GreenTech HORIZONS

Fostering Dual Green and Digital Transitions through Education and Innovation in the Neighbourhood East, Central Asia, and Asia

EVENT REPORT

Project Title: Fostering Dual Green and Digital Transitions through Education and Innovation in the Neighbourhood East, Central Asia, and Asia
Acronym: GreenTech Horizons

Event Title:	**1st Train the Teachers Workshop**
Event Date/Time:	**8–12 September 2025**
Event Location:	**University of Novi Sad, Serbia**
Organizer (s):	**UNS + GreenTech Horizons Consortium**
Report Author (s):	**Danijela Ciric Lalic**
Report Issue Date:	**30 September 2025**

1. Overall Event Description

1.1 Event Objectives

The main objective of the 1st Train the Teachers Workshop was to strengthen the pedagogical and methodological capacities of academic staff from partner institutions in delivering courses that address green and digital transitions. The workshop aimed to:

- Equip university teachers with practical tools and resources to integrate sustainability and digital transformation into their teaching practices.
- Provide hands-on experience with innovative pedagogical models, particularly project-based and experiential learning.
- Pilot-test draft course materials (modules on Green and Sustainable Project Management, Green Entrepreneurship & Innovation, Sustainable Business Strategies, etc.) and collect structured feedback from participants.
- Build a community of practice among educators across the GreenTech Horizons consortium, fostering peer-learning and long-term collaboration.

These objectives directly support the project's overall goal of fostering dual green and digital transitions in the Neighbourhood East, Central Asia, and Asia through higher education innovation, while also ensuring alignment with Erasmus+ priorities on innovative teaching, sustainability, and digital readiness.

1.2 Event Description

The 1st Train the Teachers Workshop was held from 8–12 September 2025 at the University of Novi Sad, Serbia. The workshop gathered academic staff, project partners, and invited experts for an intensive week of collaborative learning, peer exchange, and curriculum co-creation.

The event combined interactive lectures, hands-on exercises, and group discussions. Each day focused on one thematic area—such as sustainable business strategies, green entrepreneurship and innovation, and green and sustainable project management. Practical activities included stakeholder mapping and engagement planning, barrier–opportunity analysis, and reflection sessions that helped participants contextualize teaching materials in their own institutional settings.

A key strength of the workshop was its interactive design: participants actively tested modules, engaged in peer feedback, and provided critical reflections on barriers (e.g., lack of institutional resources, limited teaching materials) and opportunities (e.g., partnerships with industry, ongoing international projects). The use of practical templates, case studies, and facilitated group work ensured that theoretical concepts were directly translated into applicable teaching methods.

By the end of the workshop, participants had a clearer understanding of how to adapt and deliver the new curriculum modules within their institutions. The event also fostered strong collaboration across the consortium, laying the foundation for upcoming piloting activities and joint dissemination.

1.3 Participant Profile

The 1st Train the Teachers Workshop gathered over 30 participants representing a diverse set of countries across the Neighbourhood East, Central Asia, Asia, and the EU. Attendees included professors, lecturers, early-career researchers, and academic staff, all of whom are directly engaged in higher education, curriculum development, and training delivery.

Participants came from universities and partner organizations such as:

- University of Novi Sad (Serbia)
- University of Split (Croatia)
- Riga Technical University (Latvia)
- Kaunas University of Technology (Lithuania)
- European Academy (Latvia)
- University of Information Technology and Management (Poland)
- Mongolian University of Science and Technology (Mongolia)
- National University of Mongolia (Mongolia)
- Al-Farabi Kazakh National University (Kazakhstan)
- International Engineering-Technological University (Kazakhstan)
- Almaty Technological University (Kazakhstan)

This diversity ensured that perspectives from both EU Member States and Widening/Neighbourhood countries were equally represented, enriching the discussions on how green and digital transition topics can be embedded into teaching practices.

The participants played a dual role: (1) as trainees in the piloting of new curricula and methodologies for green and sustainable education, and (2) as multipliers who will adapt and integrate the training outcomes into their own institutions.

2. Session Reports

2.1 How to Teach – Pedagogy & Didactics for Business Course: Green Entrepreneurship and Innovation

- **Trainer(s): Prof. Dr. Joanna Świętoniowska**
- **Trainer(s): Prof. Dr. Joanna Wójcik**
- **Trainer(s): Łukasz Stokłosa**

Objectives:

- Present the goals, scope, and pedagogical logic of the Green Entrepreneurship and Innovation course, emphasizing its alignment with the twin green and digital transition.
- Demonstrate how entrepreneurship education can be structured as a semester-long, challenge-based learning journey rather than a sequence of isolated lectures.
- Engage participants in hands-on exercises based on the facilitation *Booklet*, allowing them to experience the course from a student perspective.
- Encourage reflection on how the proposed learning activities can be adapted to different institutional, cultural, and disciplinary contexts.

Description of Activities:

The session was designed as an interactive workshop. It started with a short introduction to the course concept, objectives, and structure, highlighting the idea of one challenge – one journey, where students work throughout the semester on a single green innovation challenge, progressing from mindset development and problem identification to solution design, business modeling, prototyping, and pitching. Following the introduction, participants engaged in a series of facilitated exercises drawn directly from the facilitation Booklet. Working in university and country-based teams, they:

- Identified and discussed locally relevant green and sustainability-related challenge themes, reflecting on their urgency, feasibility, and relevance for students and local labour markets.
- Mapped potential industries and sectors (e.g. energy, agriculture, IT, food systems, urban services) where students could realistically design green entrepreneurial solutions.
- Reflected on effective active learning methods, digital tools, and assessment approaches already used in their own teaching and discussed how these could be integrated into the Green Entrepreneurship and Innovation course.
- Took part in a structured reflection exercise focusing on expectations, fears, and barriers related to implementing the course at their home institutions.

The workshop format emphasized peer learning, discussion, and co-creation, with facilitators guiding the process and encouraging participants to critically assess both content and pedagogy.

Observations:

The trainers observed a high level of engagement and openness among participants, particularly during the challenge-definition and reflection exercises. Participants actively connected the course concept with their local contexts and student profiles, which confirmed the flexibility and transferability of the proposed approach.

The use of the facilitation Booklet proved effective in structuring the workshop and supporting experiential learning.

Discussions revealed strong interest in challenge-based and project-oriented teaching, but also highlighted common concerns related to institutional constraints, time availability, and assessment practices.

Participant Feedback:

- Participants appreciated the workshop-based format, noting that it clearly demonstrated how green entrepreneurship can be embedded within technical and engineering programs.
- Participants emphasized the importance of allowing students to choose business ideas directly linked to their technical fields, which helps reduce fears that entrepreneurship courses shift focus away from engineering or technology.
- Participants highlighted that entrepreneurship should be presented as an extension of technical problem-solving, not as a purely managerial or business-oriented activity.
- The focus on real-life and everyday challenges (e.g. campus-related issues, local community needs, regional industry problems) was perceived as a strong motivational factor for students.
- Participants noted that activities centered on experimentation, prototyping, and solution development align well with the learning styles of students at technical universities.

Follow-up Recommendations:

- Ensure that students enrolled in technical and engineering programs are given the freedom to define and develop their own green business ideas directly connected to their field of study. This approach helps students perceive entrepreneurship as a natural extension of their technical expertise rather than a shift away from their core discipline.
- Emphasize that *Green Entrepreneurship and* Innovation does not aim to turn engineering students into "managers only," but rather into technically grounded innovators who are able to translate their domain knowledge into sustainable, market-ready solutions.
- Encourage the selection of challenge themes that are closely linked to everyday problems and real-life challenges faced by students, their universities, local communities, and regional industries.
- Support interdisciplinary collaboration while preserving a strong technical identity of student projects, allowing engineering and technology students to remain anchored in problem-solving, prototyping, and solution development.
- Provide examples of green entrepreneurial projects rooted in technical disciplines to strengthen students' confidence and reduce concerns related to working on "non-technical" topics.

2.2 How to Teach – Pedagogy & Didactics for Business Course: Green Marketing and Communication

Trainer(s):

- **Prof. Dr. Danijela Lalić**
- **Prof. Dr. Jelena Spajić**

Objectives:

- Introduce participants to the growing importance of green and sustainable marketing in contemporary business and its impact on employability.
- Familiarize them with the structure, aims, and skill outcomes of the Green Marketing and Communication course, emphasizing the link between technical innovation and market communication.
- Provide hands-on experience through the Local Delivery Canvas exercise, enabling participants to adapt course content to their institutional and cultural contexts.
- Encourage reflection on barriers, opportunities, and institutional support needed to integrate sustainability into business and communication teaching.

Description of Activities:

- **Warm-Up (Mentimeter polling):** Participants reflected on their perceptions of sustainability and green marketing in teaching.
- **Course Overview:** Trainers presented the relevance of the course, global trends (climate urgency, AI, regulatory frameworks, greenwashing risks, examples of good practices), and employability outcomes of green marketing skills.
- **Pedagogical & Didactical Approach:** Active, competency-based learning methods were highlighted, including flipped classroom design, case-based analysis (Patagonia, IKEA, Tesla, Starbucks, McDonald's), and blended learning with tools such as Moodle, Canva, Miro, and Mentimeter.
- **Practical Activity (Local Delivery Canvas):** In pairs and small groups, participants designed an adapted exercise using the canvas template. They selected local brands, defined learning goals, described methods, and aligned activities with their institutional frameworks.
- **Final Reflection & Group Discussion:** Participants identified barriers (e.g., limited institutional support, uneven digital readiness), opportunities (e.g., student enthusiasm for real cases, interdisciplinary applications), and confidence needs in teaching sustainability.

Observations (Trainer Reflections):

- Participants were highly engaged and showed creativity in adapting course content to their local contexts.
- The Local Delivery Canvas proved to be an effective tool: it allowed participants to connect theoretical frameworks with concrete teaching practices and demonstrated flexibility across cultural and institutional settings.
- Trainers observed strong recognition of the importance of countering greenwashing, as well as the need to link marketing communication with ethics and transparency.

Participant Feedback:

- Participants valued the hands-on approach, noting that the Local Delivery Canvas made green marketing concepts more accessible and practical.

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- Many reported gaining confidence in their ability to integrate sustainability topics into their courses, even without prior specialization.
- The reflection session was well received: participants openly discussed local barriers (curricula rigidity, resource limitations) and opportunities (student interest, industry collaboration).
- Several emphasized the usefulness of digital tools (Miro, Mentimeter, Canva) in enhancing interactivity and visualization.

Follow-up Recommendations:

- Provide ready-to-use teaching materials and localized case studies to reduce barriers for instructors with limited resources.
- Develop assessment rubrics that incorporate ethical reasoning, systems thinking, and long-term sustainability impact.
- Encourage institutions to formally support integration of green marketing through policies, partnerships, and resources.
- Involve industry stakeholders more directly in course piloting to ensure practical relevance and employability outcomes.

2.3 How to Teach – Pedagogy & Didactics for Business Course:
Green and Sustainable Project Management

Trainer(s)
- **Prof. Dr. Danijela Ćirić Lalić**
- **Prof. Dr. Danijela Gračanin**

Objectives
- Introduce participants to the relevance and growing demand for sustainability in project management, linking it to employability and the twin green & digital transition.
- Familiarize participants with the 10-module structure of the "Green & Sustainable Project Management" course and its intended learning outcomes.
- Provide hands-on experience through a practical design exercise (Module 5 – Stakeholder Mapping, Analysis and Engagement Planning).
- Encourage reflection on barriers, opportunities, and support needed to integrate sustainability into project management teaching practice.

Description of Activities

Warm-Up (Mentimeter activity) – Participants reflected on their current position regarding sustainability in teaching.

Course overview – Trainers presented the course relevance, demand for green skills, global frameworks (PMBOK, PRINCE2, PM², IPMA, ISO 21502), and student/industry benefits Green and Sustainable Project M…

Pedagogical & didactical approach – Focus on active learning, competency-based assessment, blended learning, and use of digital tools such as LMS, collaborative whiteboards, and interactive video tools

Practical activity (Exercise Design Canvas) – Participants were grouped by their home University and designed a **student exercise** for Module 5 using the provided template. They defined learning goals, exercise description, instructions, expected outputs, and adaptations to local context

Final reflection & group siscussion – Participants identified barriers, opportunities, and confidence needs related to teaching sustainability in project management

Observations (Trainer Reflections)

- Participants were highly engaged despite their lack of previous teaching or practical experience in this specific field.
- The practical exercise was particularly effective: participants recognized the relevance of stakeholder mapping and highlighted the importance of linking project management with industry collaboration.
- The Final Reflection session sparked an insightful discussion on systemic challenges (lack of institutional support, fragmented curricula) and highlighted the importance of industry partnerships and international projects.
- Trainers noted that artefact-based learning (e.g., stakeholder plans, risk registers including sustainability aspects) helped participants connect abstract concepts with concrete teaching practices.

Participant Feedback

- Participants appreciated the **hands-on approach** and commented that the **Stakeholder Mapping exercise** made sustainability tangible.
- Many expressed that while they had no prior background, the session gave them confidence that such material could be integrated into their teaching.
- The **Final Reflection** exercise was well received, with participants openly sharing barriers and opportunities in their local contexts.

Follow-up Recommendations

- Provide **ready-to-use teaching materials and case studies** to overcome the barrier of limited resources.
- Develop **assessment rubrics** that capture systems thinking, long-term impact, and ethical dimensions of sustainability in projects.
- Encourage institutions to formally support sustainability integration through **policies, partnerships, and dedicated resources**.
- Continue involving **industry stakeholders** in training and course piloting to enhance relevance and practical impact.
- Offer additional **train-the-trainer resources** (videos, templates, local case banks) to build confidence among faculty.

2.4 How to Teach – Pedagogy & Didactics for Business Course:
Sustainable Business Strategies

Trainer: Ugljesa Marjanovic

Objectives:

- Introduce participants to the **strategic relevance and growing demand for sustainability** in project management and business strategy, especially within the context of the **twin green and digital transition**. Emphasize alignment with global frameworks such as the **EU Taxonomy, CSRD**, and other sustainability-related regulatory drivers.

- Familiarize participants with the **10-module structure** of the "Green & Sustainable Project Management" course and its integration with the **Sustainable Business Strategies** curriculum, supporting students in building competencies in **ESG, stakeholder engagement, digital transformation**, and **value-based leadership**.
- Provide hands-on experience through the **Designing Your Own Teaching Activity** session, allowing participants to adapt content from selected modules (e.g., stakeholder mapping, ESG integration, value proposition design) to their own institutional context.
- Encourage critical reflection on the **barriers, opportunities**, and **support mechanisms** needed to embed sustainability into teaching practices across disciplines and programs.

Description of Activities:

- **Warm-Up** **(Mentimeter** **activity)**
  Participants reflected on their current engagement with sustainability in teaching, guided by the shared course vision:
  "In today's economy, sustainable thinking is not optional — it's strategic."
- **Course** **Overview**
  Trainers presented the course's structure and purpose, highlighting the **rising demand for sustainability-related job roles (+25% by 2030)** and the strategic importance of integrating ESG, sustainability compliance, and stakeholder-centered innovation. The overview emphasized connections to **PM², PRINCE2, IPMA, ISO 21502**, and the **Twin Transition Competency Framework**.
- **Pedagogical & Didactical Approach**

  -**Active learning & competency-based assessment** across Modules 3–10

  -Use of **project-based learning**, **real-world artefacts** (e.g., stakeholder maps, Balanced Scorecards), and **simulation cases**

  -**Digital integration**: AI-supported tutorials, flipped classrooms, collaborative platforms (Miro, Padlet), and microlearning tools (strategy canvases, double materiality maps)

- **Practical Activity 1: Designing Your Own Teaching Activity**
  Participants designed short lessons or activities based on one of the following: a **specific module** (e.g., M4 – Engaging Stakeholders for Shared Value Creation), a **competency** (e.g., ESG risk integration, ethical leadership), a **teaching method** (e.g., role-play, simulation, group project)
- **Practical Activity 2: Strengthening the Learning Experience**
  Participants brainstormed **supplementary resources** to enrich course delivery: Simulations, real-world cases, documentaries, guest speakers, Examples of successful teaching tools or strategies, Business cases aligned with local or global challenges, highlighting industries, lessons learned, and relevant stakeholders
- **Final** **Reflection** **&** **Group** **Discussion**
  Participants explored implementation barriers (e.g., resource gaps, curriculum rigidity), opportunities (e.g., policy support, interdisciplinary teaching), and shared strategies for adapting sustainability teaching to diverse student and institutional contexts.

Observations:

- Participants showed **high engagement** and creativity, particularly in adapting modules into **context-specific learning activities**.
- **Artefact-based learning** approaches (e.g., stakeholder plans, sustainability strategy pitches) helped concretize abstract concepts.
- Discussions underscored the **need for institutional support**, cross-faculty collaboration, and alignment with industry needs to ensure long-term integration.

Participant Feedback:

- Participants appreciated the **practical orientation** and flexibility of the activity design task.
- Many reported increased **confidence in implementing sustainability-related content**, even without prior specialization.
- The reflection and exchange of ideas revealed common challenges and mutual learning across institutions.

Follow-up Recommendations:

- Provide **ready-to-use teaching materials** (templates, videos, case studies) to ease integration.
- Develop **assessment rubrics** for evaluating ESG thinking, stakeholder communication, and long-term impact analysis.
- Support **policy-driven institutional change**, encouraging sustainability integration in accreditation, curriculum design, and faculty development.
- Involve **industry stakeholders** in course co-design, piloting, and mentorship to increase real-world relevance.
- Expand access to **train-the-trainer resources**, especially localized content and digitally enabled delivery methods.

2.5 How to Teach – Tools for Online/Blended learning

Trainer(s):

- **Milena Savković**
- **Bojana Savić**

Objectives:

- Introduce participants to a range of digital tools suitable for online and blended higher education environments.
- Encourage critical thinking about digital minimalism and the intentional use of technology in teaching.
- Empower university teachers to use interactive, student-centered teaching methods in virtual settings.
- Align digital tools with learning outcomes using Bloom's Taxonomy as a guiding framework.
- Enable participants to co-design and present interactive and gamified teaching activities.

Description of Activities:

- **Opening Discussion**: Participants reflected on the concept of digital minimalism by discussing the quote "The more, the merrier" and identifying challenges related to using too many tools in teaching.
- **Presentation on types of Digital Tools**: A comprehensive overview of learning management systems (LMS), collaboration tools, video conferencing platforms, and interactive polling tools was given, highlighting their role across various levels of Bloom's Taxonomy.
- **Interactive Activity 1**: In small groups, participants designed a 90-minute online seminar on the topic Stakeholder Engagement and Communication as part of the hypothetical online short course Business Sustainability Management. They selected tools, designed engagement strategies, and mapped their approach to Bloom's levels (e.g., Understand + Apply or Analyze + Evaluate).
- **Gamification Lecture**: A research-based session showing the benefits of gamification in online and blended learning (e.g., increased retention and higher grades). Participants explored game mechanics such as points, badges, levels, leaderboards, rewards, and storytelling, along with the possibility of applying them in an LMS.
- **Interactive Activity 2**: Participants worked on a Gamification Design Challenge, designing a short gamified module titled Business, Purpose, and Leadership for a Sustainable Future within the hypothetical short online course Business Sustainability Management. They defined learning goals, selected mechanics (e.g., role-play, team challenges), and planned student reward systems.
- **Closing Reflection**: A group discussion followed all presentations, focusing on ease of implementation, perceived impact, and motivation levels.

Observations (Trainer Reflections):

- Participants were highly engaged, even those with limited prior experience in digital or gamified teaching methods.
- The group work revealed a strong ability to translate pedagogical theory into creative, practical teaching activities.
- Discussions exposed institutional and structural barriers to innovation in teaching, such as lack of time, support, and technical infrastructure.
- Trainers observed that concrete tools like stakeholder plans or game-based modules helped participants move from abstract ideas to tangible solutions.

Participant Feedback:

- Participants appreciated the interactive and hands-on nature of the workshop, especially the group exercises.
- Several participants noted that they had never used gamification before but now feel motivated and equipped to try it.
- The Bloom's Taxonomy framework helped them think more clearly about aligning learning outcomes with tool selection.
- The collaborative atmosphere encouraged open dialogue, sharing of challenges, and peer support.

Follow-up Recommendations:

- Develop and share adaptable templates for gamified learning activities.

- Create a toolkit for digital minimalism in course design to reduce tool overload.
- Offer follow-up training focused on specific tools (e.g., gamified LMS functions, digital storytelling).
- Advocate for institutional support mechanisms (e.g., teaching innovation funds, recognition systems) that encourage pedagogical experimentation and sustainability-oriented content.

2.6 How to Teach – Pedagogical Strategies & Techniques for Online/Blended Learning

Trainer(s):

- **Prof. dr Danijela Ćirić Lalić**
- **Prof. dr Danijela Gračanin**

Objectives:

- Introduce a variety of pedagogical strategies suitable for online and blended learning environments.
- Explore the cognitive, emotional, and behavioral dimensions of effective teaching, especially in the context of green and digital transitions.
- Strengthen participants' ability to design meaningful, interactive, and student-centered activities using digital tools.
- Encourage application of evidence-based approaches such as active learning, peer learning, gamification, and experiential learning.
- Empower participants to visually map pedagogical strategies to specific learning outcomes and tools.

Description of Activities:

- **Thematic Introduction:** Presentation of foundational concepts such as the Forgetting Curve, the importance of feedback loops, and the quote "Pedagogy is the driver, technology is the accelerator" by Michael Fullan, setting the tone for pedagogy-led digital innovation.
- **Overview of Pedagogical Strategies**: Participants were introduced to 10+ effective strategies for online/blended learning:
  - Active learning
  - Peer learning
  - Problem-based learning
  - Flipped classroom
  - Competence-based learning
  - Feedback loops
  - Gamification & game-based learning
  - Simulation-based learning
  - Microlearning
  - Experiential learning
- **Toolkits & Practical Examples:** For each strategy, digital tools (e.g., Zoom breakout rooms, Google Docs, Miro, EdPuzzle, Kahoot) and real classroom examples (e.g., ScrumTale board game, Revas simulation) were discussed, including tips for implementation.

- **Interactive Activity – Mind Map Design**: In small groups, participants co-created a visual mind map of an online/blended class on the topic "Understanding the Need for a Sustainable Business." They identified:
  - Main pedagogical strategies to be used
  - Activities and corresponding tools
  - Expected learning outcomes
  - Quick evidence checkpoints for measuring success
- **Group Presentations & Reflection**: Each group presented their class design in 3–4 minutes, followed by a plenary discussion on the integrated learning model (Head–Heart–Hands) and how different pedagogies address cognitive, emotional, and behavioral learning dimensions.

Observations (Trainer Reflections):

- Participants were fully engaged, especially during the mind-mapping exercise, where creativity and strategy came together in highly original designs.
- The diversity of examples (debates, role-plays, simulations, peer writing) helped participants envision how these methods could be adapted to their disciplines.
- Trainers observed increased awareness of how specific pedagogical choices influence both learning outcomes and student motivation.
- Participants were particularly intrigued by the distinction between gamification and game-based learning and showed interest in simulation tools.

Participant Feedback:

- Many participants expressed appreciation for the clear structure and the practical, example-rich content.
- The mind-mapping activity was highlighted as particularly helpful in bridging theory and practice.
- Participants noted the value of learning how to balance cognitive goals with emotional and behavioral aspects of learning.
- Several commented that they felt more confident integrating active and experiential learning strategies into their future courses.

Follow-up Recommendations:

- Create a quick-start handbook with teaching tips and tool suggestions for each pedagogy.
- Develop short video tutorials or example lesson plans for simulation-based learning and flipped classrooms.
- Organize peer mentoring or follow-up online sessions where participants can share how they implemented strategies in real teaching.
- Encourage institutions to support experimentation with innovative pedagogy through flexible course formats and recognition of teaching excellence.

3. Overall Feedback and Observations

Overall Feedback and Observations

Key challenges identified across the sessions

Across all sessions, participants consistently highlighted several systemic and pedagogical challenges:

- **Limited institutional support and rigid curricula**, which make it difficult to introduce new sustainability- and digital-transition–oriented content or innovative teaching methods.
- **Uneven digital readiness and infrastructure**, particularly in partner institutions from Widening and Neighbourhood countries, affecting the adoption of blended, online, and gamified learning approaches.
- **Lack of ready-to-use teaching resources** (cases, templates, simulations, assessment rubrics) that would enable instructors with limited prior background in sustainability or ESG to confidently deliver the new modules.
- **Need for capacity building of academic staff**, especially in competence-based assessment, systems thinking, and the integration of ethics, long-term impact, and stakeholder perspectives into teaching.
- **Fragmentation between disciplines**, which limits the embedding of sustainability as a transversal theme across business, engineering, and project management curricula.

Opportunities

At the same time, the workshop revealed strong opportunities and enabling factors:

- **High motivation and openness of participants** to adopt innovative pedagogical approaches such as project-based learning, simulations, gamification, and experiential learning.
- **Strong relevance of sustainability and digital transition topics** for student employability, which increases institutional interest and justification for curriculum renewal.
- **Rich potential for peer learning and communities of practice** within the consortium, allowing sharing of cases, teaching materials, and digital tools across institutions.
- **Availability of international projects and industry partnerships** as sources of real-life case studies, guest lectures, and co-created learning activities.
- **Alignment with European policy frameworks** (Green Deal, CSRD, EU Taxonomy, Twin Transition, Erasmus+ priorities), which supports strategic positioning and long-term institutionalisation.

Recommendations for future activities and piloting

Based on the collective reflections, the following recommendations were formulated:

- Develop a **shared repository of ready-to-use teaching materials**, including:
    - Case studies (local and international),
    - Exercise templates and canvases,
    - Assessment rubrics aligned with learning outcomes and competencies,
    - Short instructional videos and digital tool guides.
- Strengthen **competence-based and artefact-based assessment**, ensuring that learning outcomes related to systems thinking, ESG integration, stakeholder engagement, and ethical reasoning are explicitly evaluated.
- Provide **additional train-the-trainer support**, such as:

- - Microlearning resources for digital tools and pedagogical strategies,
    - Follow-up online sessions and peer-mentoring formats.
  - Enhance **industry and policy stakeholder involvement** in piloting, through guest lectures, real project challenges, and feedback on student outputs.
  - Support **institutional embedding and sustainability**, by encouraging:
    - Alignment with accreditation and quality assurance processes,
    - Cross-faculty collaboration,
    - Formal recognition of innovative and sustainability-oriented teaching practices.
  - Ensure that the upcoming pilot and scaling phases are guided by a **coherent learning architecture**, clearly linking competencies, learning outcomes, teaching methods, and assessment across all courses and modules.

Related Documents	Location
Agenda (PDF)	Link
Attendance list (PDF)	Link
Presentations (PPT)	Presentation folder
Photos (JPG)	Folder with photos and videos