

# Curriculum of the ProfESus-Blended-Learning-Course (8 ECTS/ECVETS)

## Discovering a sustainable mindset for future-thinking professionals in guest-oriented businesses

## Content

|   |    |
|---|----|
| List of abbreviations   | 3  |
| 1. Qualification Profile  | 3  |
| 2. Assessment procedure   | 3  |
| 2. 1. How do I pass the course?   | 3  |
| 2. 2. What are due dates? Is there a penalty for submitting my work after a due date? | 4  |
| 2.3. Can I re-attempt challenges?   | 4  |
| 3. Competences  | 4  |
| 3.1. Admission requirements   | 5  |
| 3.2. Sequence criteria  | 5  |
| 3.3. Creditability of modules or parts of modules                                     | 5  |
| 3.4. Module grid  | 6  |
| 3.5. Module chart/table   | 6  |
| 3.6. Modules description  | 7  |
| References  | 15 |
| Appendix  | 16 |
| Authors/Contacts  | 18 |

## List of abbreviations

**PPh** - presence- phase

**OPh** - online- phase

**ECTS** - European Credit Transfer System

**ECVET** - European Credit System for Vocational Education and Training

**CSCT** - Curriculum, Sustainable development, Competences, Teacher training

**UNECE** - United Nations Economic Commission for Europe

## 1. Qualification Profile

The ProfESus project is developing a professional blended on-going training course for vocational teachers and trainers in the area of businesses and activities based around the household.

What do we understand by *sustainable learning*? Learning *for* sustainable development: by both facilitating changes in what we do and promoting (informed, skilled) behaviours and ways of thinking, where the need for this is clearly identified and agreed. Learning *as* sustainable development: by building the capacity to think critically about (and beyond) what experts say and testing sustainable development ideas, as well as by exploring the contradictions inherent in sustainable living (Vare & Scott, 2007).

Knowledge about sustainability without knowledge of possible actions could lead to emotional overwhelming and freezing. The job of the *sustainably aware educator* is to be continually *examining the gap between what is and what could be* and how to take steps to move towards the ideal.

The **overall aim of this curriculum** is

continuous pedagogical adjustment and improvement to promote the active sustainability mindset of learners in the workplace.

This curriculum is general enough to cover the different vocational areas and specific enough to support learners in discovering their sustainable mindset.

## 2. Assessment procedure

### 2. 1. How do I pass the course?

To pass the course you have to complete 80% of the presence phase and 80% of the online tasks.

#### *Presence phase*

Once you enroll for the course, you have to take part in all activities during the presence phase of the professional blended on-going training for vocational teachers and trainers (educators) in the area of businesses and activities based around the household.

#### *Online phase*

Once you enroll for the course, you'll have access to all videos, readings, quizzes and challenges in the course moodle environment. You will get feedback on your work through peer mentoring. Peer mentor challenges can only be submitted and reviewed once your session has begun.

Videos, readings, and practice exercises are there to help you prepare for the challenges.

## 2.2. What are due dates? Is there a penalty for submitting my work after a due date?

Within each session there are suggested due dates to help you manage your schedule and keep professional blended on-going training from piling up. Quizzes can be submitted late without consequence. However, it is possible that you won't receive feedback if you submit your challenge too late because course colleagues usually review challenge within three days of the challenge deadline.

## 2.3. Can I re-attempt challenges?

Yes. If you want to improve your feedback, you can always try again. The moderator will post a comment pointing out what more needs to be done. It is then up to the participant to continue the interaction until everything is complete.

## 3. Competences

“Competences are learnable but not teachable”. No single person can have all the necessary competences alone. A competence consists of the effective application of knowledge, skills and attitudes.

**„Competence means acting with the use of knowledge according to values”.**

The overall competency divides into 3 main areas (Table 1):

**Table 1**

**The main areas of competences for vocational teachers**

| CSCT project 2008    | UNECE 2011  |
|----------------------|---|
| Teaching             | Achieving transformation (people, pedagogy & education systems) |
| Reflecting/visioning | Envisioning change (past, present & future)                     |
| Networking           | Holistic approach (integrative thinking & practice)             |

Reading across the rows we find the most similarity between the two proposed sets of three competence areas.

Under each of the three knowledge areas, the UNECE framework identifies 4 different ways of knowing.

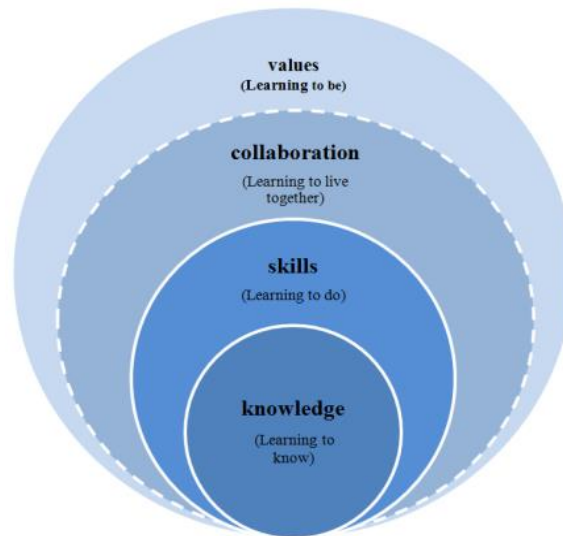


Fig.1. The ways of knowing.

Taking the UNECE framework, the individual competences are shown in Appendix 1.

**The blended learning course will focus on the bold marked competences to empower teachers/trainers/educators to implement a sustainable mindset in their learners** (see Appendix 1).

### 3.1. Admission requirements

These professional blended on-going training course will be offered at universities and colleges during and after the project at universities, but will be exclusively aimed at vocational educators and trainers from schools, businesses and educational centres with focus on home economics and guest oriented businesses.

So if you have the right job (ie in a guest-oriented training position) and a solemn commitment to complete the course, you meet the admission requirements.

### 3.2. Sequence criteria

There are no pre-requisites (apart from the job qualification and commitment mentioned in 3.1) but it is only possible to do the modules in the order in which they are presented ie it is not possible to start with module 4, then module 2 then module 1 and end with module 3 for example.

### 3.3. Creditability of modules or parts of modules

The credentialing of the workload will be based on ECTS points (1 ECTS point is valued at 25-30 hours of work by analogy with ECVET).

### 3.4. Module grid

Due to the limited time budget of the target group (vocational educators and trainers), the course will feature a blended-learning design. This will allow for flexible time management, easy communication strategies between course participants and transnational networking.

Development of a curriculum in the amount of 8 ECVETs/ECTS and a corresponding blended-learning course with 4 modules (80 hours presence phase and 125 hours digital-learning including 70 hours tutorials for self-study and 55 hours online-learning). Additional hours have been included to account for additional time needed to work in the second language and to allow time to consult colleagues, managers, local organisations and other stakeholders.

Blended-learning curriculum (8 ECVET/ECTS) includes 4 Modules:

- **Module 1:** Take off your road to a sustainable mindset (1.5 ECVET/40 hours) 5 day presence phase;
- **Module 2:** Education for sustainability – discovering appropriate pedagogies and strategies (3 ECVET/75 hours) online-learning activity in the first semester;
- **Module 3:** Teaching for sustainability – planning, conducting and evaluating learning activities (2 ECVET/50 hours) self-study and online-phase in the second semester;
- **Module 4:** Assess teaching processes and envisioning sustainable futures (1.5 ECVET/40 hours) 5 day presence phase.

### 3.5. Module chart/table

Table 2

Table of Modules

| Presence phase                           |      |                  |                    |      |                  | Online phase                               |      |        |                  |      |        |
|--|------|------------------|--------------------|------|------------------|--|------|--------|------------------|------|--------|
| Module 1                                 |      |                  | Module 4           |      |                  | Module 2                                   |      |        | Module 3         |      |        |
| 1.5 ECTS/<br>ECVET                       | 40 h | Sem. 1<br>5 days | 1.5 ECTS/<br>ECVET | 40 h | Sem. 2<br>5 days | 3 ECTS/<br>ECVET                           | 75 h | Sem. 1 | 2 ECTS/<br>ECVET | 50 h | Sem. 2 |
| Module 1+ Module 4 = <b>3 ECVET /80h</b> |      |                  |                    |      |                  | Module 2+ Module 3 = <b>5 ECVET /125 h</b> |      |        |                  |      |        |

### 3.6. Modules description

Table 3

#### Module descriptions

| <i>Module 1</i>          | <b>Take off your road to a sustainable mindset</b> |                                 |                                      |                                     |
|--------------------------|--|---------------------------------|--------------------------------------|-------------------------------------|
| <i>Type</i><br><b>PP</b> | <i>Semester</i><br><b>1</b>                        | <i>Requirements</i><br><b>-</b> | <i>Language</i><br><b>English</b>    | <i>Institution</i>                  |
| <b>1.5 ECTS / ECVET</b>  | <b>one week</b><br><b>5 days</b>                   | <i>Total hours</i><br><b>40</b> | <i>Supervised hours</i><br><b>40</b> | <i>Work load hours</i><br><b>40</b> |

#### **General description:**

Module 1 based, like the whole course, on the concept of Green Pedagogy combined with the UNECE competences for sustainability.

The learning strategy in Module 1 is built upon “The ProfESus Pathway of Discovering a Sustainable Mindset” which includes: learner-centered methods, active learners, various methods/tools, learning with contradictions, situated learning (cases, scenarios, stories), different learning environments,

The structure of the week based on the steps of the concept of *Green Pedagogy* to start the discovering of the sustainable mindset with

- deliberate provocation,
- personal consternation,
- stimulate confusion (to think outside the box),
- awareness building and
- motivation for ESD,

as well as on the key competences of sustainable development: Collaboration, system thinking, strategic thinking, critical thinking, value thinking and future thinking.

The aim is to motivate participants for sustainable development, to discuss and to experience sustainable futures and the way we think, live and work, both locally and globally. Another focus will be the innovative approach that integrates sustainable competences in vocational education based on *Green Pedagogy* and contemporary education theories, methods and tools.

Course participants get the chance to build international study groups and long-term relationships to exchange knowledge and work together on solutions.

Course participants will be trained to use and manage the relevant digital-tools for the online part of the blended-learning course.

In this activity the participants also get to know best-practice examples by visiting households, guest-orientated businesses and communities that recognize their interdependencies.

### Content

- innovative teaching and future education;
- case studies and businesses;
- teaching for a sustainable mindset of students;
- innovative online learning;
- “Global challenges, local solutions”;
- education for sustainable development.

### Learning outcomes/competences:

Competences 2, 3, 5, 6, 29, 33 (see Appendix 1):

#### Learning to know

The educator understands...

- (2) ways in which natural, social and economic systems function and how they may be inter-related;
- (3) the interdependent nature of relationships within the present generation and between generations, as well as those between rich and poor and between humans and nature;
- (5) describe the connection between sustainable futures and the way we think, live and work;
- (6) value his/her own thinking and action in relation to sustainable development.

#### Learning to live together

The educator is able to work with others in ways that...

- (29) develop negotiation of alternative futures.

#### Learning to be

The educator is someone who...

- (33) is motivated to make a positive contribution to other people and their social and natural environment, locally and globally.

### Teaching- and learning methods:

- interactive and participatory approaches such as *World café*, role playing and gallery walks;
- hands-on interactive exercises that involve small group discussion and plenaries;
- excursions and learning through cases;
- lectures;
- learning diary.

### Proof of performance:

Attendance – 100% (80% under exceptional circumstances).

**Completion/non-completion** criteria met, based on attendance (100%/80%)

or

**Grading** criteria met, based on “The ProfESus Assessment of a Sustainable Mindset”



|                       |   |  |                                     |  |
|-----------------------|---|--|-------------------------------------|--|
| <b>Module 2</b>       | <b>Education for sustainability – discovering appropriate pedagogies and strategies</b> |  |                                     |  |
| <b>Type OPh</b>       | <i>Semester</i><br><b>1</b>   | <i>Requirements</i><br><b>Module 1</b> | <i>Language</i><br><b>English</b>   | <i>Institution</i><br><b>online</b>      |
| <b>3 ECTS / ECVET</b> | <b>4 month/<br/>75 hours</b>  | <i>Total hours</i><br><b>75</b>        | <i>Supervised hours</i><br><b>X</b> | <i>Work load hours</i><br><b>75 - 90</b> |

**General description:**

This module will build on the basic principles introduced in Module 1 where the building blocks of competency in sustainable vocational teaching will be explored in more detail, specifically by

- analysing cases related to guest-oriented vocational training;
- trying out relevant tools and approaches;
- suggesting how the tools could be exploited in their own courses.

Module 2 includes 7 different units. Each unit starts with an overview of the main and additional resources that are relevant to the unit. The main activities in each unit are three challenges.

Challenge 1 is always something about moving participants forward either professionally or personally.

Challenge 2 is about focusing on the classroom and participants' students or training participants' colleagues.

Challenge 3 is always relates to a case study.

The units are rounded off with an invitation to add to their learning diary and a checklist to note what they have achieved.

Participants will have access to relevant resources and suggested development activities to enable them to self-organise their learning, supported by peer review and mentoring (using the groups established in Module 1).

Module 2 materials will be available three weeks in advance of their completion deadline to enable additional flexibility and planning of, for example, meetings with stakeholders. The course tutor will focus on each unit of the module in turn to provide summarising comments.

**Content**

The main topics are listed below with some examples of the tools that participants will try out.

- pedagogy for sustainability eg sustainability bingo;
- tools for sustainability eg lesson plan template, lesson criteria;
- future thinking eg backcasting, visioning, scenarios;
- systems thinking eg systems diagrams;
- strategic thinking eg SDGs;
- values thinking eg 4-square protocol;
- collaboration eg developing links with stakeholders.

**Learning outcomes/competences:**

Competences 1, 10, 17, 18, 19, 23, 32, 37 (Appendix 1):

**Learning to know**

The educator understands...

- (1) the basics of systemic thinking;
- (10) the importance of problem-setting, critical reflection, visioning and creative thinking in planning the future and effecting change;
- (17) how engagement in real-world issues enhances learning outcomes and helps learners to make a difference in practice.

**Learning to do**

The educator is able to...

- (18) create opportunities for sharing ideas and experiences from different disciplines/places/cultures/generations without prejudice and preconceptions;
- (19) work with different perspectives on dilemmas, issues, tensions and conflicts;
- (23) facilitate the evaluation of potential consequences of different decisions and actions.

**Learning to be**

The educator is someone who...

- (32) is able to combine different disciplines, cultures and perspectives, including indigenous knowledge and worldviews;
- (37) is a critically reflective practitioner.

**Teaching- and learning methods:**

- structured online learning (e.g. by making use of open educational resources);
- case exercises;
- teacher professional development;
- pedagogical exercises;
- online group discussion and plenaries;
- building a portfolio;
- learning diary;
- working with multimedia resources;
- discussion with non - participants: colleagues in organizations/students;
- practical tasks with zero waste week.

**Proof of performance:**

Complete 100 % online tasks (80% under exceptional circumstances)

|                       |  |                                    |                           |                              |
|-----------------------|--|------------------------------------|---------------------------|------------------------------|
| <b>Module 3</b>       | <b>Teaching for sustainability – planning, conducting and evaluating learning activities</b> |                                    |                           |                              |
| <b>Type OPh</b>       | <b>Semester 2</b>  | <b>Requirements Module 1 and 2</b> | <b>Language English</b>   | <b>Institution online</b>    |
| <b>2 ECTS / ECVET</b> | <b>4 month/ 50 hours</b>   | <b>Total hours 50</b>              | <b>Supervised hours X</b> | <b>Work load hours 50-60</b> |

**General description:**

In this Module each participant will develop a learning activity plan considering all relevant aspects to support learners in discovering their sustainable mindset. After a critical reflection and improvements of the learning activity plan the lesson(s) will be conducted and evaluated with view to the relevant criteria to support a sustainable mindset in vocational trainings.

This will be done by:

- interaction;
- discussing;
- reflection;
- feedback.

The main topics are listed below and re-visit those of Module 2 but this time applied to a specific individual learning activity plan:

- pedagogy for sustainability;
- future-orientation;
- strategic thinking;
- critical thinking;
- systems thinking;
- values thinking;
- collaboration.

**Content**

**Planning:**

- ✓ case identification;
- ✓ analysis;
- ✓ selection.

**Acting:**

- ✓ developing;
- ✓ trailing.

**Observing:**

- ✓ monitoring;
- ✓ evaluation.

**Reflecting/final improvement of the learning activity plan and the learning materials.**

**Learning outcomes/competences:**

Competences 14, 15, 25, 31, 38, 39 (Appendix 1):

**Learning to know**

The educator understands ...

- (14) why there is a need to transform the way we educate/learn;
- (15) why it is important to prepare learners to meet new challenges.

**Learning to do**

The educator is able to...

- (20) connect the learners to their local and global spheres of influence;
- (25) facilitate participatory and learner-centred education that develops critical thinking and active citizenship.

**Learning to live together**

The educator is able to work with others in ways that...

- (31) help learners clarify their own and others world views through dialogue, and recognise that alternative frameworks exist.

**Learning to be**

The educator is someone who...

- (38) inspires creativity and innovation;
- (39) engages with learners in ways that build positive relationships.

**Teaching- and learning methods:**

- action research;
- peer mentoring;
- peer review;
- reflection;
- self evaluation;
- group work;
- learning diary.

**Proof of performance:**

Plan, carry out and evaluate a specific individual learning activity plan.

Document the whole process in a learning diary.

Peer assess in group (at least two).

Final version of learning activity plan.

| <b>Module 4</b>  |                                  |   |                                      |                                     |
|--|----------------------------------|---|--------------------------------------|-------------------------------------|
| <b>Assess teaching processes and envisioning sustainable futures</b> |                                  |   |                                      |                                     |
| <i>Type</i><br><b>PPh</b>  | <i>Semester</i><br><b>2</b>      | <i>Requirements</i><br><b>Module 1, 2 and 3</b> | <i>Language</i><br><b>English</b>    | <i>Institution</i>                  |
| <b>1.5 ECTS / ECVET</b>  | <b>one week</b><br><b>5 days</b> | <i>Total hours</i><br><b>40</b>                 | <i>Supervised hours</i><br><b>40</b> | <i>Work load hours</i><br><b>40</b> |

### **General description:**

Module 4 based, like the whole course, on the concept of Green Pedagogy combined with the UNECE competences for sustainability.

The learning strategy is built upon “The ProfESus Pathway of Discovering a Sustainable Mindset” which includes: learner-centered methods, active learners, various methods/tools, learning with contradictions, situated learning (cases, scenarios, stories), different learning environments,

The structure of the week based on the steps of the concept of *Green Pedagogy* to start the discovering of the sustainable mindset:

- deliberate provocation,
- personal consternation,
- stimulate confusion (to think outside the box),
- awareness building and
- motivation for ESD,

as well as on the key competences of sustainable development: Collaboration, system thinking, strategic thinking, critical thinking, value thinking and future thinking.

Course participants will present their individual learning activity plan. In the next step the course participants will discuss in working groups the findings of each conducted learning activity.

The educator will learn to envision a sustainable future.

Participants will evaluate their learning experiences and will develop proposals for improvement of curriculum and blended-learning course. An additional important aspect will be different approaches for transformation of education processes, institutes, communities and businesses.

### **Content**

- innovative teaching for ESD and its basic conditions;
- “Education for transforming the world”;
- assessment of sustainable mindset of learners;
- “Transforming the world to sustainable development”;
- best practice innovative teaching in sustainable development/ consumption and production;
- “Creating Innovative tools for ESD”;
- identify potential of innovation in students and teachers;
- learner-centered teaching for a sustainable mindset;
- motivation for transforming.

**Learning outcomes/competences:**

Competences 23, 26, 27, 30, 37 (Appendix 1):

**Learning to do**

The educator is able to...

- (23) facilitate the evaluation of potential consequences of different decisions and actions;
- (26) assess learning outcomes in terms of changes and achievements in relation to sustainable development.

**Learning to live together**

The educator is able to work with others in ways that...

- (27) actively engage different groups across generations, cultures, places and disciplines;
- (30) challenge unsustainable practices across educational systems, including at the institutional level.

**Learning to be**

The educator is someone who...

- (37) is a critically reflective practitioner.

**Teaching- and learning methods:**

- interactive discussions;
- group work;
- developing strategies for personal innovative ESD;
- excursions;
- presentation;
- learning diary;
- lectures;
- a phenomenon based learning workshop;
- reflective walk;
- pin wall with dots (target design);
- key note speaker.

**Proof of performance:**

Attendance – 100% (80% under exceptional circumstances).

**Completion/non-completion** criteria met, based on attendance (100%/80%)

or

**Grading** criteria met, based on “The ProfESus Assessment of a Sustainable Mindset”

## Referencies

1. Bacigalupo M., Kampylis P., Punie Y., Van den Brande G. (2016). *EntreComp: The Entrepreneurship Competence Framework*. Luxembourg: Publication Office of the European Union. 39 p. doi:10.2791/593884
2. Competencies for ESD (Education for Sustainable Development) teachers. (2008, January). Retrieved from [http://www.unece.org/fileadmin/DAM/env/esd/inf.meeting.docs/EGonInd/8mtg/CSCT%20Handbook\\_Extract.pdf](http://www.unece.org/fileadmin/DAM/env/esd/inf.meeting.docs/EGonInd/8mtg/CSCT%20Handbook_Extract.pdf)
3. The Competences in Education for Sustainable Development (Learning for the future: Competences in Education for Sustainable Development). (2011, 7 April). Retrieved from [https://www.unece.org/fileadmin/DAM/env/esd/ESD\\_Publications/Competences\\_Publication.pdf](https://www.unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf)
4. Vare P., Scott W. (2007). Learning for a Change: Exploring the Relationship Between Education and Sustainable Development. *Journal of Education for Sustainable Development*, Vol 1(2), pp. 191–198

## Appendix 1

**Table 1**

**Competencies for educators in education for sustainable development (Source: UNECE, 2011)**

|   | <b>HOLISTIC APPROACH</b><br>Integrative thinking and practice  | <b>ENVISIONING CHANGE</b><br>Past, present and future   | <b>ACHIEVING TRANSFORMATION</b><br>People, pedagogy and education systems  |
|---|--|---|--|
| Learning to know<br><b>The educator understands....</b> | <ol style="list-style-type: none"> <li>1. the basics of systemic thinking;</li> <li>2. ways in which natural, social and economic systems function and how they may be inter-related;</li> <li>3. the interdependent nature of relationships within the present generation and between generations, as well as those between rich and poor and between humans and nature;</li> <li>4. his or her personal world view and cultural assumptions and seeks to understand those of others;</li> <li>5. the connection between sustainable futures and the way we think, live and work;</li> <li>6. value his or her own thinking and action in relation to sustainable development.</li> </ol> | <ol style="list-style-type: none"> <li>7. the root causes of unsustainable development;</li> <li>8. that sustainable development is an evolving concept;</li> <li>9. the urgent need for change from unsustainable practices towards advancing quality of life, equity, solidarity, and environmental sustainability;</li> <li>10. the importance of problem-setting, critical reflection, visioning and creative thinking in planning the future and effecting change;</li> <li>11. the importance of being prepared for the unforeseen and a precautionary approach;</li> <li>12. the importance of scientific evidence in supporting sustainable development.</li> </ol> | <ol style="list-style-type: none"> <li>13. why there is a need to transform the education systems that support learning;</li> <li>14. why there is a need to transform the way we educate/learn;</li> <li>15. why it is important to prepare learners to meet new challenges;</li> <li>16. the importance of building on the experience of learners as a basis for transformation;</li> <li>17. how engagement in real-world issues enhances learning outcomes and helps learners to make a difference in practice.</li> </ol> |



Table 1. *Cont.*

|   | <b>HOLISTIC APPROACH</b><br>Integrative thinking and practice   | <b>ENVISIONING CHANGE</b><br>Past, present and future  | <b>ACHIEVING TRANSFORMATION</b><br>People, pedagogy and education systems   |
|---|---|--|---|
| Learning to do<br><b>The educator is able to....</b>  | <p><b>18. create opportunities for sharing ideas and experiences from different disciplines/places/cultures/generations without prejudice and preconceptions;</b></p> <p>19. <b>work with different perspectives on dilemmas, issues, tensions and conflicts;</b></p> <p>20. connect the learners to their local and global spheres of influence.</p> | <p>21. critically assess processes of change in society and envision sustainable futures;</p> <p>22. communicate a sense of urgency for change and inspire hope;</p> <p>23. <b>facilitate the evaluation of potential consequences of different decisions and actions;</b></p> <p>24. use the natural, social and built environment, including their own institution, as a context and source of learning.</p> | <p><b>25. facilitate participatory and learner-centred education that develops critical thinking and active citizenship;</b></p> <p>26. <b>assess learning outcomes in terms of changes and achievements in relation to sustainable development.</b></p>  |
| Learning to live together<br><b>The educator is able to works with others in ways that...</b> | <p>27. actively engage different groups across generations, cultures, places and disciplines.</p>   | <p>28. develop a new worldviews that address sustainable development;</p> <p>29. <b>develop negotiation of alternative futures.</b></p>  | <p>30. challenge unsustainable practices across educational systems, including at the institutional level;</p> <p>31. <b>help learners clarify their own and others world views through dialogue, and recognise that alternative frameworks exist.</b></p>  |
| Learning to be<br><b>The educator is someone who....</b>                                      | <p>32. <b>is able to combine different disciplines, cultures and perspectives, including indigenous knowledge and worldviews.</b></p>   | <p>33. <b>is motivated to make a positive contribution to other people and their social and natural environment, locally and globally;</b></p> <p>34. is willing to take considered action even in situations of uncertainty.</p>  | <p>35. is willing to challenge assumptions underlying unsustainable practice;</p> <p>36. is able to be a facilitator and participant in the learning process;</p> <p><b>37. is a critically reflective practitioner;</b></p> <p><b>38. inspires creativity and innovation;</b></p> <p>39. <b>engages with learners in ways that build positive relationships.</b></p> |



Erasmus+

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Authors/Contacts

### Project leader:



#### University College for Agrarian and Environmental Pedagogy

Contact person: Mrs Johanna Michenthaler  
Address: Angermayergasse 1, A- 1130 Wien  
Tel: +43(0)1 877 22 66/12 (office) Email: johanna.michenthaler@agrariumweltpaedagogik.ac.at  
www.agrariumweltpaedagogik.ac.at

### National contacts:



#### International Federation for Home Economics

Contact person: Mrs Anne v. Laufenberg-Beermann  
Address: Kaiser-Friedrich-Strasse, 13 53113 Bonn  
Tel: +49 (0) 228 92 12 59 0 fax: +49 (0) 228 9212592  
Email: office@ifhe.org Website: www.ifhe.org



#### Anne Fox ApS

Contact person: Mrs Anne Fox  
Address: Ramtenvej 54 8581 Nimtofte  
Tel: +4586398797 Email: annef@annefox.eu Website: www.annefox.eu



#### CISMe – Cooperativa per l'Innovazione e lo sviluppo del Meridione

Contact person: Ms. Angela Princi  
Address: via A. Moro, 52/C 89129 Reggio Calabria  
Tel: +39 096553922 Email: a.princi@cisme.it Website: www.cisme.it



#### Latvijas Lauksaimniecības universitāte

Contact person: Sandra Iriste  
Address: Liela iela 2, Jelgava, LV – 3001, Latvija  
Tel: +371 630 22584, Fax – +371 630 27238  
Email: rektors@lu.lv sandra.iriste@gmail.com Website: www.luu.lv



#### Laurea University of Applied Sciences

Contact person: Sini Temisevä  
Address: Ratatie 22, FIN- 01300 Vantaa  
Tel: +358 (0)9 8868 7048 Email: sini.temiseva@laurea.fi Website: www.laurea.fi



Erasmus+



Latvijas  
Lauksaimniecības  
universitāte

