

# Erasmus+

## MBO RAAD

- Erasmus+
- National Agency Erasmus+
- Cooperation for innovation and the exchange of good practices
- Strategic Partnerships
- Strategic Partnerships for vocational education and training
- Call 2020
- Round 1
- Grant Agreement Number 2020-1-NL01-KA202-064511
- Report Type Final
- Date of submission - Beneficiary Report not yet submitted

Frank Bluiminck  
Name of legal representative

Main content:	Report Form
Number of attachments:	10

## General Information

General information about the project

This report form generated from the Mobility Tool+ consists of the following main sections:

- General Information: General information about the project
- Inactive Organisations within Project Activities
- Context: this section resumes some general information about your project;
- Project Summary: this section summarises your project and the organisations involved as partners;
- Description of the Project: in this section, you are asked to give information about the objectives and topics addressed by your project;
- Project Management
- Implementation: this section asks for information about all the stages of the project: implementation of main activities including practical arrangements, participants' profile, impact, dissemination of the results and future plans;
- Follow-up
- Budget: this section gives a detailed overview of the final amount of the EU grant you request;
- Annexes: additional documents that are mandatory for the completion of the report;

For your convenience, some parts of this report are prefilled with information from the Mobility Tool+



## Inactive Organisations within Project Activities

This section doesn't apply for this project

## 1. Context

this section resumes some general information about your project;

Programme	Erasmus+
Key-Action	Cooperation for innovation and the exchange of good practices
Action	Strategic Partnerships
Action Type	Strategic Partnerships for vocational education and training
Main Objective of the project	Exchange of Good Practices
Call	2020
Round	Round 1
Report Type	Final
Language used to fill in the form	EN

### 1.1. Project Identification

Grant Agreement Number	2020-1-NL01-KA202-064511
Project Title	Exchanges of Practices in Education for Climate Targets
Project Acronym	EXPECT
Project Start Date (dd-mm-yyyy)	01/10/2020
Project End Date (dd-mm-yyyy)	30/06/2023
Project Total Duration (months)	33
Beneficiary Organisation Full Legal Name (Latin characters)	MBO RAAD

### 1.2. National Agency of the Beneficiary Organisation

Identification	National Agency Erasmus+
----------------	--------------------------

For further details about the available Erasmus+ National Agencies, please consult the following page:

[https://ec.europa.eu/programmes/erasmus-plus/contact\\_en](https://ec.europa.eu/programmes/erasmus-plus/contact_en)

## 2. Project Summary

this section summarises your project and the organisations involved as partners;

Please provide short answers to the following questions, summarising the information you have provided in the rest of the report.

Please use full sentences and clear language. The provided summary will be made public by the European Commission and the National Agencies.

Background: Why did you apply for this project? What were the needs you have addressed?

Climate change and its consequences are very high on the agenda of the new European Commission. The need for action and tangible results were already defined at the climate summit in Paris (2015) and again confirmed at later climate summits. The transition towards more sustainable energy sources, a circular economy and digitalisation has a large impact on the labour market and thus on Vocational Education and Training. This project has the intention to exchange good practices among 7 EU- countries in order to learn from each other about the way these countries are meeting the new challenges around sustainability and climate targets. To realize the ambitious climate targets, it will be necessary to innovate and adapt VET on several levels: Technological innovation will result in considerable shifts in the type of work. People will lose their existing jobs and new jobs will emerge. All that requires new skills for the new generation, but also for the current working force, that is needed from an inclusive point of view, as well as from an economic point of view. The transition needs to be affordable for citizens in order to have the necessary public support and it requires not only technical changes, but also changes in attitude, mindset and behaviour of citizens.

All European countries are committed to the objectives of the climate agreements and they all have set out their climate targets. These targets can only be reached by involving Education and more precisely Vocational Education and Training.

Portfolios, qualification structures, curricula, pedagogical and didactical approaches and last, but not least the cooperation with the labour market, it all needs to be designed for a future-proof and circular economy.

Objectives: What did you want to achieve by implementing the project?

How can we design Education and Training in such a way that current and future professionals will obtain the required innovative knowledge and skills in order to realize the ambitions of the climate agreements or in other words how can we contribute as VET sector to the green ambitions of the new European Commission. It is the aim of the project to find answers to the question of how VET can contribute to help solving the challenges that the world is facing towards the threat of the climate change. Learning from each other through organising Peer Learning Activities (PLAs) in all participating countries. At the PLAs the hosting country will demonstrate some of their Good Practices.

Implementation: What activities did you implement?

The partnership investigated the state of affairs in the partner countries, the progress they are making towards the climate targets, the role that VET is playing in this process and the strategies and instruments that are being applied in the other countries. It was intended to realise this through 7 Peer Learning Activities (in every partner country one meeting). Finally we had 10 PLAs, as the first 3 PLAs were online due to the Covid pandemic and all partners felt that physical meetings were much more valuable than online meetings. For this reason we applied for an extension of 9 months and succeeded in having physical meetings in all countries. Besides these PLAs, we had a number of online meetings with the Steering group to make sure that the project remained on track.

A standard reflection form was used by all partners after every transnational meeting in order to come to an assessment of the Good Practices along the same lines. Partners reflected on what they had seen in the other countries and whether the strategies or instruments could be applied in their own situation. Although it was not planned beforehand the partnership decided in the 2nd part of the project to develop a survey about the national context for VET and sustainability education in all 7 countries. The results of this

survey were collated in one comprehensive report.

Additionally there will be recommendations for a follow up project, that needs to lead to a joint (European) approach in the future, which is something where this topic is asking for.

In the end, the project partners concluded that to realize our ambitious climate targets, we will need to innovate and adapt education and training programmes in various ways. Some existing jobs will be at risk and new jobs will emerge and this innovation will need to reflect major shifts in employment and the skills needed at work. The transition towards sustainable energy, a more circular economy and digitisation will have a major impact on the labour market and consequently on vocational education and training. A new generation of workers will require new skills and the current workforce will need reskilling and upskilling. The transition requires not only technical change but also citizen support and behaviour change.

Results: What concrete outputs and other results did your project produce?

The project tried to find possible answers to the question of how VET can contribute to all these challenges and collected for that purpose Good Practices from all partner countries. This was done through 3 online Peer Learning Activities (PLAs) and 7 physical PLAs (in every partner country one meeting). These meetings were the backbone of the project and were meant to learn from each other. A standard reflection form was used by all partners after every transnational meeting in order to come to an assessment of the Good Practices along the same lines. Partners reflected on what they had seen in the other countries, whether and how the strategies or instruments were useful in their own situation and why not, if that was the case. In short, they also explained why certain GPs should not work in their own situation or what should need to change in order to make it work. Finally, the project resulted in a portfolio of Good Practices that were successfully applied in the participating countries. Additionally some recommendations were made for a follow up project, that should contribute to a more joint (European) approach in the future, as this topic is an issue without borders, that requires joint and international actions.

1st proposal/idea: Creating an online platform for networking among all stakeholders. Make all collected items and GPs available.

Targetgroups:

- Policy makers who want to initiate projects;
- Training institutions and teachers to help them collecting learning material to provide education for people who work on sustainability;
- Students who want to work in the field of sustainability;

We could also work on a combination of a white book and handbook with best practical examples. The inspiration for this is the website WBL-Toolkit ([www.wbl-toolkit.eu](http://www.wbl-toolkit.eu))

How do we inform more schools who are interested?

We could develop student programs and additional courses with certificates, as the Carbon Literacy Course from the UK has learned us, based on research and what countries need.

To make it flexible, we could create an online course for students and/or staff.

2nd proposal/idea

As we saw good examples of students leading a project, this might be a very innovative and student based approach.

We can initiate a kind of Research project about the different methodologies and then letting the students discuss about these methodologies. By doing so, we need to take into account the differences between different target groups (teachers or students, level of students, age, etc).

It could start as desk research between EXPECT partners, and then adding more countries.

It was agreed that the AoC from the UK together with 3s from Austria will elaborate these ideas further.

It was not planned and mentioned in the project proposal, but the partnership produced also a survey with 12 questions. Q 1-6 were about the situation in their country or region, whilst Q 7-12 were about the lessons learned in the project. This was a kind of summary of the reflection forms that were filled in after every meeting, as it was described here above.

A 3rd proposal/idea is a project about problem based learning, which is not restricted to sustainability and climate targets, although this topic will certainly be touched upon. See further at 6.1 Impact.

Please provide a translation of your project summary in English.

## 2.1. Summary of participating organisations

Role of the Organisation	Organisation ID	Name of the Organisation	Country of the Organisation	Type of Organisation	Accreditation of organisation (if applicable)	Partnership Entry Date	Partnership Withdrawal Date
Beneficiary	E10171557	MBO RAAD	Netherlands	Non-governmental organisation/association		01/10/2020	30/06/2023
Partner	E10147919	3S RESEARCH LABORATORY - FORSCHUNGSVEREIN	Austria	Research Institute/Centre		01/10/2020	30/06/2023
Partner	E10127289	Helsingin kaupunki	Finland	Local Public body		01/10/2020	30/06/2023
Partner	E10174844	ISTITUTO ISTRUZIONE SUPERIORE A.VOLTA	Italy	School/Institute/Educational centre – Vocational Training (secondary level)		01/10/2020	30/06/2023
Partner	E10058852	LATVIJAS TIRDZNIECIBAS UN RUPNIECIBAS KAMERA	Latvia	Non-governmental organisation/association		01/10/2020	30/06/2023
Partner	E10015687	STICHTING REGIONAAL ONDERWIJS CENTRUM 'S HERTOGENBOSCH	Netherlands	School/Institute/Educational centre – Vocational Training (secondary level)		01/10/2020	30/06/2023
Partner	E10107674	POLITEKNIKA IKASTEGIA TXORIERRI S.COOP	Spain	School/Institute/Educational centre – Vocational Training (secondary level)		01/10/2020	30/06/2023
Partner	E10096583	Association of Colleges	United Kingdom	Non-governmental organisation/association		01/10/2020	30/06/2023

Total number of participating organisations

8

## 2.2. Associated Partners

In addition to the above formally participating organisations, did you involve associated partners in your project?

No



### 3. Description of the Project

in this section, you are asked to give information about the objectives and topics addressed by your project;

Please provide a summary of your project's concrete results and achievements. Were all original objectives of the project met? Please comment on any objectives initially pursued but not achieved and describe any achievements exceeding the initial expectations.

The project tried to find possible answers to the question of how VET can contribute to all these challenges and collected for that purpose Good Practices from all partner countries. This was done through 3 online Peer Learning Activities (PLAs) and 7 physical PLAs (in every partner country one meeting). These meetings were the backbone of the project and were meant to learn from each other. A standard reflection form was used by all partners after every transnational meeting in order to come to an assessment of the Good Practices along the same lines. Partners reflected on what they had seen in the other countries, whether and how the strategies or instruments were useful in their own situation and why not, if that was the case. In short, they also explained why certain GPs should not work in their own situation or what should need to change in order to make it work. Finally, the project resulted in a portfolio of Good Practices that were successfully applied in the participating countries. Additionally some recommendations were made for a follow up project, that should contribute to a more joint (European) approach in the future, as this topic is an issue without borders, that requires joint and international actions.

1st proposal/idea: Creating an online platform for networking among all stakeholders. Make all collected items and GPs available.

Targetgroups:

- Policy makers who want to initiate projects;
- Training institutions and teachers to help them collecting learning material to provide education for people who work on sustainability;

- Students who want to work in the field of sustainability;

We could also work on a combination of a white book and handbook with best practical examples. The inspiration for this is the website WBL-Toolkit ([www.wbl-toolkit.eu](http://www.wbl-toolkit.eu))

How do we inform more schools who are interested?

We could develop student programs and additional courses with certificates, as the Carbon Literacy Course from the UK has learned us, based on research and what countries need.

To make it flexible, we could create an online course for students and/or staff.

2nd proposal/idea

As we saw good examples of students leading a project, this might be a very innovative and student based approach.

We can initiate a kind of Research project about the different methodologies and then letting the students discuss about these methodologies. By doing so, we need to take into account the differences between different target groups (teachers or students, level of students, age, etc).

It could start as desk research between EXPECT partners, and then adding more countries.

It was agreed that the AoC from the UK together with 3s from Austria will elaborate these ideas further.

A 3rd proposal/idea is a project about problem based learning, which is not restricted to sustainability and climate targets, although this topic will certainly be touched upon. See further at 6.1 Impact.

It was not planned and mentioned in the project proposal, but the partnership produced also a survey with 12 questions. Q 1-6 were about the situation in their country or region, whilst Q 7-12 were about the lessons learned in the project. This was a kind of summary of the reflection forms that were filled in after every meeting, as it was described here above.

All original objectives were met.

In what way was the project innovative and/or complementary to other projects already carried out?

The added value of such a transnational partnership is that Good practices from different countries will be gathered. As result of a desk study, the project contains some good performing countries, some medium performing countries and some countries that still need to make a lot of progress to reach the climate targets. This will turn the project in a real learning partnership. As the transition towards VET-systems with a strong focus on these sustainability goals is relatively new for all countries it offers also the opportunity to come to a more shared approach in Europe which will help to make VET-programs easier to compare (transparency), to facilitate exchanges and finally to contribute to a greener and sustainable Europe, supported by responsible and involved citizens.

It seemed to the partnership as innovative to compare the state of affairs regarding education for climate targets in 7 countries, among them some good performing countries, some medium performing countries and some countries who still have a long way to go.

What was the most relevant horizontal or sectoral priority addressed by your project?

HORIZONTAL: Environmental and climate goals

What were the other relevant horizontal or sectoral priorities addressed by your project? (Multiple selection possible)

- VET: Further strengthening key competences in initial and continuing VET

In case the above selected priorities are different from the ones in the application, please explain why.

not different

What were the most relevant topics addressed by your project? (Multiple selection possible)

- Environment and climate change
- EU awareness and EU citizenship

In case the selected topics are different from the ones in the application, please explain why.

not different

### 3.1. Participants

Please briefly describe how you selected and involved participants in the different activities of your project.

At the kick off meeting we agreed about the partition of some tasks. AoC is doing the evaluations of the meetings, the Latvian partner is in charge of the brochure and the newsletters, the Austrian and Italian partners are leading regarding the dissemination activities and the gathering of all dissemination activities, whilst MBO Raad together with the Finnish partner is in charge of the information on the website of Innotecs. [www.innotecs.eu](http://www.innotecs.eu). Koning Willem 1 College designed the logo, which was an assignment for students. MBO as leading partner is in charge of the overall management. The meetings, including the online meetings of the Steering group (one member of every partner) are well attended by the partners. At the first two life-meetings not all partners were able to participate due to the policy of the partners regarding the still existing dangers of the Covid pandemic. For that reason, the Finnish and the Austrian partners did not participate physically at the meeting in the UK, but they did online. At the meeting in Latvia, only the Austrian partner was not able to attend physically due to an accident, but they participated again online. At later PLAs all partners always participated. Somehow on the list of partners, there is ROC de Leijgraaf mentioned. ROC de Leijgraaf was not a partner and it was never the intention to have them as a partner. It is not clear why they are on the list. It might be, because the Dutch partner Koning Willem 1 college merged in the course of this project with ROC de Leijgraaf. Koning Willem I College is the same as Stichting Regionaal Onderwijs Centrum 's Hertogenbosch.

Participants with fewer opportunities: did your project involve participants facing situations that make their participation more difficult?

No

Approximately, how many persons not receiving a specific grant benefited from or were targeted by the activities organised by the project (e.g. members of the local community, young people, experts, policy makers, and other relevant stakeholders)? Please enter the number of persons here:

10000

Please describe briefly how and in which activities these persons were involved.

Some of them were involved through meetings and seminars etc. The majority was involved through the information/dissemination channels. It is very difficult to indicate these numbers. More information can be found in the attached extensive dissemination report.

## 4. Project Management

Monitoring: How was the monitoring of the project carried out and by whom?

The monitoring was done by MBO Raad and AoC.

According to the fixed format every country delivered its concept program and the instruments they wanted to show well in advance to the project manager of the MBO Raad.

The Project team of the MBO Raad assessed the concept and reacted to the organising country, if necessary.

In general the final programme and details were ready and approved by the project leader about two weeks before the PLAs and then sent out to all participants by the MBO Raad.

This included the agenda with the names and positions of involved experts and excursions, if relevant.

The evaluations of the former meeting was always part of the agenda and was done by the partner from the UK, the AoC. After every meeting a questionnaire had been sent out to all partners about the quality of the meeting and the preparation on it. This is mainly an evaluation on the technical part of the Meeting; what was good and what can be better. At the annexes there are the evaluations of all meetings.

Evaluation: Which activities did you carry out to assess the success of your project?

An evaluation after every meeting as it is described in the box above. As a kind of legacy, we conducted a survey among all partners containing 12 questions. Q 1-6 were about the situation in their country or region, whilst Q 7-12 was about the lessons learned in the project. This was a kind of summary of the reflection forms that were filled in after every meeting. Reflections about the instruments and strategies and whether they could be applied in their own situation or not. And what needs to be done to make them applicable or why are they not suitable. Additionally, the partner from the UK wrote a blog about every meeting, which gave a good impression of the place where the meeting took place, of the VET system in general and of course about the Good Practices that were demonstrated. The blogs always ended with some final remarks or conclusions.

If relevant, please describe any difficulties you have encountered in managing the implementation of the project and how you and your partners handled them. How did you handle project risks (e.g. conflict resolution processes, unforeseen events, etc.)?

The only serious difficulty was that we started in the time of the Covid pandemic. The first three meetings needed to be online, as travelling was not possible. Also the first physical meetings were still affected by Covid, as not all partners were permitted to travel.

## 5. Implementation

this section asks for information about all the stages of the project: implementation of main activities including practical arrangements, participants' profile, impact, dissemination of the results and future plans;

Please describe the project activities and expenses covered with the Project Management and Implementation grant. If the requested amount is different from the automatically calculated one based on the project duration, please explain why.

we have organised more PLAs/meetings than it was scheduled at the initial planning, because we added 3 online PLAs and a number of online meetings with the Steering group.  
Moreover we have put all information on the Innotecs website. [www.innotecs.eu](http://www.innotecs.eu)

Please describe the methodology you applied in your project.

MBO Raad was in the lead as coordinator and all other partners got some tasks. See box here below. The methodology was already described in the part about the description of the project. After every PLA, a standard reflection form was used by all partners in order to come to an assessment of the Good Practices along the same lines. Partners reflected on what they had seen in the other countries and whether the strategies or instruments could be applied in their own situation. After every PLA there was also an evaluation of the meeting. What went well and what could be done better? The hosting partner made a short description of the selected GPs that the partner wanted to demonstrate as GPs from the own country. This overview was always sent to the coordinator before the meeting in order to have the opportunity to discuss it before the PLA. Mostly it was also discussed at the meetings of the Steering group. Every PLA started with a short introduction of the national education (VET) system in order to understand the context better.

How did the project partners contribute to the project? Please detail specific contributions made by the partner organisations.

Dissemination: Austria and Italy. 3S designed a short format about the dissemination strategy for this project, that was used in previous projects. The responsibility for an efficient and effective dissemination applies to every partner in his own region or country, but the role of the leading partners from AT and It is to gather them and to turn them into one coherent document. The presentation of the strategy was held at the online PLA meeting in Austria.

Quality assurance (evaluation of each meeting): UK. AoC made a report of every meeting. What was good and what could be improved.

Leaflet and newsletter: Latvia + Netherlands. Jurijs Dubatovka from the Riga Chamber of Commerce made a proposal for the leaflet and sent the draft version to the project leader Manfred Polzin. Deadline was mid-January 2021.

Website: Finland and MBO Raad were in charge of this: Helsingin Kaupunki and MBO Raad are responsible for the content and did send all the information to the hosting partner of the website in The Netherlands. [www.innotecs.eu](http://www.innotecs.eu)

- Further task: every partner organized a meeting in their own country about their GPs, their VET system and lessons learnt in the course of the progress of the project.
- Format transnational meetings Exchanges of Practices in Education for Climate Targets (EXPECT). Every partner, when organising a PLA meeting, was in charge of inviting experts, guest speakers and all other issues around the organisation of a PLA. The outlines of the GPs were sent to the MBO Raad a few weeks before the meeting in order to make sure that the GPs were in line with the objectives of the project.

The partnership produced also a survey with 12 questions. Q 1-6 were about the situation in their country or region, whilst Q 7-12 were about the lessons learned in the project. This was a kind of summary of the reflection forms that were filled in after every meeting.

How did you communicate and cooperate with your partners? What are the positive and negative elements of the cooperation process? What would you improve if you were to carry out a similar project in the future?

In general we did this through emails or phone. Rather often we had an online Teams meeting before a PLA in order to discuss the program and some open ends if there were any. These meetings were done with one person of every partner organisation, so these were a kind of Steering group meetings, although we never established officially such a Steering group.  
There are no tangible ideas about improvement in case of running a similar project in the future, as it went quite well.

What target groups were addressed in your activities plan? Were the target groups changed in comparison to the ones identified in the application form?

students, teachers, managers, policy makers. There were no changes in comparison to the application.

If relevant for your project, did you use or do you plan to use Erasmus+ online platforms (e.g. EPALE, School Education Gateway, eTwinning) for the preparation, implementation and/or follow-up of your project? If yes, please describe how.

we used the European Commission-platform of the education for climate community by putting an outline of the project on this platform-site: <https://education-for-climate.ec.europa.eu/community/topic/erasmus-project-expect-exchanges-practices-education-climate-targets>

### 5.1. Transnational Project Meetings

This table reflects the information entered in Mobility Tool+. If you would like to change it please do it in the corresponding Mobility Tool+ section. The information presented here will be automatically refreshed after that.

Meeting ID	64511-TPM-00001
Meeting Title	Kick-off meeting EXPECT

Description of the meeting	<p>09-11-20: Kick off meeting online: Introduction to the project, division of tasks, planning of all PLAs, project administration, finances. It was decided to split up the PLA from the Netherlands in two parts, as it should take too long to give a proper introduction to the project including rules, tasks, data etc on one hand and the GPs regarding the content of the project on the other hand. All partners agreed with the following tasks per country: - Dissemination: Austria and Italy. 3S from Austria will receive from MBO Raad a short format about the dissemination strategy for this project, that was used in previous projects. The responsibility for an efficient and effective dissemination applies to every partner in his own region or country, but the role of the leading partners from AT and It. Is to gather them and to turn them into one coherent document. The presentation of the strategy will be held at the PLA meeting in Austria. - Recommendations, a follow up: Spain. The idea behind this is that we now have a project without intellectual outcomes, we just share experiences and Good practices. Maybe the coming PLA's will show us good practices which can be used for recommendations for a follow up; for example a Erasmus+ project with intellectual outcomes. Kepa Larronde will contact Mirjam van den Broek, who is the chair of Innotecs regarding the INNOTECS website. - Quality assurance (evaluation of each meeting): UK. AoC has global data and they can do a sort of analysis regarding jobs and qualifications data. It is not necessary to write a huge volume about it, only show the main points. - Leaflet and newsletter: Latvia + Netherlands. The Latvian partner will do a proposal for the leaflet and send a draft to Manfred. Deadline for this is mid-January 2021. - Website: Finland. The final results will be shared on the website of INNOTECS (www.innotecs.eu). Helsingin Kaupunki is responsible for the content and send all the information to the hosting partner of the website. - Further task: every partner has to organize a meeting in their own country about their GPs, their VET-system and lessons learnt in the course of the progress of the project. - Format transnational meetings Exchanges of Practices in Education for Climate Targets (EXPECT). If you organise a PLA meeting, do not forget to send the programme and an outline of the GPs that will be demonstrated to the MBO Raad at least three weeks before the meeting. - How to prepare a meeting. The minimum time schedule for online meetings is about max 3 hours including a break. 1st PLA meeting will be online and again organised by MBO Raad.</p>
Start Date	09/11/2020
End Date	09/11/2020
Receiving Organisation	MBO RAAD
Receiving Country	Netherlands
Receiving City	WOERDEN
No. of Participants	16

Meeting ID	64511-TPM-00002
Meeting Title	1st PLA meeting EXPECT Netherlands
Description of the meeting	<p>02-12-20: 1st PLA from NL online: Purpose of the meeting is the same as the purpose of all PLAs, which is obtaining information and becoming inspired by GPs from the hosting country, in this case The Netherlands. Subjects of the meeting were: VET system in NL, role of the SER regarding Dutch climate agreement, Platform Talent for Technology (PtVT) about CoVEs and the role of Katapult, Roles and activities of MBO Raad and SBB regarding climate transitions, GP from the Koning Willem 1 College, as most sustainable VET school in NL. Feedback for each aspect of the meeting and input was largely positive despite the limitations of an online meeting. One area of recommendation would be to receive the minutes and presentations from the delivering country as soon as possible after their meeting, a timeframe of 2 weeks has been proposed. The minutes/presentations would help reinforce learning and would help recipients to be able to provide accurate feedback for the evaluation report. It has been suggested that an anonymous online form would be the best way to gather feedback after the meeting so people can be open and honest in their responses. This will be put into action after the next PLA meeting held by Austria on 12 January 2021. Participants reported that the Instruments/approaches paper which was sent out before the meeting was very useful and could also be used as a summary and reminder of the most important issues that were presented on the day. It has been agreed that it would be beneficial if all countries could produce the same document and send this out before their PLA. The presentations were found to be very informative, varied, and interesting. Particularly instrument 2 - Centres of Vocational Excellence, which discussed the collaboration between the VET sector and employers. This was found to be useful as a best practice example. Instrument 5, the example KW1 college, was also found to be particularly useful, and more examples of these best practices would be encouraged. More attention to concrete teaching materials and not only on school practices would be helpful on topics such as energy-saving and dealing with waste. It was thought that we should invest more time on that within each PLA. The structure of the day worked very well, the timings for breaks and presentations we reported to be just right and allowed the attention of attendees to be captured. Also, the learnings from the day were thought to be able to be applied to each country and the exchange of good practices allows each country to reflect on what can be done and what tools can be used to reach common goals. There was no particular theme to areas for improvement; participants suggested that they'd like a little more time for discussion/reflection and asked if a more active discussion could be organised for the group. It was also suggested that if we want to develop another project application for improving the teaching of climate targets, SDGs, and the circular economy on the VET level, could a dedicated time be assigned to each PLA where ideas, plans, and conclusions could be discussed.</p>
Start Date	02/12/2020
End Date	02/12/2020
Receiving Organisation	MBO RAAD
Receiving Country	Netherlands
Receiving City	WOERDEN
No. of Participants	19

Meeting ID	64511-TPM-00003
Meeting Title	2nd PLA meeting EXPECT Austria

Description of the meeting	<p>12-01-21: 2nd PLA from Austria online: position of Austria towards the three climate indicators (greenhouse gas emissions, renewable sources, energy efficiency), Austrian VET system, Climate Alliance Austria (Klimabündnis) about what a school can do, network Ökolog, which is an initiative of the federal government that covers 10% of the Austrian schools (not compulsory), the contribution of a school from Vienna and impressive examples of the work that some students are doing regarding the SDGs. Feedback for each aspect of the meeting and input was very positive although not all countries completed the feedback questionnaire, meaning that the overall findings may not be able to be applied to all attendees. The feedback questionnaire was made anonymous as requested in the last evaluation report. It was suggested that this would be the best way to gather feedback after the meeting, so people can be open and honest in their responses. It would be very beneficial going forward if all attendees could complete the feedback so that full conclusions can be drawn from the evaluation report. Therefore moving forward the survey will be anonymous to all except from Alyson Hastie, UK, who is completing the evaluation reports. Respondents to the questionnaire stated that the presentations were very interesting and informative, particularly the VET education, climate situation, and exchanges of practices presentations. Attendees thought the cooperation examples between various stages of learners were particularly useful to apply the learnings in their own country/situation. The structure of the day was found to be very good considering the current situation and not being able to have a face-to-face meeting. Two respondents thought the day was well organised and there was no room for improvement, however, one respondent stated that the schedule could have been a bit lighter and have shorter presentations and more breaks. One further piece of feedback was to include time for more discussions and workshop-type of collaboration which they felt would have been more useful. A suggestion to improve the project as a whole and doesn't directly affect the PLA in Austria is that it would be beneficial to have a platform to share all the content of the project. Something like OneDrive, Moodle, or AdminTool.</p>
Start Date	12/01/2021
End Date	12/01/2021
Receiving Organisation	3S RESEARCH LABORATORY - FORSCHUNGSVEREIN
Receiving Country	Austria
Receiving City	WIEN
No. of Participants	18

Meeting ID	64511-TPM-00004
Meeting Title	3rd PLA meeting EXPECT - Spain
Description of the meeting	<p>31-05-21: 3rd PLA from Spain/Basque country online: Basque VET system, Agenda 2013 for the Basque country with attention for the 17 SDGs, role of TKNIKA as innovative CoVE and booster for the climate targets, role of municipalities in the smart city program by way of the city of Zammudio, what is the partner in this project Txorierrri doing, regional cooperation to strive to a circular economy and the role of students. Feedback for each aspect of the meeting was largely positive despite the limitations of an online meeting. A few improvements have been suggested which would hopefully eliminate the unfortunate technical issues that occurred during the meeting due to it having to take place online. If possible, all presentations should be sent to one lead person who could coordinate the presentations, this would be more time-efficient and would aid any presenters who are not familiar with MS Teams rather than them spending time trying to start the presentations. Another consideration could be to host the PLAs on another platform such as Zoom or GoToMeeting. Also, whilst we are currently having to deliver the PLAs online rather than face to face it might be useful to agree on protocols about how to intervene or ask questions during the sessions and making sure you are muted whilst not speaking. To encourage full contribution from all attendees it would be helpful to have a specific discussion session with prompt questions and invite everyone to comment, rather than simply asking if there are questions at the end of presentations. The analysis showed that respondents found the presentations extremely interesting, attendees thought they were varied, rich in content and very useful and they included a good range of speakers. The feedback outlines that Spain delivered a very good PLA and respondents found it informative to get an insight into what the situation is in the Basque country. The countries in attendance thought that the learnings could be used in their country's situations. One respondent said that the idea of having a national VET centre for innovation in VET education is very interesting and another said talking with elderly people about how sustainable life was when they were young was a nice idea. It was identified that the Basque Country has a very developed strategy for teaching for sustainability which is aligned to the UN SDGs. The structure of the day worked well, the timings of the day were good however quite a few respondents said that the breaks were too short and stated that breaks are important as people get tired towards the end of the day. It would be good if the agenda timings could be followed but understandably, technical issues play a big part in this. If the speaker is presenting longer than planned, the break is shortened as a result. A suggestion to improve the project as a whole is that we please get all presentations within 2-3 weeks after each PLA at the latest. They already exist, so if they could be sent onto all project partners as early as possible would be helpful to allow attendees to complete their reflections earlier as they remember things much better shortly after the PLA. Another project suggestion was to have an additional PLA where we discuss what are our best practice examples and what we want to do with them.</p>
Start Date	31/05/2021
End Date	31/05/2021
Receiving Organisation	POLITEKNIKA IKASTEGIA TXORIERRI S.COOP
Receiving Country	Spain
Receiving City	DERIO
No. of Participants	15

Meeting ID	64511-TPM-00005
Meeting Title	4th PLA Expect - UK



Description of the meeting	<p>8&amp;9 November 2021: This time, the team met in Brighton, United Kingdom and unlike previously, this meeting was held face-to-face. Unfortunately, due to the restrictions, not all partners were able to be present, yet they still participated online. DAY 1 On the 1st day of PLA, project partners gathered and went to visit Plumpton College, where the whole day of the meeting was held as well. At the very beginning of the meeting, Steve Frampton, England's Further Education Climate Commissioner, reminded that students themselves feel that progress is slow and that they are demanding 'green' knowledge and skills in the curriculum, given that all future jobs will be 'green'. Then partners were given an overview of the English post-16 education system, the student profile, the provider landscape, the qualification landscape, and the policy context for Further Education in England. Afterward, Jeremy Kerswell, Principal of Plumpton College gave an overview of the college, its plans to achieve climate targets and also provided a guided tour around the college. It is worth mentioning that the college has the second largest college footprint in England and has a sustainability strategy that will place it at the centre of the massive change required. Later partners were told about the Greener Sussex collaborative project of 14 colleges in the region, which has workstreams on Carbon literacy, electric vehicle technology, land management, alternative energies, and de-carbonisation. The funding from Greener Sussex will support the aim of embedding carbon literacy into existing courses as well as offering the CLP course to more students. After, partners heard from local authority officials and an elected politician about their collaborative work on sustainability. Brighton &amp; Hove City Council has a Carbon Neutral Programme and local authorities are working together on climate goals in a city-region partnership which has made 10 pledges on the environment ranging from marine conservation to low-carbon heating to decarbonising vehicle fleets. Next, partners were told about nature-based climate solutions from a representative of Sussex Wildlife Trust (SWT). SWT's core mission is to protect the rich natural life in towns, countryside, and coast. Additionally, the Kelp Restoration project taking place off the Sussex Coast was introduced to partners as well. At the end of 1st day, Chichester College Group (with around 15'000 learners per annum) presented examples of their support to foster sustainability. Examples included tree planting and the creation of green spaces on college campuses, educational programmes, and the aspiration to create a 'living wall' in every classroom. DAY 2 On the 2nd day of PLA, project partners visited Brighton Hove and Sussex Sixth Form College (BHASVIC). Principal, Will Baldwin, gave an overview of the college, talked about piloting the L3 Carbon Literacy project, which teaches the science of climate change, and also provided a tour around the campus. Afterward, Sharon Phillips from the Greater Brighton Economic board shared that there is a long tradition of partnership and entrepreneurship in this region. The aim is to work together on innovation and sustainability goals in all sectors. Innovation needs new green skills to be embedded in the work of schools, colleges, and universities as well as in industries. Next, Philippa Alway from AoC explained that it is needed to make climate and environmental education a compulsory part of college learning and a funded requirement of lifelong learning, including student maintenance costs, which is not an easy task. After that, Teresa Frith as well from AoC told that the green economy is a very great challenge and like other big problems, it has to be broken down into small pieces. But in order to make changes, it is important to have a lot of people. Additionally, there is a need to improve the qualification level of students for the future. In the end, more about 'Teach the Future', a youth-led campaign launched in 2019 by Students Organising for Sustainability (SOS-UK) and UK Student Climate Network (UKSCN) which grew out of the National Union of Students. The aim is to get sustainability and climate education embedded throughout the education system, for young people and adults.</p>
Start Date	01/10/2020
End Date	30/09/2022
Receiving Organisation	Association of Colleges
Receiving Country	United Kingdom
Receiving City	London
No. of Participants	14

Meeting ID	64511-TPM-00006
Meeting Title	5th PLA Expect - Latvia

Description of the meeting	<p>Climate change in vocational education: the EXPECT project visits Latvia. April 4-5, 2022: Ilze Buligina from the Ministry of Education gave us an overview of Latvian Vocational Education and Training (VET) policy. Plans for the 2021-27 period include green transition as a key priority and all VET institutions must include practical green measures in their development plans. The state is investing heavily in vocational colleges and new programmes to make VET more attractive. The VET reform process is creating a more modular, unitized and competence-based curriculum with refreshed content. We then heard from a range of key civil society and NGO agencies working in the field: Inese Liepiņa from the Children's Environmental School (CES), an NGO which promotes environmental education and offers opportunities for young people to implement their project ideas and gain work experience. CES supports national and international environmental education projects, in-service training for teachers and school leaders, the production of education materials and organizes environmental camps for students. Līva Stāde, coordinator of the Latvia Eco-Schools programme, explained how student involvement in Eco-Schools promotes a better understanding of the environment, strengthens cross-curricular skills, develops positive attitudes, values and motivation and a desire to take action, not only in educational settings but also in the wider community, contributing to the development of environmental awareness. Anna Doškina, Chair of Zero Waste Latvija (ZWL), which works with government, waste managers and producers to implement new projects and to develop new legislation to reduce the negative impact of pollution, promote sustainable development, support environmentally friendly alternatives, popularize the principles of a sustainable lifestyle, a circular economy and waste-free practices. The focus then turned towards opportunities for student initiative and agency and we heard from Laura Treimane, Climate Policy Officer from WWF Latvia, who spoke about the views of young Latvians on environmental, nature and climate issues. A WWF Latvia survey showed that the majority of young Latvians aged 16-25 believe that global environmental crisis mitigation is very important. Laura is developing an 'Advocacy Academy' which would train young people to advocate for their future interests and develop their ability to influence policy. We also heard from 3 of the young entrepreneurs who have developed a student start-up called 'Bevvax'; Their business aims to address the problem of plastic pollution by producing a beeswax/cotton fabric which includes jojoba oil and pine resin. This is an environmentally friendly and reusable alternative to cling film for food preservation as we saw for ourselves by handling the samples. Finally, Jānis Lielpēteris outlined how the Latvian Chamber of Commerce is helping to inform their business members about the direction of green policy and to promote discussion and reflection on sustainability issues from a business perspective via their Green think tank. The second day saw us venture beyond the city of Riga for two fascinating visits: The Getliņi EKO plant is the largest municipal solid waste landfill in the Baltic States. Jolanta Dāvidniece gave us a guided tour. The plant sorts and recovers materials and metal products for recycling and also generates biogas from biodegradable waste. Unrecyclable waste is stored in secure biodegradation cells protected from air or rainwater to produce methane which is burned on site to generate electricity and heat. The electricity is sold, and the heat is used in neighbouring greenhouses, where tomatoes, cucumbers and hanging flowers are grown. Ogre Technical College, 40 km from Riga, offers over 20 vocational programmes organised in four departments: Forestry, Wood Products and Hunting, Hospitality and Catering, Computer Science, Electronics and Administration and Art and Design. Sigita Jasinska, Head of International Projects outlined the work of the college and gave us a guided tour and explained that the college has successfully overcome any sense of VET being a poor 'second choice' and it is now oversubscribed. The college supports innovative teaching and promotes positive, co-operative relationships between students, teachers and enterprises. Ogre aims to integrate issues of biodiversity, climate change and the extraction and consumption of non-renewable resources into students' learning, creating opportunities to explore and improve the environment around the college, using environmentally friendly tools and creating a more interesting up to date curriculum. The college has seen substantial EU Social fund investment in their infrastructure and</p>
----------------------------	---

	more interesting, up to date curriculum. The college has been substantial EU social fund investment in their infrastructure and equipment, and this was evident in the superbly resourced training kitchens and woodworking, forest machine, electronics, photo and video workshops.
Start Date	01/10/2020
End Date	30/09/2022
Receiving Organisation	LATVIJAS TIRDZNIECIBAS UN RUPNIECIBAS KAMERA
Receiving Country	Latvia
Receiving City	RIGA
No. of Participants	17

Meeting ID	64511-TPM-00007
Meeting Title	6th PLA Expect Helsinki
Description of the meeting	<p>Sustainability education in Finnish vocational education Fifth Exchange of Practices in the Education for Climate Targets (EXPECT) project. The 6th peer learning activity took place in Helsinki, Finland on 13-14th June 2022 where we were the guests of StadinAO, the largest vocational college in Finland, with 22,000 students. The 'sustainable Helsinki' strategy of the City of Helsinki was outlined for us by Anssi Almgren. In education, this means a 'hope-based' curriculum designed to create opportunities for transformative and eco-social learning. The strategy has 23 education actions and includes a strong commitment to developing students' sustainability mindset and being able to act themselves. The pedagogy is influenced by Paulo Freire's dialogic approach and there is a recognition that the sustainable development goals are political objectives and require wholesale social transformation. Marjaana Suorsa from the Ministry of Agriculture and Forestry set Finland's zero carbon targets in the practical context of its very significant Forestry sector where much of the country's forest is owned and managed by ordinary citizens, with over 600,000 owners, many of whom live in cities but feel a strong attachment to the forest economy. Sustainable land use and forest management are questions of wide popular concern and discussion, and climate change is creating new threats and vulnerabilities. Students looking to work in agriculture and forestry need a range of interdisciplinary knowledge and skills and scientific research and citizen science need to be integrated with farming and land management. Sirpa Lindroos, Niina Srbinoska and Riika Kastu from StadinAO outlined the Finnish education system and the work of the college. The core principle is that the education system must be universal, accessible and inclusive with 'no dead-ends'. Vocational education is a key element in lifelong learning, enrolment is open and continuous, and accreditation is flexible and modular. The common upper secondary diploma is made up of 180 units, taught over three-years for full-time students, with recognition of prior achievement, credit transfer and considerable choice of content, and including a common core of 35 credits. Our tour of StadinAO confirmed that the college is superbly equipped with industry-standard kit and generously staffed with expert teachers. Skills need to be demonstrated in practical contexts, but assessment is appropriate to the setting rather than being highly standardised. Students who are not yet ready to benefit from the diploma can follow a pre-vocational preparatory programme until they are. There is no rationing of access and students can generally progress at their own pace. There is no high-stakes inspection of the type, that we know from many other countries and staff teams have substantial delegated power and share tasks in a very co-operative and democratic way. The project team was most struck by the basic assumption of trust and commitment – staff-to-staff and staff-to-student – throughout the system. The core belief is that everyone has the best intentions and wants to achieve their personal best, not that they are trying to game the system or compete with others for the best grades. Quote from the UK: "We seem to have created so many structures and processes to monitor, evaluate, segregate, rank and ration our provision and too often this perpetuates a sense of failure rather than supporting success" Lessons to learn: Educational practices are never entirely transferable from one country to another, but we could not help thinking how much e.g the English and Dutch system would benefit from an injection of Finland's more inclusive, generous and trusting ethos. We seem to have created so many structures and processes to monitor, evaluate, segregate, rank and ration our provision and too often this perpetuates a sense of failure rather than supporting success. We heard about the green transition from Helen Ltd, an energy provider fully owned by the City of Helsinki and providing for a third of all Finnish households. The company is developing district heating projects, geothermal, wind and biomass generation and many innovative pilots. There is still a shortage of electricians who can install heat pumps, and this is a challenge which colleges are helping to address. We heard how wind power is now meeting 25% of Helsinki's energy needs. We also heard about the new LUMI supercomputer data storage and processing facility which is entirely carbon neutral, being hydro-powered and water cooled and feeds into a local heating system. This visit provided us with another fascinating piece of the Europe-wide jigsaw of sustainable vocational education.</p>
Start Date	13/06/2022
End Date	14/06/2022
Receiving Organisation	Helsingin kaupunki
Receiving Country	Finland
Receiving City	Helsinki
No. of Participants	16

Meeting ID	64511-TPM-00008
Meeting Title	7th PLA Expect Frosinone, Italy
Description of the meeting	<p>PLA Frosinone, Italy - Exchange of Practices in Education for Climate Targets (EXPECT) Our 7th meeting took place in September 2022 in Frosinone, a beautiful historic and industrial town of 44,000 people 75 km South East of Rome in the Lazio region of Italy. Summer 2022 saw record temperatures and we were reminded of the human impact of the climate emergency just a few days before our visit when at least 7 people died in the neighbouring Marche region as a result of torrential rain and flooding. Many areas were cut off, without electricity or drinking water. The consensus was that this was another symptom of climate change rather than 'normal' bad weather. We were warmly welcomed to the Alessandro Volta college by principal Maria Rosaria Villani and addressed by the mayor of Frosinone Riccardo Mastrangeli, who emphasized how we must all take action to ensure that our habits and behaviours are sustainable and highlighted regional and local policies for fighting climate change. Governments, central, regional and local, can take action to combat climate change. The City of Frosinone has adopted a comprehensive policy of reducing harmful emissions and promoting ecological sustainability in partnership with residents in line with the EU's Next Generation project. The ecological transition is one of the pillars of the community and is an essential guideline for future development. Italy intends to improve the sustainability of its economic system and ensure a fair and inclusive transition to a society with zero environmental impact. We then heard from Martina Vallerotonda, of Ancitel Engy &amp; Environment about the circular economy and the integrated waste cycle and the 'Energiv Lazio' Energy efficiency and renewable programme.</p>



Description of the meeting	<p>about the circular economy and the integrated waste cycle and the Energy 4EU Energy efficiency and renovation programme. Stefano Ceccarelli, a leading local climate activist with the environmental group Legambiente addressed Italy's climate mitigation policies and its national and regional efforts to meet EU targets. Despite being the 'land of the sun', Italy is well behind most other EU countries in solar power use. Stefano outlined some of the obstacles which stand in the way of rapid decarbonization in Italy. Giuseppe De Righi, General Secretary of ANCI Lazio, the regional section of the Association of Italian Municipalities expanded on the idea of the city as a key site of environmental protection and ecological transition. ANCI is committed to developing the environmentally-aware city and promotes the benefit of local municipalities working in solidarity with each other on the administration of common goods, efficient community energy and better waste management. Gabriella La Marca, principal of San Giovanni Bosco college gave us an interesting overview of the Italian education system and its relationship to the labour market. Articles 9 and 21 of the Italian Constitution enshrine the environment as a constitutionally protected primary source of value which needs to be safeguarded for future generations. For the first time, the constitution refers to the rights of non-human living things and stipulates that economic development must not harm health or the environment. We also heard about the Ministry of Education's 'School Regeneration' Plan which aims to implement the objectives of the 2030 UN Agenda and to support education's ecological and cultural transition and the teaching of civic education. We then visited Luigi Angeloni College which is the result of a various mergers of professional and technical institutes in Frosinone and is located between the Abruzzo National Park and the Agro Pontino on the southern edge of Rome, a region in economic decline as a result of business closures. In the college's training vineyards and orchards we heard from students about how they learn about agricultural processes, such as winemaking, and the college runs a shop its own wine and olive oil. In the college's science, robotics and design workshops we heard from enthusiastic students about their cross-cutting projects (called PCTOs) based on real-world challenges. The college works closely with external agencies to keep students and their families informed about job opportunities, specializations and the importance of constant contact with the world of work including by alternating college and workplace learning. We also visited Michelangelo Buonarroti hospitality and catering college and offers professional training in partnership with sector trade unions and attended by young people from across the region. The college is set in the grand 'fin de siècle' former Hotel del Cacciatore which is also an important venue for events, conferences, exhibitions. This was a very successful study visit and we were able to see so much in just two days and had so many opportunities to hear from students and staff. Particular thanks must go to our hosts Antonella Di Fraia and Cesira Trivini who made us so welcome and put together such a brilliant programme. .</p>
Start Date	21/09/2022
End Date	22/09/2022
Receiving Organisation	ISTITUTO ISTRUZIONE SUPERIORE A.VOLTA
Receiving Country	Italy
Receiving City	FROSINONE
No. of Participants	12

Meeting ID	64511-TPM-00009
Meeting Title	8th PLA Expect Vienna
Description of the meeting	<p>Our 8th national visit took place in January 2023 in Vienna, where we were guests of the Spengergasse Vocational College set in a beautifully converted older building with some modern extensions. We were welcomed to Spengergasse by the principal, Gerhard Hager, and then received a helpful overview of the Austrian VET (Vocational Education and Training) system from 3s Chief Executive Stefan Humpl. In Austria, 65% of students in upper secondary education are on a vocational pathway. Of those, roughly half are waged apprentices on a 'dual' employment/education programme and the other half attend a vocational college full time. It's worth noting that all the Austrian vocational pathways have a substantial general education common core, and that 'full time' represents around 30 hours teaching time per week. This is rather different from many other countries, where less attention is paid to general education with less contact time. We learnt more about some of the most innovative curriculum developments in sustainability education from Nicole Prisching from the Vienna Ökolog Netzwerk – a Network of schools developing programmes which aim to raise awareness of the UN Sustainable Development Goals and to improve students understanding of the natural world. Monika Auzinger and Julia Fellingner from 3s outlined the work of the Green VET Centre of Excellence, and Thomas Prigl, Vice Principal of a Construction Vocational college in Vienna, described a scheme which involved the Chamber of Commerce funding tablets and the development of video training resources for every student in the college. We also heard an employer perspective on VET from Stephan Baufeld, Head of Education and Apprentices at ÖBB - the Austrian Federal Railways. Austria has a highly integrated transport network and the ÖBB plays a pivotal role in supporting sustainable mobility of all kinds, which means that investment in net zero can be rapid and impactful. Stephan offered us a fascinating insight into their apprenticeship programme which is the start of a lifelong approach to staff training. He gave examples of how the innovative ideas of trainees are valued and rapidly applied across the system – a great case of the practical 'worker intelligence' being used to support research and development. Daniela Seitz, Spengergasse's committed and energetic ÖKOLOG coordinator gave us a tour of the college which has excellent industry-standard facilities in design, control, manufacturing and analysis. Spengergasse students welcomed us to their various workshops and were happy to explain what they were working on and to demonstrate their skills. Their Diploma course requires them to produce a substantial personal project to address a real-world challenge and then 'defend' it to a jury in a viva session. This had some similarities to the Italian PCTO (Percorsi per le Competenze Trasversali e per l'Orientamento) and the English EPQ (Extended Project Qualification). We heard from 2 students, Benedict and Tomas, about their prototype designs made from recycled materials. One was a mobility aid for people with disabilities and the other was a space saving system to support urban gardening. Both Benedict and Tomas had developed their understanding of the 'throwaway' culture and built-in obsolescence and a keen interest in supporting local upcycling initiatives. These are great examples of an applied project based approach to learning organised around re-world challenges and developing key transversal competencies, or Gestaltungskompetenz. Vienna has seen many 'flash'-demonstrations by climate activists and the issue is high on the city's political agenda as it was on ours. This was another truly inspiring visit and thanks must go to our EXPECT Austrian colleague, Sabine Schwenk from 3s consultants, who organised such an excellent programme and also helped us discover some of Vienna's cultural treasures. As we come to the final stages of EXPECT, it's clear that all the project countries are aiming for net zero and have clear emission reduction targets. Each country has different curricula and pedagogical approaches, a different qualification system and different relationships between education and the labour market but all are committed to mobilizing their vocational education and training (VET) systems to help achieve these targets and support the development of green skills.</p>
Start Date	12/01/2023
End Date	13/01/2023
Receiving Organisation	3S RESEARCH LABORATORY - FORSCHUNGSVEREIN
Receiving Country	Austria
Receiving City	WIEN

No. of Participants	13
---------------------	----

Meeting ID	64511-TPM-00010
------------	-----------------

Meeting Title	9th PLA Expect Derio, Spain
---------------	-----------------------------

Description of the meeting	<p>We were hosted by the college Politeknika Ikastegia Txorierrri which is part of the Mondragon co-operative group. Josu Orbe outlined the college's involvement in the wider Mondragon group which is creating a more democratic and inclusive economic system. The Mondragon co-operative movement itself started from a demand for public access to vocational education and training (VET). Post-war Mondragon was a relatively isolated town of 8,000 in a mountainous part of the Basque Country with limited transport links. The town had deep inequalities and very limited employment opportunities but it became the birthplace of an experiment in economic democracy that has come to be known around the world. Mondragon cooperatives are organised in five groups: Industrial, Retail, Finance, Corporate and Knowledge. The Knowledge section contributes to both training and research and includes four colleges, including Txorierrri, and a university with 7,500 students. Our visit to Txorierrri started with an overview of the work of the college and the Basque Vocational Education and Training (VET) system from Kepa Larrondo. The college has a particular expertise in energy efficient systems, robotics and automation and has 154 solar panels which supply an average of 42% of the college's electricity needs, with more to come. There is widespread use of problem-based pedagogy, described as 'Collaborative Challenge Based Learning'. Student projects are generated from real-world challenges which emerge from the local community and students' learning is mapped to transversal competencies. The Basque dual system's two-year VET Diploma is in transition, with the timing and scale of work placements changing from 800 hours in the second year to 128 hours in Year 1 followed by 416 hours in Year 2. The college's environmental studies teacher Naiara Yuste who also leads on embedding Agenda 2030 and the Sustainable Development Goals (SDGs) in the curriculum, described how she works closely with many other organizations including the Mondragon group, the Ingurugela school network, Hetel, the government provider support group and Tknika, the Basque VET Centre. Naiara spoke about the projects her students are working on: they provide an introduction to the SDGs for all new students at the college, they work with the residents of a retirement home to design environments and aids which are aligned with their cognitive skills and they are also working on ways to reduce emissions in the cleaning industry. Other projects include educating others about the circular economy and the environmental impacts of production and consumption, and showing how the threat to biodiversity impacts on all of us. We heard from Jon Zubiria about Ondoan, a 40 year-old Mondragon group company of 400 employees operating in facilities engineering, environmental and occupational health and safety, land decontamination, air quality and energy supply. The company is very focused on "Ecoinnovation" for a range of enterprises in the Basque region. Ondoan works with teachers to help define what they need and their initiatives include environmental management, ecolabelling, ecodesign and environmental product declarations. We also spent a morning at BBK Kuna's excellent 'Home of SDGs' in the Bilbao La Vieja city centre quarter. BBK Kuna is a foundation which owns 57 % of Kutxabank which used to be a mutual and is now a non-profit 'commercial' bank which in turn re-invests its surpluses back into BBK Kuna. Eider Inunciaga showed us around this welcoming community space for social innovation in which different partners collaborate to make a sustainable positive impact on the local community. BBK's work aims to address local social, economic and cultural needs through innovative projects, providing solutions to challenges such as the ageing population, loneliness among older people, climate change, the technological revolution and building community cohesion in a diverse urban context. Their values and every aspect of their work are closely mapped to the SDGs. The team is now starting to pull together some main conclusions and recommendations from the project. These will be shared when they are finalised but we can already see some of the key elements of successful sustainability education in VET: • Strong government and institutional support for sustainability education, placing the SDGs at the centre and integrating them with transversal skills; • A broad, holistic general curriculum for all students with good coverage of economic, civic and environmental content which can allow students to move between academic and technical routes; • A problem-based / service-learning pedagogy, which engages and motivates students and supports them to follow their interests while developing their skills and knowledge; • Good integration between the work of educators, employers and the third sector in practical partnerships which can result in employment and training opportunities for students.</p>
----------------------------	---

Start Date	23/03/2023
------------	------------

End Date	24/03/2023
----------	------------

Receiving Organisation	POLITEKNIKA IKASTEGIA TXORIERRI S.COOP
------------------------	--

Receiving Country	Spain
-------------------	-------

Receiving City	DERIO
----------------	-------

No. of Participants	15
---------------------	----

Meeting ID	64511-TPM-00011
------------	-----------------

Meeting Title	10th PLA Expect, Den Bosch, NL
---------------	--------------------------------

Description of the meeting	<p>The final meeting took place in May 2023 in Den Bosch. EXPECT project co-ordinator Manfred Polzin from MBO Raad provided a comprehensive introduction to the VET system in the Netherlands, touching on some of the recent history including system reform, large scale college mergers and colleges' relationships with employers and sector skills bodies as well as other stakeholders. Students in the Netherlands can study energy-neutral design and construction, sustainable electrical and mechanical installation, charging station technology, waste and recycling technology, wind turbine maintenance, Hydrogen technology and transport technology amongst other options within green skills. We were welcomed to our host college, Koning Willem I, by Dominique Majoor from the board of directors. The college is a VET provider with 17,000 students and 1,700 staff across 16 campuses in 5 cities. The college offers courses in engineering, construction, transport, energy, logistics, health and social care, education, sport, retail, ICT, creative Industries, hospitality, catering and business services. Koning Willem I has a long-standing commitment to sustainability which informs every aspect of the college's work and is communicated to staff and students. The directors have signed up to a charter based on the UN Sustainable development Goals (SDGs) and have developed a clear vision, with every department invited to set ambitious targets to contribute to these goals. The whole-college approach addresses the 'why, what, how, where, who and with whom?' of every aspect of sustainability with an annual self-assessment against clear criteria. Facility management has set good example in terms of energy and water use, waste, catering, mobility, biodiversity and purchasing and the college regularly wins national sustainability awards. In the college's region of Brabant, VET institutions have worked with technology companies on a €3.4million energy transition project and the Koning Willem I's automotive department is becoming a centre of excellence for electrical and hydrogen powered vehicles. Additional funding is available for education to prepare for the energy transition and there is a national digital platform 'BuildupSkills' to share high quality learning materials. One of the most active and long-standing advocates for this work at Koning Willem I is our EXPECT team colleague, the indefatigable Rob de Vrind, widely known in Den Bosch as the 'City Biologist' or the 'Orchid Man'. The college's two main campuses have been retrofitted and redesigned to be as sustainable as possible. A distinctive aspect of the college's educational offer is the 'Talent Atelier' where students from all disciplines come together in mixed groups for one day a week over 10 weeks to work on challenges identified by employers, local authorities or community groups. Bert Verhoeven and Sam van Beek introduced the teaching methods used to support students with problem-based learning, developing teamwork and creativity. We saw nursing, media and construction students working together in interdisciplinary groups. Students are expected to</p>
----------------------------	---

creativity. We saw learning, media and construction students working together in interdisciplinary groups. Students are expected to work up their design concepts and build prototypes and present them to clients. We also visited the construction department and saw how students are expected to design sustainability into their projects, carrying out cost calculations and following through with increasingly complex briefs; designing a small holiday home in Year 1 and a more substantial detached house in Year 2. We also saw some state-of-the-art groundwater and atmospheric heat pumps in action as well as in the workshops where the college runs courses to train engineers to install and maintain the growing number of heat pumps. The Netherlands currently generates around 2,300 PJ with 10% of its energy coming from solar, 18% from wind, 28% from biomass and 37 % from waste incineration. There has been substantial public investment in the transition and the country has the highest proportion of solar panels in Europe per capita and a large number of wind farms. But the Netherlands will need the equivalent of 97,000 windmills from a current baseline of 3,000, quite a task! As with each of our visits, this one helped us to build up the Europe-wide picture of what best practice looks like and what might be transferable between national VET systems. What we saw at Koning Willem I is how much can be achieved when political and institutional commitments are aligned and well-resourced. Even so, the challenges of decarbonisation and transitioning to a sustainable economy are enormous. In curriculum terms, Koning Willem I shows how a large multidisciplinary college can use the diversity of their offer to promote interdisciplinarity and problem-based learning which can integrate the development of students' research and collaborative skills with their specialist vocational knowledge and skills. The EXPECT project may be coming to its end, but the learning and sharing continues!

Start Date	15/05/2023
End Date	16/05/2023
Receiving Organisation	STICHTING REGIONAAL ONDERWIJS CENTRUM 'S HERTOGENBOSCH
Receiving Country	Netherlands
Receiving City	'S HERTOGENBOSCH
No. of Participants	17

Total Number of Participants	172
------------------------------	-----

5.2. Intellectual Outputs

This section doesn't apply for this project

5.3. Multiplier Events

This section doesn't apply for this project

5.4. Learning/Teaching/Training Activities

This section doesn't apply for this project

5.5. Participants in Learning/Teaching/Training Activities

5.5.1. Participants' Profile

For each activity, please describe the background and profile of the participants involved in the learning, teaching or training activities. How were the participants selected, prepared and supported? If relevant, please describe any practical arrangement set for the participants, including training, teaching or learning agreements.

At all PLAs, we had managers or teachers from the hosting organisation, who told us about their institute/college and provided also a guided tour. There were always external experts, who spoke about the situation in their city/region and/or country regarding the challenges of climate change and sustainability. Sometimes politicians, like the mayor in Italy and the councillor in the UK, sometimes representatives of companies, like in Latvia, Finland and Austria and sometimes representatives from certain platforms or initiatives created for the sake of sustainability, like in The Netherlands and Spain. All people who contributed to the PLAs are mentioned in the descriptions of the Good Practices.

5.5.2. Participants' Recognition

Did your project make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates for recognition or validation of the learning outcomes of the participants in the learning, teaching or training activities?

No  
If you have used other recognition/validation instruments, please describe them:

n.a.

5.5.3. Intensive Study Programmes - Invited teachers

This section doesn't apply for this project

## 6. Follow-up

### 6.1. Impact

What was the project's impact on the participants, participating organisations, target groups and other relevant stakeholders?

We learned a lot from each other. For some partners this was the 1st experience with a European project, which made it very meaningful for them. Moreover all partners expressed their intention to continue working together in a new Erasmus+ project.

There are two ideas of a new project described under header 2 and 3: Project summary and Description of the project.

Below there is the outline of a third proposal for a new project:

The new project will be about "Problem based learning", where the theme of climate targets and sustainability will certainly be touched upon.

A comparative study across Europe on how problem-based learning is described, valued and assessed within upper secondary educational programmes including Vocational Education and Training (VET), with a view to developing a common taxonomy and methodology and potentially to support the exchange of experiences between teachers and between students across Europe.

Key areas:

- How problem-based or project-based learning is defined and integrated into upper secondary studies.
- How problem-based learning can help to address real-world challenges and develop transversal skills (personal and collective).
- The process of 'problematizing': taking a questioning / critical approach, identifying and describing a problem. How the problem is framed and who by and who the solution is aimed at.
- Analysing and reflecting on the problem: using knowledge, skills and techniques from different disciplines.
- The role of technology in supporting problem-based learning and problem solving.
- Working with others: group dynamics, benefiting from different perspectives and types of expertise, task allocation and team work.
- Producing a response, solution, report, artifact or performance.
- Presenting to an audience, making the case, listening and responding to feedback.
- Evaluating the proposals / outcomes from the perspective of beneficiaries and participants.

What was the impact of the project at the local, regional, European and/or international levels? Please provide qualitative and quantitative indicators.

difficult to say. No intellectual output. But by putting information of the project on the website of the Education for climate community, the project had a large outreach on all levels. There were reactions from teachers from other countries who welcomed and appreciated our project very much:  
<https://education-for-climate.ec.europa.eu/community/topic/erasmus-project-expect-exchanges-practices-education-climate-targets>

How did the project contribute to the achievement of the most relevant priorities as indicated in the description section?

It was all about environmental and climate change, EU citizenship and awareness raising.

### 6.2. Dissemination and Use of Project Results

To whom did you disseminate the project results inside and outside your partnership? Please define in particular your targeted audience(s) at local/regional/national/EU level/international and explain your choices.

Among the annexes there is a very extensive total dissemination report of what has been done in the partner countries.

What kind of dissemination activities did your partnership carry out and through which channels? Please also provide information on the feedback received.

website, meetings, seminars, brochure, newsletters, blogs.  
See: - <https://www.aoc.co.uk/corporate-services/projects/erasmus-expect-project>, [www.innotecs.eu](http://www.innotecs.eu)

Erasmus+ promotes an open access requirement for all materials produced through its projects. In case your project has produced tangible deliverables, please describe if and how you have promoted free access to them by the public. In case a limitation was imposed for the use of the open licence, please specify the reasons, extent and nature of this limitation.

Information on the project is on:  
<https://education-for-climate.ec.europa.eu/community/topic/erasmus-project-expect-exchanges-practices-education-climate-targets> and on [www.innotecs.eu](http://www.innotecs.eu)

How have you ensured that the project's results will remain available and be used by others?

yes, it remains available on the website of Innotecs and on the websites of the partners.

How did you see the potential to use this project's approach in other projects on a larger scale and/or in a different field or area?

these kind of projects are perfect for learning from each other and sharing GPs. I think that these smaller projects give more value for money than the bigger projects with higher budgets and intellectual output, as it is always the question in how far the IOs will be used by others.

### 6.3. Sustainability

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

Follow up project about:

1st proposal/idea: Creating an online platform for networking among all stakeholders. Make all collected items and GPs available.

Targetgroups:

- Policy makers who want to initiate projects;
- Training institutions and teachers to help them collecting learning material to provide education for people who work on sustainability;
- Students who want to work in the field of sustainability;

We could also work on a combination of a white book and handbook with best practical examples. The inspiration for this is the website WBL-Toolkit ([www.wbl-toolkit.eu](http://www.wbl-toolkit.eu))

How do we inform more schools who are interested?

We could develop student programs and additional courses with certificates, as the Carbon Literacy Course from the UK has learned us, based on research and what countries need.

To make it flexible, we could create an online course for students and/or staff.

2nd proposal/idea

As we saw good examples of students leading a project, this might be a very innovative and student based approach.

We can initiate a kind of Research project about the different methodologies and then letting the students discuss about these methodologies. By doing so, we need to take into account the differences between different target groups (teachers or students, level of students, age, etc).

It could start as desk research between EXPECT partners, and then adding more countries.

It was agreed that the AoC from the UK together with 3s from Austria will elaborate these ideas further.

3rd proposal/idea

A comparative study across Europe on how problem-based learning is described, valued and assessed within upper secondary educational programmes including Vocational Education and Training (VET), with a view to developing a common taxonomy and methodology and potentially to support the exchange of experiences between teachers and between students across Europe. Main focus on climate change and sustainability.

## 7. Budget

this section gives a detailed overview of the final amount of the EU grant you request;

### 7.1. Budget Summary

OID of the Organisation	Name of the Organisation	Country of the Organisation	Project Management and Implementation	Transnational Project Meetings	Learning/Teaching/Training Activities				Special Needs Support	Exceptional Costs	Exceptional Cost Guarantee	Total (Calculated)
					Travel	Individual Support	Linguistic Support	Exceptional Costs for Expensive Travel				
E10171557	MBO RAAD	Netherlands	12,000.00	8,050.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	20,050.00
E10015687	STICHTING REGIONAAL ONDERWIJS CENTRUM 'S HERTOGENBOSCH	Netherlands	6,000.00	5,175.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11,175.00
E10058852	LATVIJAS TIRDZNIECIBAS UN RUPNIECIBAS KAMERA	Latvia	6,000.00	5,360.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11,360.00
E10061288	ROC de Leijgraaf	Netherlands	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E10096583	Association of Colleges	United Kingdom	6,000.00	6,325.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	12,325.00
E10107674	POLITEKNIKA IKASTEGIA TXORIERRI S.COOP	Spain	6,000.00	7,435.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13,435.00
E10127289	Helsingin kaupunki	Finland	6,000.00	4,395.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10,395.00
E10147919	3S RESEARCH LABORATORY - FORSCHUNGSVEREIN	Austria	6,000.00	4,600.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10,600.00
E10174844	ISTITUTO ISTRUZIONE SUPERIORE A.VOLTA	Italy	6,000.00	7,845.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13,845.00
Total			54,000.00	49,185.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	103,185.00

### 7.1.1. Project Total Amount

Project Total Amount Reported (Calculated)	103,185.00
--	------------

Please provide any further comments you may have concerning the above figure.

no comments

### 7.2. Project management and implementation

OID of the Organisation	Role of the Organisation	Name of the Organisation	Country of the Organisation	Total
E10147919	Partner	3S RESEARCH LABORATORY - FORSCHUNGSVEREIN	Austria	6,000.00
E10174844	Partner	ISTITUTO ISTRUZIONE SUPERIORE A.VOLTA	Italy	6,000.00
E10127289	Partner	Helsingin kaupunki	Finland	6,000.00
E10107674	Partner	POLITEKNIKA IKASTEGIA TXORIERRI S.COOP	Spain	6,000.00
E10058852	Partner	LATVIJAS TIRDZNIECIBAS UN RUPNIECIBAS KAMERA	Latvia	6,000.00
E10171557	Beneficiary	MBO RAAD	Netherlands	12,000.00
E10096583	Partner	Association of Colleges	United Kingdom	6,000.00
E10015687	Partner	STICHTING REGIONAAL ONDERWIJS CENTRUM 'S HERTOGENBOSCH	Netherlands	6,000.00
<b>Total</b>				<b>54,000.00</b>

### 7.3. Transnational Project Meetings

OID of the Sending Organisation	Name of the Organisation	Country of the Organisation	Total No. of Meetings	Total Number of Participants in All Meetings	Distance Band	Grant per participant	Total (Calculated)
E10015687	STICHTING REGIONAAL ONDERWIJS CENTRUM 'S HERTOGENBOSCH	Netherlands	1	2	0 - 99 km	0.00	0.00



E10015687	STICHTING REGIONAAL ONDERWIJS CENTRUM 'S HERTOGENBOSCH	Netherlands	1	1	100 - 1999 km	575.00	575.00
E10015687	STICHTING REGIONAAL ONDERWIJS CENTRUM 'S HERTOGENBOSCH	Netherlands	1	2	100 - 1999 km	575.00	1,150.00
E10015687	STICHTING REGIONAAL ONDERWIJS CENTRUM 'S HERTOGENBOSCH	Netherlands	1	2	100 - 1999 km	575.00	1,150.00
E10015687	STICHTING REGIONAAL ONDERWIJS CENTRUM 'S HERTOGENBOSCH	Netherlands	1	1	100 - 1999 km	575.00	575.00
E10015687	STICHTING REGIONAAL ONDERWIJS CENTRUM 'S HERTOGENBOSCH	Netherlands	1	2	100 - 1999 km	575.00	1,150.00
E10015687	STICHTING REGIONAAL ONDERWIJS CENTRUM 'S HERTOGENBOSCH	Netherlands	1	1	0 - 99 km	0.00	0.00
E10015687	STICHTING REGIONAAL ONDERWIJS CENTRUM 'S HERTOGENBOSCH	Netherlands	1	2	0 - 99 km	0.00	0.00
E10015687	STICHTING REGIONAAL ONDERWIJS CENTRUM 'S HERTOGENBOSCH	Netherlands	1	1	0 - 99 km	0.00	0.00
E10015687	STICHTING REGIONAAL ONDERWIJS CENTRUM 'S HERTOGENBOSCH	Netherlands	1	1	100 - 1999 km	575.00	575.00
E10015687	STICHTING REGIONAAL ONDERWIJS CENTRUM 'S HERTOGENBOSCH	Netherlands	1	1	0 - 99 km	0.00	0.00
E10058852	LATVIJAS TIRDZNICIBAS UN RUPNIECIBAS KAMERA	Latvia	1	1	0 - 99 km	0.00	0.00
E10058852	LATVIJAS TIRDZNICIBAS UN RUPNIECIBAS KAMERA	Latvia	1	1	100 - 1999 km	575.00	575.00
E10058852	LATVIJAS TIRDZNICIBAS UN RUPNIECIBAS KAMERA	Latvia	1	2	100 - 1999 km	575.00	1,150.00
E10058852	LATVIJAS TIRDZNICIBAS UN RUPNIECIBAS KAMERA	Latvia	1	2	100 - 1999 km	575.00	1,150.00
E10058852	LATVIJAS TIRDZNICIBAS UN RUPNIECIBAS KAMERA	Latvia	1	1	100 - 1999 km	575.00	575.00
E10058852	LATVIJAS TIRDZNICIBAS UN RUPNIECIBAS KAMERA	Latvia	1	2	0 - 99 km	0.00	0.00
E10058852	LATVIJAS TIRDZNICIBAS UN RUPNIECIBAS KAMERA	Latvia	1	1	0 - 99 km	0.00	0.00
E10058852	LATVIJAS TIRDZNICIBAS UN RUPNIECIBAS KAMERA	Latvia	1	2	0 - 99 km	0.00	0.00



E10058852	LATVIJAS TIRDZNIECIBAS UN RUPNIECIBAS KAMERA	Latvia	1	1	0 - 99 km	0.00	0.00
E10058852	LATVIJAS TIRDZNIECIBAS UN RUPNIECIBAS KAMERA	Latvia	1	1	>= 2000 km	760.00	760.00
E10058852	LATVIJAS TIRDZNIECIBAS UN RUPNIECIBAS KAMERA	Latvia	1	2	100 - 1999 km	575.00	1,150.00
E10096583	Association of Colleges	United Kingdom	1	2	0 - 99 km	0.00	0.00
E10096583	Association of Colleges	United Kingdom	1	1	100 - 1999 km	575.00	575.00
E10096583	Association of Colleges	United Kingdom	1	2	0 - 99 km	0.00	0.00
E10096583	Association of Colleges	United Kingdom	1	2	100 - 1999 km	575.00	1,150.00
E10096583	Association of Colleges	United Kingdom	1	2	100 - 1999 km	575.00	1,150.00
E10096583	Association of Colleges	United Kingdom	1	2	100 - 1999 km	575.00	1,150.00
E10096583	Association of Colleges	United Kingdom	1	2	0 - 99 km	0.00	0.00
E10096583	Association of Colleges	United Kingdom	1	3	0 - 99 km	0.00	0.00
E10096583	Association of Colleges	United Kingdom	1	2	0 - 99 km	0.00	0.00
E10096583	Association of Colleges	United Kingdom	1	2	100 - 1999 km	575.00	1,150.00
E10096583	Association of Colleges	United Kingdom	1	2	100 - 1999 km	575.00	1,150.00
E10107674	POLITEKNIKA IKASTEGIA TXORIERRI S.COOP	Spain	1	2	0 - 99 km	0.00	0.00
E10107674	POLITEKNIKA IKASTEGIA TXORIERRI S.COOP	Spain	1	1	100 - 1999 km	575.00	575.00
E10107674	POLITEKNIKA IKASTEGIA TXORIERRI S.COOP	Spain	1	2	100 - 1999 km	575.00	1,150.00
E10107674	POLITEKNIKA IKASTEGIA TXORIERRI S.COOP	Spain	1	1	>= 2000 km	760.00	760.00
E10107674	POLITEKNIKA IKASTEGIA TXORIERRI S.COOP	Spain	1	1	100 - 1999 km	575.00	575.00
E10107674	POLITEKNIKA IKASTEGIA TXORIERRI S.COOP	Spain	1	5	>= 2000 km	760.00	3,800.00
E10107674	POLITEKNIKA IKASTEGIA TXORIERRI S.COOP	Spain	1	1	0 - 99 km	0.00	0.00

E10107674	POLITEKNIKA IKASTEGIA TXORIERRI S.COOP	Spain	1	1	0 - 99 km	0.00	0.00
E10107674	POLITEKNIKA IKASTEGIA TXORIERRI S.COOP	Spain	1	1	0 - 99 km	0.00	0.00
E10107674	POLITEKNIKA IKASTEGIA TXORIERRI S.COOP	Spain	1	2	0 - 99 km	0.00	0.00
E10107674	POLITEKNIKA IKASTEGIA TXORIERRI S.COOP	Spain	1	1	100 - 1999 km	575.00	575.00
E10127289	Helsingin kaupunki	Finland	1	2	0 - 99 km	0.00	0.00
E10127289	Helsingin kaupunki	Finland	1	2	100 - 1999 km	575.00	1,150.00
E10127289	Helsingin kaupunki	Finland	1	2	0 - 99 km	0.00	0.00
E10127289	Helsingin kaupunki	Finland	1	3	0 - 99 km	0.00	0.00
E10127289	Helsingin kaupunki	Finland	1	1	>= 2000 km	760.00	760.00
E10127289	Helsingin kaupunki	Finland	1	1	100 - 1999 km	575.00	575.00
E10127289	Helsingin kaupunki	Finland	1	2	0 - 99 km	0.00	0.00
E10127289	Helsingin kaupunki	Finland	1	2	0 - 99 km	0.00	0.00
E10127289	Helsingin kaupunki	Finland	1	2	0 - 99 km	0.00	0.00
E10127289	Helsingin kaupunki	Finland	1	1	>= 2000 km	760.00	760.00
E10127289	Helsingin kaupunki	Finland	1	2	100 - 1999 km	575.00	1,150.00
E10147919	3S RESEARCH LABORATORY - FORSCHUNGSVEREIN	Austria	1	2	0 - 99 km	0.00	0.00
E10147919	3S RESEARCH LABORATORY - FORSCHUNGSVEREIN	Austria	1	2	0 - 99 km	0.00	0.00
E10147919	3S RESEARCH LABORATORY - FORSCHUNGSVEREIN	Austria	1	1	0 - 99 km	0.00	0.00
E10147919	3S RESEARCH LABORATORY - FORSCHUNGSVEREIN	Austria	1	1	100 - 1999 km	575.00	575.00
E10147919	3S RESEARCH LABORATORY - FORSCHUNGSVEREIN	Austria	1	1	100 - 1999 km	575.00	575.00
E10147919	3S RESEARCH LABORATORY - FORSCHUNGSVEREIN	Austria	1	1	0 - 99 km	0.00	0.00
E10147919	3S RESEARCH LABORATORY - FORSCHUNGSVEREIN	Austria	1	2	0 - 99 km	0.00	0.00

E10147919	3S RESEARCH LABORATORY - FORSCHUNGSVEREIN	Austria	1	2	0 - 99 km	0.00	0.00
E10147919	3S RESEARCH LABORATORY - FORSCHUNGSVEREIN	Austria	1	2	0 - 99 km	0.00	0.00
E10147919	3S RESEARCH LABORATORY - FORSCHUNGSVEREIN	Austria	1	3	100 - 1999 km	575.00	1,725.00
E10147919	3S RESEARCH LABORATORY - FORSCHUNGSVEREIN	Austria	1	3	100 - 1999 km	575.00	1,725.00
E10171557	MBO RAAD	Netherlands	1	5	0 - 99 km	0.00	0.00
E10171557	MBO RAAD	Netherlands	1	2	100 - 1999 km	575.00	1,150.00
E10171557	MBO RAAD	Netherlands	1	1	100 - 1999 km	575.00	575.00
E10171557	MBO RAAD	Netherlands	1	3	100 - 1999 km	575.00	1,725.00
E10171557	MBO RAAD	Netherlands	1	3	100 - 1999 km	575.00	1,725.00
E10171557	MBO RAAD	Netherlands	1	2	100 - 1999 km	575.00	1,150.00
E10171557	MBO RAAD	Netherlands	1	5	0 - 99 km	0.00	0.00
E10171557	MBO RAAD	Netherlands	1	5	0 - 99 km	0.00	0.00
E10171557	MBO RAAD	Netherlands	1	4	0 - 99 km	0.00	0.00
E10171557	MBO RAAD	Netherlands	1	3	100 - 1999 km	575.00	1,725.00
E10171557	MBO RAAD	Netherlands	1	4	0 - 99 km	0.00	0.00
E10174844	ISTITUTO ISTRUZIONE SUPERIORE A.VOLTA	Italy	1	2	0 - 99 km	0.00	0.00
E10174844	ISTITUTO ISTRUZIONE SUPERIORE A.VOLTA	Italy	1	3	100 - 1999 km	575.00	1,725.00
E10174844	ISTITUTO ISTRUZIONE SUPERIORE A.VOLTA	Italy	1	2	100 - 1999 km	575.00	1,150.00
E10174844	ISTITUTO ISTRUZIONE SUPERIORE A.VOLTA	Italy	1	2	>= 2000 km	760.00	1,520.00
E10174844	ISTITUTO ISTRUZIONE SUPERIORE A.VOLTA	Italy	1	2	0 - 99 km	0.00	0.00
E10174844	ISTITUTO ISTRUZIONE SUPERIORE A.VOLTA	Italy	1	2	100 - 1999 km	575.00	1,150.00

E10174844	ISTITUTO ISTRUZIONE SUPERIORE A.VOLTA	Italy	1	2	0 - 99 km	0.00	0.00
E10174844	ISTITUTO ISTRUZIONE SUPERIORE A.VOLTA	Italy	1	2	0 - 99 km	0.00	0.00
E10174844	ISTITUTO ISTRUZIONE SUPERIORE A.VOLTA	Italy	1	2	0 - 99 km	0.00	0.00
E10174844	ISTITUTO ISTRUZIONE SUPERIORE A.VOLTA	Italy	1	2	100 - 1999 km	575.00	1,150.00
E10174844	ISTITUTO ISTRUZIONE SUPERIORE A.VOLTA	Italy	1	2	100 - 1999 km	575.00	1,150.00
						<b>Total</b>	<b>49,185.00</b>

#### 7.4. Intellectual Outputs

This section doesn't apply for this project

#### 7.5. Multiplier Events

This section doesn't apply for this project

#### 7.6. Learning/Teaching/Training Activities

This section doesn't apply for this project

#### 7.7. Special Needs Support

This section doesn't apply for this project

#### 7.8. Exceptional Costs

This section doesn't apply for this project

#### 7.9. Exceptional costs - Guarantee

This section doesn't apply for this project

## 8. Annexes

additional documents that are mandatory for the completion of the report;

Please note that all documents mentioned below need to be attached here before you submit your form online. Before submitting your report to the National Agency, please check that:

- all necessary information on your project have been encoded in Mobility Tool+
- The report form has been completed using one of the mandatory languages specified in the Grant Agreement.
- you have annexed all the relevant documents:
- the Declaration of Honour signed by the legal representative of the beneficiary organisation.
- the necessary supporting documents as requested in the grant agreement.
- You have saved or printed the copy of the completed form for yourself.
- you have uploaded the relevant results on the Erasmus+ Project Results Platform:

### List of uploaded files

- Minutes\_EXPECT\_PLA\_Vienna\_12\_13\_Jan\_2023.pdf  
0.51 Mb  
25 minutes ago
- Minutes EXPECT 10thPLADen Bosch.pdf  
0.39 Mb  
24 minutes ago
- DeclarationOfHonour-25072023124914\_FB, signed.pdf  
0.20 Mb  
a minute ago
- All Newsletters and Blogs Expect.pdf  
0.28 Mb  
17 minutes ago
- Expect blog Eddie Den Bosch .pdf  
0.07 Mb  
16 minutes ago
- EXPECT\_Full Dissemination\_Report\_June\_2023.pdf  
0.58 Mb  
15 minutes ago
- 220921-22 Minutes 7th PLA\_meeting EXPECT-Frosinone.pdf  
0.34 Mb  
42 minutes ago
- Minutes 6th PLA Finland Expect.pdf  
0.32 Mb  
42 minutes ago
- Minutes Expect 9th PLA Bilbao23-03-2023.pdf  
0.21 Mb  
41 minutes ago
- Expect Collated information Q1-12.pdf  
0.26 Mb  
13 minutes ago