engagement and learning experiences. Teachers' new skills and capabilities. Improvement of participants' digital skills. New learning tools and environments for schools developed by means of service design.

Methods: Participants learned about entrepreneurship in international teams, with the help of experts from creative companies. The aim was to increase digitalisation and online studies to meet today's needs and future requirements. The project wished to emphasise e-learning and better digital skills, taking into account the schools' different levels of digital readiness. As the world is

changing, a teacher's identity is also going through a transformation, and the project aimed to provide teachers with new coaching skills which enable them to take students' individual needs and dreams into account. The project used the pedagogical model of Creative Minds, design workshops for individual learning paths, international workshops and learning environments (school, company, eCampus) and work-based learning periods.

Outputs: Sustainable Start-Ups and their sales. Learning material for sustainable entrepreneurship. Digital pedagogical tools. Creative Minds Coach Academy pedagogical model. Coach Academy Learning Model. Videos of both models and learning materials. Teachers' handbook on coaching vocational students. Presentation of the project results at a replication event.

Innovations: Learning model for sustainable entrepreneurship. Planning of learning paths based on service design. International Creative Minds Coach Academy coaching model for teachers. Individually tailored VET qualifications for international entrepreneurs with sustainability orientation. Strengthening digitalisation and e-learning in learning environments.

Permanent practices: Extensive use of learning environments (school, company, eCampus). Tailored, individual learning paths for students and coaches. International cooperation projects and networks. Improved brand of European vocational education and training. Teachers' continuous coaching and professional development. Managing an online shop that sells startup companies' products.

Project home page: www.cminds.pro

Youth card evidence-based tool for improving youth work and activating.
2019–1 FI01 KA205 060626 Strategic partnership in the field of youth

Priorities: Creating a digital support form for youth work that helps organisations gather and share information on services and activities for young people as well as collect statistical evidence to channel funds to the activities in the field of youth that have a significant impact and for which there is the most urgent need.

Objectives: Creating a digital support tool that helps link organisations in the field of youth, communicate information about services and activities for young people, and collect statistical evidence that can be used to direct funds to those youth activities that reach young people the best, especially where the need is the most urgent. Offering modern and innovative support mechanisms for activating young people. Testing and developing Youth Card ecosystems in each of the five participating countries. Improving understanding of services offered to young people and evaluating their actual impact. Networking with other youth work organisations and getting them involved in the Youth Card ecosystem. Creating a training guide for youth workers and youth work organisations on using the Youth Card system. Providing each participating region or organisation with good evidence-based understanding of what they can offer to young people and of the actual impact of their activities

Indicators: Number of services and activities for young people. Statistical data on young people's participation and interest. Feedback from professionals in the field of youth and young people.

Methods: Digital Youth Card tool that combines an event calendar with unique user identifiers. Activation of young people with the support of the Youth Card was studied and tested.

Feedback was collected from youth work organisations, youth workers and young people. The project was carried out in international ecosystems and pilots using a digital mobile application and QR code reader. All project partners organised regional Youth Card workshops.

Outputs: Youth Card ecosystems in each participating country. A digital mobile application for young people and youth workers. Statistics on services for young people and their use. The designed tool included modern and innovative mechanisms for activating young people, including rewards and support for gamification, targeted benefits, and an opportunity for young people to create their own activity CV, which helped them identify their personal strengths and support their job searches. Collecting statistical data on young people's interest and participation in activities and passing them on to tools used for evaluating youth work also improved workers' vocational skills in evaluating the field as a whole.

A document with recommendations was prepared which summarises the results and findings of the three-year project and includes recommendations based on project partners' experiences; guides on using the Youth Card were produced; pilot trials of the Youth Card ecosystem were conducted and feedback was collected in the participating countries/regions; and a Youth Card training guide in 5 languages, which is available online, was drawn up. Youth Card ecosystems (website and database) for all partner organisations.

A prototype of the mobile application was developed and published for internal testing by project partners in May 2021. In January 2022, the first public version (final application) was published for Android and iOS, with source code available in GitHub. Organisations were informed about the Youth Card at replication events organised in the areas of all partners.

Innovations: Collecting statistical data on youth work and using it to allocate funding. A digital mobile application that enabled the activation of young people and their access to services. Creation of ecosystems and cooperation between different countries and organisations.

Permanent practices: Promoting digitalisation in the field of youth. Cooperation and sharing of information between different stakeholders. Maintenance and development of the Youth Card system. More than 100 organisations joined the activity in Finland.

Project home page: Youthcard.eu - Etusivu

Participation in Society through Classroom Activity and Cooperation
2018–1 FI01 KA229 047323 School exchange partnership

Priorities: The priority was finding new ways of promoting students' social cohesion and developing their participation in democratic life and civic activities based on European democratic values. The objective was to equip students with factual knowledge, skills and attitudes. The idea was to develop students' engagement and civic education, providing them with the necessary background information for upholding a civilised society.

Objectives: Strengthening students' participation, social cohesion and European identity. Developing school alliance activities involving NGOs, decision-makers and local expertise. Improving teachers' multicultural readiness and giving them experiences of working with multicultural pupil groups. Introducing teaching methods that support pedagogically effective integration of local expertise into instruction.

Indicators: A study completed by teachers that compared student engagement and citizenship instruction between different schools in Europe. Evaluating the progress of the project at project meetings.

Methods: Six European schools organised international workshops for teachers and students. The themes of the workshops were related to civic skills and citizenship. Planned concrete pedagogical activities were organised in cooperation with organisations, NGOs and decision-makers. The project offered students genuine experiences of participation and strengthened their experience of involvement, social cohesion and European identity. The teachers worked on a study that compared student engagement and citizenship instruction between different schools in Europe.

Outputs: A path was created to support students' participation in the school, local community and society. Teachers learned about cooperation with organisations and external experts and integrated these actions into their instruction. The international context provided opportunities for exchanging good practices. New teaching methods were introduced in the project, especially student-centred and activating ones. Two publications were produced during the project. The first book focused on research and presented examples of pedagogical actions in collaboration with organisations and decision-makers. The second one contained students' stories and illustrations of participation and citizenship and their experiences of alliance activities.

Innovations: Creating a path to support students' participation in institutions, local communities and societies. Introduction of new teaching methods. Cooperation between institutions, organisations, NGOs, local experts and decision-makers.

Permanent practices: Lasting friendships between pupils in different countries were established. The cooperation and exchanges had a positive impact on the personal and professional development of both students and teachers. International activities played an important role in improving students' language proficiency and international communication skills further.

Project home page: Project PaCo - Workshop KITEE Finland (google.com)

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)

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)

Empowering Residential Child Care through Interprofessional Training
2018–1 FI01 KA203 047242 Strategic partnership in higher education

Priorities: Developing education for institutional care workers in European and third countries, developing an eLearning course for institutional care staff in key competence areas.

Objectives: Defining the needs of institutional care interventions and future institutional care workers in integrated education and training in partner countries (Finland, Germany, Italy, Lithuania and Spain).

Developing an understanding of the qualification requirements for institutional care workers that share common values and respect different approaches to their implementation in Europe. Planning together a study module and an ERCCI eLearning platform that meets the partners' needs and future challenges of education in institutional care and testing them with teachers, students and stakeholders. Enabling the use of the output in other European countries and its integration into Bachelor's and Master's degree programmes and on-the-job training.

Indicators: Comparative research report produced as a result of the ERCCI project.

Methods: Developing an online course for institutional care staff in key competence areas. The Massive Open Online Course (MOOC) contains six learning modules on essential competence in institutional care. The MOOC is open to all learners with different educational backgrounds, and it is ideal for all students or professionals who wish to understand institutional care work better. The open MOOC will be available at least until the end of 2026. The handbook to be prepared in the project supports the MOOC's accessibility and large-scale deployment in higher education institutions, both in Europe and globally.

Outputs: The project has developed an online course for institutional care staff. An open MOOC for all learners with different educational backgrounds. The open MOOC is ideal for all students or professionals who wish to understand institutional care work better. An ERCCI handbook that supports the accessibility and large-scale use of the MOOC.

An estimated 340,000 children are in institutional care in Europe, and serious concerns are associated with the protection and care of the children and young people in this group. A key issue is the insufficient education and training of institutional care workers and the lack of permanence of the workforce. Research results show that there are significant variations between institutional care staff's vocational education and training, job titles, responsibilities and qualification requirements across Europe. The ERCCI project has made a significant contribution to developing education and training for institutional care workers in Europe and elsewhere, and its impacts will reach well into the future.

Innovations: Digital learning: A key question was how learning and instruction could be digitalised, and the ERCCI MOOC was created as the answer. Comparative research report: The comparative research report produced as a result of the ERCCI project has sparked an initiative to carry out a similar study using innovative mapping methodology in 18 countries.

Permanent practices: Academic impacts: The ERCCI project produced an academic research report presented at international conferences, and it has led to the launch of a large-scale book project with Oxford University Press. International cooperation: The international project consortium of experts worked in close cooperation with scientists and education experts from different countries.

Project home page: https://ercci.turkuamk.fi/en

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, gamified 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)

Education as a Constructor of Social and Cultural Sustainability for the 21 century
2020–1-FI01-KA204066474 Strategic partnership in adult education

Priorities: The project focused on diversifying the concept of sustainability and promoting active citizenship.

Objectives: The objective of the project was to improve the knowledge and competence of civic society actors related to sustainability and to enable target groups to adopt socially and culturally sustainable practices in their activities The second objective was to improve the target groups' knowledge of how education can be developed to achieve cultural and social sustainability. The project aimed to develop adult education on the basis of diverse sustainability themes and to provide an opportunity to practise and develop new ways of approaching sustainability. The aim of guidance provided by teachers, facilitators and coordinators was to improve skills in critical thinking regarding your own thoughts and attitudes. The objectives were based on pedagogical perspectives and transformation learning. The project aimed for a permanent change.

Indicators: Three project meetings took place within the consortium, two of which focused on building the coherence of outputs and the third one on their dissemination and the permanence of the project results.

Methods: Particular attention was paid to social and cultural sustainability, as there has been little or no research in these areas. While the main focus of the project was on social and cultural sustainability, ecologically sustainable and socially just development in all areas of sustainability is important. The COVID-19 pandemic made it necessary to change the plans, which prevented the kick-off meeting from going ahead and delayed the co-creation of the outputs, which in some cases led to differences in the way the partners' outputs were put together. An LTT workshop, which was crucial for the further development of the outputs, was organised during the project. Unfortunately, it went ahead much later than planned, and the partners' own plans for their outputs were already well advanced as it took place. To update and monitor the situation of the project, monthly project meetings were organised to agree on tasks and topical issues. The project partners organised various national workshops, conferences and events to develop their outputs, and dissemination events were organised at the end of the project to present the finished outputs. The project partners organised a joint dissemination event in connection with the last project meeting.

Outputs: The Citizens' Forum produced a collection of articles titled 'What makes us similar - Senses and accessibility in artistic and cultural activities' through various exercises and assignments to promote accessibility through concrete examples from the sector. The University of Eastern Finland created an open (MOOC) and academic course titled 'Adult education in promoting sustainable development'. Autokreacja developed a game called 'Food losses' as part of its output, 'Responsible consumption and production'. CPIA1 Brescia's output 'Health and inclusion in social sustainability' aimed to promote knowledge, dialogue and debate in multicultural and multigenerational contexts. Synthesis Center's output was called 'Achieving gender equality and empowering women' and its aim was to support knowledge, skills and competences needed to promote gender equality. The University of Trieste conducted a 'Survey on organisational well-being' to identify factors that promote/protect well-being and to pinpoint weaknesses or obstacles to well-being.

Innovations: Each project partner created their intellectual outputs as part of the Sus21 project's joint toolkit. The outputs were linked to different goals in the UN's 2030 Agenda for Sustainable Development.

Permanent practices: Promoting critical thinking skills in adult education and introduction of new teaching methods.

Project home page: https://sus21.eu

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, participants' self-assessments 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).

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 PowerPoint 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.

Project home page: Skills – Täysi kansalaisuus myös erityistä tukea tarvitseville | Opetushallitus (oph.fi)

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 handbook are also freely available in different languages on the website section on outputs.

Project home page: Kaleidoscope - Muova

APPENDIX 2. Questionnaire sent to Erasmus+ KA2 project actors

Questionnaire on innovative project practices in Erasmus+ partnerships for cooperation focusing on Participation in Democratic Life, Common Values, and Civic Engagement addressed to persons responsible for the projects

Dear persons responsible for Erasmus+ partnerships for cooperation,

Welcome to participate in the electronic preliminary survey for Erasmus+ cooperation projects focusing on participation in democratic life, common values, and civic engagement and in a workshop that will be organised in April. This survey and the autumn workshop provide an opportunity to share experiences and innovative prac¬tices, 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 concluded Erasmus+ partnerships for cooperation focusing on participation in democratic life, common values, and civic engagement 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 organised for the persons responsible for the projects in April.

The Erasmus+ programme aims at promoting citizens' participation in democratic life and processes and increasing their knowledge of the European Union. The programme also aims at removing obstacles that hinder participation in different communities and in the political and social activities of the European Union. For democracy to be realised, it is important to strengthen participation in democratic life, common values and civic engagement from an early age. In addition to formal education, non-formal learning can enhance citizens' understanding of both participation in democratic life and the European Union. At the same time, the goal is to foster a sense of belonging to the European Union.

Participation in democratic life and civic engagement require knowledge and understanding of how society functions and its laws and institutions. In addition to this, they require skills and the capacity to act, the development of which requires more than just theoretical knowledge sharing and learning. In order to promote participation in democratic life and civic engagement, it is important to support practical activities and experiences of citizenship.

With this short questionnaire, we would like to examine the experiences and thoughts those involved in the Erasmus+ programme have regarding how participation in democratic life, common values, and civic engagement have been promoted and what 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 pro¬ject. Responding will take around 10 to 15 minutes. Your participation is very important. You will be asked about your preliminary interest in participating in the workshop to be organised in the spring at the end of the questionnaire. Participation in the workshop in the spring will be free of charge. The Finnish National Agency for Education will be responsible for the participants' travel costs and treat the participants to lunch and coffee. Please complete the survey no later than 9 February 2024 to ensure that the results will be ready for the workshop in April. 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 participation in democratic life, common values, and civic engagement was sought during the project?

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

Implementation

10. What concrete means were used to promote participation in democratic life, common values, and civic engagement?

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 kinds of methods, practical applications or competence related to participation in democratic life, common values, and civic engagement were developed with the help of 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 participation in democratic life, common values, and civic engagement 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 used better to promote participation in democratic life, common values, and civic engagement?

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

21. Are you interested in participating in the workshop that the Finnish National Agency for Education will organise for persons responsible for Erasmus+ partnerships for cooperation in April? *
❍ 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 us to discuss in the workshop?

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

Programme of the workshop

WORKSHOP 15 APRIL 2024/ ERASMUS+ KA2 PROJECT ACTORS
Preliminary programme

Venue: Hotel Scandic Grand Central, Vilhonkatu 13, 00100, Helsinki.

09:00–09:30 Morning coffee

09:30–09:45 Opening remarks and introductions, Anita Varsa, EDUFI
(shared meeting room/Armas-Lindgren)

09:45–10:00 Presentation of the report and initial results, Minna Laatu, EDUFI
(shared meeting room/Armas-Lindgren)

10:00–11:00 What did we learn? (4 small group rooms, (Armas-Lindgren, Eero, Eva-Lisa, Juho)
Short introductions of the results of the Erasmus+ partnerships for cooperation in small groups
- Democratic life, common values and civic engagement
- Digital transformation

Facilitators: Project Specialist Osku Haapasaari and Research Coordinator Riikka Saarimaa, University of Turku, Finland Futures Research Centre

11:00–11:15 Break

11:15–12:00 Relevant approaches, potential development ideas, innovative practices
The small groups present their experiences and thoughts to the whole group (shared meeting room/Armas-Lindgren)
- Democratic life, common values and civic engagement
- Digital transformation

12:00–13:00 Lunch (Grand Brasserie, glass terrace)

13:00–14:00 The digital meaning society is coming – which strong and weak signals are relevant to competence needs and civic engagement? Professor Emerita Sirkka Heinonen, University of Turku, Finland Futures Research Centre (shared meeting room/ Armas-Lindgren))

14:00–14:45 Development ideas, promotion of cooperation and further plans in small groups
(4 small group rooms, (Armas-Lindgren, Eero, Eva-Lisa, Juho)

14:45–15:15 Next steps, summary and feedback (shared meeting room/Armas-Lindgren)
- A summary of the discussions conducted and ideas discussed during the day
- Participants' feedback on the workshop and possible further measures

15:15–15:45 Coffee and conclusion 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.

Themes of the projects discussed in the workshop: **active citizenship and digital transformations**

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 remarks and introductions, Anita Varsa, EDUFI, Meeting room Armas-Lindgren)
09:45–10:00	Presentation of the report and initial results, 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: Relevant approaches, potential development ideas, innovative practices Participants return to the shared meeting room (meeting room Armas-Lindgren) The small groups present their experiences and ideas to the whole group.
12:00–13:00	Lunch, restaurant Grand Brasserie
13:00–14:00	The digital meaning society is coming – which strong and weak signals are relevant to competence needs and civic engagement? Professor Emerita Sirkka Heinonen, University of Turku, Finland Futures Research Centre, meeting room Armas-Lindgren
14:00–14:45	Work phase 3: Development ideas, promotion of cooperation and further plans, working in small groups (by sector) Once more, the participants are divided into groups and sit together with representatives of their 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	Coffee and conclusion 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 15 April 2024

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?

- The methods were developed further in the context of a Master's degree programme, and many of them have remained in use after the project. A highly effective project consortium in which cooperation will continue after the project, and a follow-up project is being developed. Compared to other projects, we discovered how much you can do on Zoom or Teams.
- The project will continue working, and we will start building intensified cooperation and planning a new project based on the cooperation established during it. One consortium partner is also involved in the CBHE activity. The project kept well to the project plan, which helped pave the way for future activities. The article produced in the project lays the foundation for developing digital skills in the future. The project has resulted in really good project administration models that we have kept using and have also been able to use in other projects. How to establish effective cooperation in an online environment. Project communication and its significance were also highlighted, and the timing and channels of the communication. A new consortium was put together for the project, but we also involved the partners from the start in directing work packages, and the coordinating higher education institution only took on the last work package in the project implementation.
- We had a good team working together on the project, the partners shared the same culture. The cooperation has led to a Nordplus project. We no longer conduct administrative meetings face to face. Digital team work was really rewarding, and good practices were created for this. Learning analytics shows where more involvement by the teacher is needed in order for learning to progress better. The benefits of the virtual lab also came up, even though it was no substitute for an authentic lab, and it gave us the impetus to try out a VR lab and possibly take the lab work to the next level.
- Everything we did in the project was based on the plan and is still in use. The project was based on an earlier project in which we learned to share good practices, providing a basis for understanding that digital development involves some of the same needs. This led to a good project application. A steering group member from each organisation, who brought the results of the project directly to the steering group was also involved. This meant that separate deployment was not needed, and commitment was secured from the start. The staff's Teams skills had been improved already before the project, which made it possible to move teaching directly to Teams during the COVID-19 pandemic. It was good to rely on previous partners. Each partner is not doing exactly the same thing, but the reference model for developing the partners' implementations is the same.

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

- Keeping an open mind, listening and discussions, through which the project's sticking points can be identified

- Before starting the project, it is a good idea to read the budget carefully to avoid unpleasant surprises. And make it clear what you can achieve with the budget
- Art projects with participants from different higher education institutions carried out digitally are quite possible. There are many forms of art where a different form of communication is used. Different higher education institutions around Europe share many of the same challenges and issues.
- A systematic approach is important, and making it clear for all project partners how things are done and where information is stored. Everyone had their own responsibilities, and we worked together on online documents and, for example, the final report.
- In the role of the coordinator, we have asked the Finnish National Agency for Education questions concerning the bureaucracy. EDUFI had an open mind, and we considered the possibility of making changes. The threshold for asking questions should be kept low.

Did you have setbacks or challenges in 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.

- You should pause from time to time and look at your project, and decide how you can carry it out with the resources you have
- The launch of the project was delayed a bit, and the different holiday periods created challenges. The schedule must be planned well to avoid wasting time as the project period is quite limited.
- Allocation of personnel resources is important in projects, and it must be realistic and adequate. It is also good to prepare for changes in personnel and ensure their commitment.
- We encountered substance-related challenges, with a commercial company being involved in the project. We wanted to use learning analytics and had to negotiate with the company to get access to the data. We found an alternate way.
- The partner organisation was unable to influence the digital systems to which they had access, and decisions were made outside the organisation. Some countries were lagging behind in digital development, and we had to look for alternative ways of doing things in those partner organisations.

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?

Teaching in life sciences is developing rapidly, and we wanted to incorporate this in the instruction as it is the world the students live in.

Practices that we still use:

1) virtual labs, students get a grasp of lab work in advance or during a pandemic.
Challenge: for licensing reasons, we could not give access to everybody

2) Group work platforms were launched, which are important for developing working life skills, and it is also important to learn to assume responsibility for everyone

3) How could learning analytics be integrated into digital platforms?
> this was finally implemented on the Discord platform, as the first attempt with a commercial company failed to turn out a product that could have been used.

Life sciences themselves as well as health and other technologies, including AI use, are developing at an enormous rate right now. It is important that instruction in the field brings this knowledge and expertise to learners.

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

- The most important thing in a global project is first to genuinely find out about conditions in the partner country.
- You must enable the partners to gain more ownership, we should have a more facilitating role, the activity should be driven by the partners' needs.
  For example, in the local culture nothing happened before the project manager issued an order.
- Doing things together was the key. Everyone had some competence that others did not possess.
- Digitalisation, environment platform tools. A clear understanding of what you do with them.
  The tools change and evolve but understanding the goal is important.
- Project related to honour violence: Finland, Jordan and Italy.
  NGOs from all countries involved, from Finland also the police and the Finnish Agency for Health and Welfare
- The outputs were important, but so were encounters and visits, too.
- A guide for interventions, occupational well-being issues were examined
- Website for young people (initially an app)
- Libraries and the adult education centre worked together.
- Providing a learning environment in the library was a statutory duty under Finnish law, but the same activities were partly produced.
- It was noted that coordination was important to involve the most challenging students (those at risk of exclusion, older persons) in the activity.
- Digital accessibility: streaming and distance learning became part of daily life.
- Permanent cooperation with the library continued after the project: cooperation in form of events and lectures, book tips for preparatory education.
- Going outside your own four walls.
- Cooperation and planning have continued.
- The project made it possible to get to know other Finnish actors who are already collaborating
- Different lessons were learned from international partners. For example in Denmark, library pedagogues work in pairs, and we gained a lot of ideas from this.
- When you leave home, you can see things from a new perspective
- Successes were achieved in global cooperation: for example, patient guidance was an unknown concept in Bangladesh and Vietnam, and we felt that they understood it. Philosophical thinking, how to treat patients and how ownership should belong to the patient.
- Students' inclusion is also needed in learning.
  We also managed to operate remotely, even if the partners had no previous experience of international cooperation.
- Combining digital platforms and tools with art-based methods: how work in which contact teaching is in a large role can be carried out on a digital platform, and this is linked to professional identities: learning to see your potential. Career guidance activity.
- The emergency period resulted in cancelling activities: pressure to change plans and resort to hybrid approaches.
- Group formation and the planning and implementation of workshops remotely – positive experiences were gained.

Did you have setbacks or challenges in 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 first meeting should be F2F to help understand the partner's situation and needs.
- From EDUFI's perspective, projects have progressed surprisingly well despite the challenges posed by the global situation.
- When writing up the project, the cooperation should be even closer, enabling everyone to have a say.
- Trust between project actors is important. More young people should have been involved in the development work.
- If the partner has not been involved in planning the project, you may not agree about things, which will increase the workload enormously.
- Document the cooperation methods and what has been agreed well to ensure a shared understanding.
  Recording meetings (on video), which makes it possible to check what has been agreed, and if there are problems with the connection, it is easy to go over things again.
  Engaging everyone in preparing the project application is important but sometimes challenging.
- The partner network may not always operate as desired. What has been written down may not always reflect the way we think.
- It is important to involve the partners in planning the project.
- Longer-term cooperation is needed, a two-year period is too short for project cooperation.
  We were challenged by rapidly changing situations but we coped with them.
- We could not find the kind of virtual world suppliers we needed. We spoke different languages. Getting the message across was difficult.
- Choosing a business life partner, and partners in general, is important.
- It was great that everyone saw the need for digital skills and platforms.
- The possibility to experiment with different and new things was also important, helping us find out if it was possible and helping others to develop, too.

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?

- A toolkit for people engaged in youth work. A mobile app was also completed and may be deployed after linguistic challenges have been solved.
- Workshop implementation: Engine room simulation. A question bank that we still use was created.
- Different operating and work models. A Moodle platform as a tool for training packages. Will need to be updated in the future.
- All teaching materials and pedagogy models are being used all the time. There was a clear need for the project, and the outputs corresponded to the project plan.
- The project has provided resources for development work. The projects also complemented previous projects and each other.
- The outputs have included tools and methods for making sustainable development ideas visible in the daily life of vocational education and training.

- Among other things, recycling at the institution has been developed, and a Moodle course on sustainability was produced for common studies. A Sustainable development path was also developed. Also combined with VASKI project activities.
- The end result was operating models for dealing with different themes in class.
- Tampere Adult Education Centre develop a path model for improving the digital competence of the organisation and staff. A framework for personal appraisal discussions was created and is still in use today.

Did you have setbacks or challenges in 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?

- Challenges related to work culture and factors in the field of youth work. The pandemic also influenced this situation.
- The pandemic, war in Ukraine, earthquakes
- Consistency of outputs and possibility of tailoring
- Making project partners' roles clear, common terminology. Change of coordinator. Personalisation of the project.
- A personal competence development plan model for the personnel that serves as a framework for personal appraisal discussions. Models and activities developed in the project are still used in staff development.
- Making sustainable ideas in VET and global education part of daily life. The themes had been highlighted in the partner institution's facilities. As a by-product, sorting of waste and recycling have developed in the institution. A compulsory Moodle course on sustainability themes was developed for the institution. A sustainable development path was developed, which provides optional courses. The project has been developed further in workshops where the inclusion of sustainability in qualifications has been discussed. Cooperation between different projects has been strengthened.
- Teaching materials for blended learning story telling is still in use. The project has developed a pedagogical approach.
- A engine room simulation related to vessel maintenance. Development work focusing on renewable fuels continues.
- Putting together an electronic toolkit and a possible mobile application to resolve situations related to honour violence among young people.
- Turnover of project actors.
- Dependence of the project on specific persons (Coordinator replaced during the project).
- Project partners' reliability and shared values.
- It is important to define the roles of all project partners precisely in the early stages of the project. Creating a common understanding of the project's objectives and expected results.
- The war in Ukraine and the earthquake in Türkiye affected the arrangements for the final meeting.
- Due to the pandemic, there was no possibility of meeting in person.
- Differences in work culture between countries. Youth work in Finland is highly organised.
- Terminological differences were a challenge. This is why we defined common terms.

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

- We learned a lot about the features and terminology related to the theme in different countries. In the beginning, it is important to define common terminology.
- There were many changes in the course of the project, and we coped with them.

- We used virtual co-creation methods. The teaching staff coordinated the activities, and some of the teachers acted as researchers in the project and monitored the achievement of its objectives. The project partners' commitment must be ensured from the beginning of the project. Shared leadership is the key.
- We dealt with the challenges created by the pandemic flexibly and agilely.
- The project taught us a lot about the digital transformation and remote work. Despite the difficulties, we continued updating the plans. New operating methods were introduced. Flexibility in carrying out the project and perseverance.
- Engaging the management in organisation-level measures.
- Implementing the project's co-creation workshops (stakeholders) virtually. Shared leadership perspective of a virtual team. This way, the commitment of each person in the team could be secured. Drivers of development.
- War in Ukraine: approval of changes to project activities
- Honour violence.
- The perspective of internationality and different cultures. Defining shared terminology.

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?

- The digital youthcard.eu tool developed in the project is still in use. A few municipalities use this tool in Finland. In other countries it is used less, and they are also lagging behind in digitalisation. The project had an inexperienced coordinator from Europe, youth work is uncoordinated elsewhere in Europe.
- We still use a workshop-based method. The students in the workshops come and go, the teachers stay. In the anti-racism project, teachers were sent to different countries, the impact of the activity was considered, internal growth in the project was lacking. The operating model must be considered in advance.
- With schoolchildren, you need to consider basic things, such as their first trip abroad. Student union and board activities are developing. We are considering how teachers expand and target children's inclusion and participation as widely as possible. Alternative implementations where digital tools are not possible, for example in Hungary, in which country a digital escape room was implemented live without digital devices.
- Higher education as the target group, other organisations had different target groups, and communication remained superficial. The outputs were achieved, but the localisation of the output in Finland meant that the entire output had to be rewritten for Finnish purposes. The developed model was mainstreamed in our organisation.
- Miro in use, iterative construction. The pandemic forced us to improvise, and all meetings were organised by hybrid means. We learned about hybrid work.
- For the Toolkit, information was collected on how to promote the accessibility of digitalisation in higher education institutions, but we realised that it is not worth reinventing the wheel. The partners' job descriptions should be as accurate as possible to ensure that the results promised in the application can be achieved.

Did you have setbacks or challenges in 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.

- It is important to have a personal relationship with project partners. It is vital to know who you are dealing with, and building trust with new partners takes time. This is why carrying out projects with familiar partners is easy.
- The selection of partners at the planning stage of the project is important, commercial actors hamper project work, and the content often remains poor. The concentration of projects on a small group undermines their impact.
- You can never talk too much about the objectives of the project. It is important to open up concepts and objectives. This is vital at the beginning and throughout the project period. The project partners may be very different and speak different languages. Ensuring that everyone understands the objective in the same way affects the quality of the project.
- At the application stage, being realistic is important, and you should not make excessive promises in the hope of getting funded. It is advisable to describe what, for instance, website maintenance means. The persons writing up the project may be different from the implementer.
- Objectives that are too ambitious can hamper the activity, it is important to make the concepts clear. Rather than excessive focus on Finland, European-wide objectives and activities are needed.
- Collecting feedback and changing the direction of the project if necessary
- Putting the group of project partners together based on strengths and competences. If the aim is to develop digitalisation, you need to ensure that all partners have adequate hardware for the project.

Other observations:

- Digitalisation and inclusion cannot always be separated

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?

- Teaching methods, new ideas for instruction from international cooperation (incl. roundtable discussions between students and politicians in a partner organisation – this method has also been used later), new competence, new networks
- Guides with practical exercises; articles used in training; a MOOC course
- A MOOC course was produced in the project (included in the curriculum, an optional course at the University of Eastern Finland). Not initially included in the project plan, but as the pandemic hit, the project was modified and the MOOC was produced.
- The network of project partners, in which everyone has their specific competences. A well-functioning network.
- Introducing a common platform in all partner organisations.
- If you were to highlight one thing that you have learned during the implementation of the project, what would it be?
- How important it is for students to have opportunities to work on concrete problems and with actual working methods in addition to theoretical studies
- The practices for project activities and delivery of education vary between higher education institutions in different countries. Despite this, cooperation is possible.
- Those engaged in excessive numbers of projects should be avoided as partners.
- As a compulsory course for geography students, a free-choice course in the project partners' organisations

Did you have setbacks or challenges in 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.

- Different school culture in different countries. Despite this, the collaboration went well.
- The teaching and study cultures of the higher education institutions involved in the project differed from one another (student-centric vs. a lecturing teacher). Discussions helped to understand different working methods.
- The project generated new ideas that it would be important to work on together in the future, for example in the context of artificial intelligence and distance learning.

ERASMUS+ KA2 PARTNERSHIPS FOR COOPERATION/ WORK IN SMALL GROUPS AFTERNOON 15 April 2024. DEVELOPMENT IDEAS, PROMOTION OF COOPERATION, FURTHER PLANS

GROUP 1

Development ideas, promotion of cooperation, further plans. What kind of thoughts did the future change in competence needs presented in the talk we heard this afternoon evoke?

- There is no more faith in future – the future is seen exclusively in a gloomy light – also affects engagement with instruction/education
- Focusing on opportunities instead of threats
- The pace of change is enormous, how to keep up with the change
- What will the basic skills of adults be in the future? How can these needs be met and people reached?
- Reducing student numbers and how remote/digital teaching can be used without, for example, closing down small village schools and local schools
- Good experiences have already been gained of organisation of online teaching in different fields. The pandemic has made new experiments necessary. New experiments before something forces you to change, such as a pandemic.

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

- An interesting link in today's news relevant to the themes we discussed in the workshop: https://yle.fi/a/74-20081956
- Encouragement and teaching of active citizenship – active children grow up to be active adults. Teaching of civic skills (learning about ways to exert influence)
- Futures research should also be included in curricula.
- The learning outcomes and basic skills deteriorate, and there are huge differences in students' knowledge and skills
- What skills do we wish to prioritise in the future and how will resources be allocated to them
- Digital skills vs. mobile skills – young people's skills are not as good as we often think.
- If information is not easily accessible, people will not make an effort to find it
- How to make the effort of learning more rewarding. How can we also engage those who are not prepared to make sustained efforts – the rewards of gamification in language learning as an example
- Resilience will become more significant in the future. Even now, young people's ability to adapt to new situations may be poor, so how can it be supported in the future
- Reduced resources for liberal adult education, for example, while the needs stay the same

- People need places where they can create, do things with their hands and experience togetherness, and this is something liberal education offers
- Erasmus+ projects translate the significance of language proficiency, for example, into concrete terms and promote commitment to learning

GROUP 2

Development ideas, promotion of cooperation, further plans. What kind of thoughts did the future change in competence needs presented in the talk we heard this afternoon evoke?

- Cross-sectoral, multidisciplinary cooperation is important
- Talking about values in your sector is important
- Vocational education and training: the importance of general knowledge and ability, feeling of being able to exert influence through such as tutor activities and other forms of participation, democracy education
- Getting rid of mobile phones in the classroom
- How can we support young people's growth and life online?
- Future working life skills? The list given in the presentation is already reality today
- Where is the intrinsic value of general knowledge and ability and the joy of learning? Should they be reinvented?
- Continuous learning, is everything done from the perspective of usefulness alone
- Education vs. general knowledge and ability
- Empathy and cooperation skills were also emphasised, associated with general knowledge and ability
- Futures thinking should also be extended to schoolchildren
- Who will make the future? > Today's children, will they be the producers of the future, or is it an intrinsic educational and cultural value?
- Occupations are changing, but are they disappearing? For example, a video cannot replace a teacher
- Values remain fairly unchanged, what kind of values do we want to promote and pass on?
- Participation must be practised, for example in leisure activities, experiences of being able to exert influence are important
- Boring routine tasks can be done by robots and artificial intelligence
- Narrowing of the education base?
- There are people who will not or cannot develop their general knowledge and ability, what does this mean? How can we stop people from being excluded in society?
- How can we offer activities in which all young people are welcome, regardless of their background and identity? For example, education and youth services could consider the future together across the sectoral boundaries, not only internationally but also locally.
- Self-knowledge skills are important. Experiences of success, belonging and participation are important

GROUP 3

Development ideas, promotion of cooperation, further plans. What kind of thoughts did the future change in competence needs presented in the talk we heard this afternoon evoke?

- Digital learning is influenced by infrastructure, learning difficulties, and linguistic and cultural issues. An extensive field. It is good to have a wide range of competences from hard technology to cultural and social issues onboard.

- Immigrant students seemed marginal in partner countries. No research or analysis has been conducted.
  Collecting success stories could be interesting. They could indicate which factors create opportunities for success and provide examples.
  Belgium, Romania, Spain and the United Kingdom >there are immigrants but no research evidence or knowledge of whether they drop out or do well.
- Learning difficulties as a general theme, the coordinator was interested in immigrants' competence, above all.
  Writing the handbook was challenging for the partners as the contexts were so different.
- Enables wonderment and learning.
- The importance of the location and landscape for older people should be considered? There could be more cross-border cooperation. Cooperation in the healthcare and social services sector and, for example, geography could be possible.
- An age-friendly society will not be exclusively created by healthcare and social services professionals. How can we secure the involvement of engineers, technology, business, culture, urban planning, etc. in an age-friendly society?
- Communication can be used to describe the alternative, but you need to think about how you can inspire others as well.
- Project partners were more inclined to talk about cooperation with architects and engineers. In Finland, cooperation has mainly focused on specific issues.
- Who is responsible for deciding what kind of language proficiency you need to work in Finland?
- In the case of immigrants, what kind of responsibility do higher education institutions and working life have for the teaching and learning of languages, and what is the learner's responsibility?
- Should employers also carry some of this responsibility? Should those with a Finnish background make a conscious effort to listen better to people who do not speak the language perfectly?
- In addition to substance issues, more attention is being paid to generic skills.
- Such skills may include digital skills and, for example, the ability to take learning challenges into account.
- In curriculum work, it is important to note that today's students will be in working life for another 40 years.
- Benchlearning, 'portable skills', have been increasingly highlighted.
- Should a module in futures research be part of studies in all fields?
- Students should also have a willingness to think about the future based on the worst case scenario. Finding solutions for the worst case scenario >Active participation.
- It is a good idea to let students choose the type of scenario they want to find solutions for. Motivating, can also be applied in other contexts.

GROUP 4

Development ideas, promotion of cooperation, further plans. What kind of thoughts did the future change in competence needs presented in the talk we heard this afternoon evoke?

- An inspiring contribution. It touched upon many themes that concern our work: Future operating environments for Master's degree students, a study unit on sustainability for UAS students, futures awareness, reflection on the growth of students' identity work in the Academy of Fine Arts: consideration of continuous self-reflection.
- In project cooperation, there are many areas that could be developed together.
- Competence in meanings is central in the arts sector – this should increasingly be considered in education in the field

- The perspective of marketing and communications. The presentation contained a lot of routine stuff about marketing – the market has tools for change, and marketing has so much to offer for designing meanings and recognising emotions and experiences.
- The marketing perspective has not always been so well received by different fields of science.
- In marketing, impact is measured all the time
- Strategic continuity and impact in project work, projects with a period of 2 to 3 years?
- Strategic planning for years ahead, how can it be done in this financial instrument? Combining projects meets the needs and is very successful in an international environment. >When one project ends, the future should be considered systematically within it.
- The growing need for rehabilitation arises from megatrends (demographic change, climate change, digitalisation).
- Black swans – for example, the pandemic changed a great number of things in rehabilitation and left its permanent mark. How do you sell the idea to the funding provider and in your own organisation?
- Rehabilitation: the importance of peer groups – rehabilitation is always a process of change. What opportunities do different digital platforms open up? How can we use them as part of rehabilitation?
- Digitalisation is a tool: the project is necessary because digitalisation is only a tool.
- Thinking a long way ahead is something that you must change in your own and the project team's mentality.
- Media criticality and media literacy: you must be able to assess and analyse, and to distance yourself
- As digitalisation evolves, things change rapidly – as more information becomes available, it must be possible to change the project plan if a new trend is emerging.
- The future does not make headway at an even pace in international projects, the differences may be great and big leaps may be taken elsewhere at a different pace from us. For example, this can be seen in East African countries.
- Weak signals: we engage in development from the perspective of what we wish to promote. Do we close our eyes to weak signals that are negative?
- Digitalisation vs. downshifting: e.g. digital Luddites – is this a rising trend? People already refuse to use certain platforms, for example citing information security. --> People start looking for personal solutions more individually.
- Social media is becoming fragmented
- I am no longer afraid of change: I have the patience to listen better than before.
- Cooperation between fields is a must – without business cooperation, you cannot learn.
- The slow pace of the change is frustrating, for example in the field of climate change, and large companies must be engaged in combating global warming, in particular.
- The importance of flexibility in a rapidly changing world.
- Have we made things too rigid? What if such a big change occurs that, for example, the project plan must be rethought?
- Innovation cooperation, how can you know its results in advance?

GROUP 5

Development ideas, promotion of cooperation, further plans. What kind of thoughts did the future change in competence needs presented in the speech we heard this afternoon evoke?

- Values and futures research (neutrality and ethics of research? Who supervises them?)
- Futures research is based on personal values.
- Impartiality of futures research?

- Universal values are a weighty foundation for futures research. Strong reflection of values is needed. Ethical aspects of futures research. Research ethics.
- Multidisciplinarity and cross-sectoral cooperation open up views and highlight the value of multidisciplinarity in instruction. From the perspective of instruction, these should be taken into account. What is the future need for formal qualifications?
- Education based on traditional subjects may come to an end in the future – basic skills may be classified in a new way. How can we educate students for occupations of the future?
- Enabling learning will be emphasised more in the future
- A precondition for the digital transformation is developing different and diverse literacy skills.
- The changing job descriptions of the future will require micro-competence modules
- Job descriptions already require a new approach to staff training.
- Student administration should also be developed in agile ways – a lot of 'rigidity' still remains that does not enable flexible development activities (old structures)
- How can disinformation be controlled?
- Futures research should be taught from basic education onwards.
- Futures thinking should be included in the curriculum
- Formal instruction will change and education based on a traditional division into subjects is already on the line.
- We must consider what skills are needed in the future and plan the instruction accordingly.
- Adaptation to new situations. Different modes of teaching should be enabled.
- Working life is changing, and education must also change.
- We think about things from different perspectives in different parts of the world
- Smaller study units will be necessary
- In the future, possibilities to organise cross-institutional studying and international modules
- Structures remain rigid. The system should allow flexibility in studies and study units.
- A shared digital platform has been built for higher education institutions, technical challenges have been encountered in its implementation.

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

- Multidisciplinarity
- Multiprofessionalism
- More flexible structure for education administration
- More flexible and individualised curriculum structure.
- Is it possible to get funding for this?
- In the higher education sector, the students should increasingly take control of their learning
- Identification of prior learning and using it for current studies.
- Diverse competence is a competitive advantage in the labour market

APPENDIX 4. List of information sources

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Online
ISBN 978-952-13-6964-3
ISSN 1798-8926

Finnish National Agency for Education
www.edu.fi