

SUSTAINABILITY STRATEGIES

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EXECUTIVE SUMMARY

This deliverable R6.8 describes the Active8-Planet sustainability strategies to ensure continuous availability and transferability of Active8-Planet results and to sustain the activities and partnership also beyond the project lifetime.

Specifically, the strategies address the following key questions:

- (1) How the Active8-Planet approach & methodology will be integrated in existing HEI study programmes and curricula,
- (2) How will the partnerships be sustained?
- (3) Which specific results, activities and tools will be sustained and how?

To identify and develop strategies for sustaining relevant project activities and partnership cooperation after the funding period, the Active8-Planet has established a special **“sustainability / transferability task force”** that was composed of all consortium partners. The starting point of our task force work was to identify the Active8-Planet’s **key exploitable results (KERs)** as the outcomes or findings from the project that have the long-term potential to be leveraged, utilized, or even commercialized for various purposes – e.g., teaching, research & development work, interdisciplinary and cross-sectoral projects, implementing planet-centred principles in existing practices etc. In our case, the “exploitability” emphasized the practical utility and potential for further development or application (and should not have a negative connotation, as advised by one partner at the very beginning of our work). In general terms, the key exploitable results of the Active8-Planet project represent tangible benefits, (planet-centred) innovations, and advancements that will be applied in real-world scenarios after the funding period.

The task force work involved a systematic, continuous, and iterative assessment of KERs, their potential for sustainable application, commercialization, or broader utilization. The steps for identifying the Active8-Planet KERs in the frame of the task force were:

1. Re-assessing the Active8-Planet project original objectives, milestones, and envisioned impacts as set in the application form.
2. Continuous identification and re-assessment of the stakeholders’ (potential users of KERs) needs and requirements. This was mainly done in a qualitative manner through interviews and discussions with key stakeholders identified in the Dissemination strategy (R6.1).
3. Continuous assessment of practical utility, sustainability potential, and applicability of different Active8-Planet activities, partnership cooperations, results, and outcomes. This step also involved identification of real-world scenarios in which the KERs could be applied to solve problems, improve processes, or create value. In addition, the intellectual property rights and open-access requirements have been explored and discussed.
4. Direct engagement of stakeholders (potential users of KERs). This step involved consultations with other project team members, external stakeholders, and domain experts (advisory board). The insights collected helped the task force in identifying the potential impacts, avenues for additional exploitation & development, and prioritizing KERs with wide applicability and sustainability potential.
5. Using the Active8-Matrix to evaluate potential social and environmental impacts of KERs. In line with the principle of “practice what you preach”, the task force used the Active8-Matrix to assess, understand, and describe the impacts of KERs that address

societal challenges or promote environmental sustainability, which might attract additional attention and support from external stakeholders (future users).

6. Assessing the readiness for implementing the KERs. This step involved continuous assessment of factors such as scalability, adaptability, and the feasibility of integrating the Active8-Planet activities, outcomes and collaborative opportunities into existing higher education systems or organizational processes. The issues have been identified which fed further development and refinement of KERs.
7. Documenting and communicating the results of the task force. We used the Dissemination and Exploitation Impact Report (R6.7) to measure and document the general and specific impacts with quantitative and qualitative indicators. The results of the task force have been communicated at consortium and work package meetings.

To ensure long-term sustainability of results and cooperation activities, the Active8-Planet project has developed 6 overarching sustainability strategies (see Chapter 1). In addition to overarching sustainability strategies (see Chapter 1) and KERs (see Chapter 2), each university has identified one key sustainability strategy to sustain relevant project activities and partnership cooperation after the funding period (see Chapter 3).

The respective deliverable has been developed in a form of a living document, updated throughout the duration of the project – based on the evaluation results, iterations, and recommendations from “sustainability / transferability task force”. The results of the deliverable were directly used for the interim and final report.

1 SUSTAINABILITY STRATEGIES

1.1 Integration of Active8-Planet methodology in existing/new study programmes of university partners

Each university partner will continue with the implementation of the Active8-Planet learning cycles also after the funding period, starting with the study year 2024/2025. To achieve sustainable integration, the Active8-Planet learning cycle approach and methodology will be customized to specific administrative and study requirements of participating universities.

1.2 Implementing new Active8-Planet case studies with existing or new partners on national/regional basis

Due to identified impacts of the Active8-Planet university-business collaboration and planet-centred development principles, the Active8-Planet partners will continue with the research and development activities also after the funding period. The specific case studies which will be formulated around concrete societal and environmental challenges together with participating industry and non-academic partners, will be redefined and reshaped to allow continuation of R&D work initiated within Active8-Planet.

1.3 Active8-Planet Ambassadors (the “Planateers”)

From the perspective of the Active8-Planet community, Active8-Planet is not considered as a European funded project in its conventional meaning – having a start and end date – but rather as a movement that continues also after the funding period.

The most crucial and overarching purpose and difference that the Active8-Planet project aims to bring about is the paradigmatical shift in individual and collective mindsets: firstly moving from the expert mindset to the people-centred mindset, and from the people-centred to the planet-centred mindset (i.e., from egoistic mindset, in which we put solely ourselves in the centre, to the more eco-driven mindset, in which we put our planet in the main focus). Through our project activities we are raising the first cohorts of active and passionate individuals – the so called “Planeteers”.

The evaluation results demonstrate that these students became the biggest ambassadors of the Active8-Planet project, spreading the Active8-Planet mission and sharing their practices and gained benefits to other students and broader (certain testimonials can be found in the video gallery: <https://active8-planet.eu/video-gallery/>). Because of their engagement, they became role models for other students who applied to participate in the learning cycles.

1.4 The Active8-Planet Toolkit

The Active8-Planet Toolkit incorporates Methodology and Resource Book, Activation Model, Evaluation Strategy, Policy Recommendations and Sustainability Model, and Active8-Planet Trainings.

Widely disseminated and promoted as the key result of the project, providing a complete guidance to designing and implementing the Active8-Planet learning model, specifically targeting HEIs. The Toolkit is available on the project website, as well as on partners' organisational websites. In addition, it is used as a reference and resource in other European projects, in which Consortium partners are involved, and in Trainings delivered by partners after project completion.

1.5 The Active8-Planet Matrix

A challenging aspect in the Active8-Planet teaching/learning model is that each 7+1 team (and team member) should feel confident in integrating the three Active8-Planet core guiding agendas (EU Green Deal, UN SDGs & Ethics) in the exploration of the challenge and along the research and analysis process and the concept/intervention development, while stepping (partly) outside the comfort zone of their own domain of expertise. This demands for the complex combination of broadening their view on the topic under study and getting a focused scope to finally end up with a concrete concept or intervention. Therefore, we have developed the Active8-Matrix which serves as the basic canvas for the guiding, monitoring, and assessment of the concept development in the subsequent stages of the learning cycle. The co-design and implementation of the Active8-Matrix was carried out in transnational settings in which all project and 7+1 team members equally contributed towards realizing and achieving a more holistic perspective of respective case study challenges. A first transformational learning step was realized when the 7+1 team members became aware of the broader social and ecological impact and interrelations at transnational levels.

1.6 Specialized trainings and consultancy on “How to make your own Active8-Planet project”

Specialised trainings, developed and tested already during the project lifetime (e.g. training for servant-leaders; training on planet-centred development approaches). Partners will offer these trainings to other HEIs, companies, or other organisations (conference workshops, public sector capacity building, student workshops etc.), transferring best practices and key project results.

2 ACTIVE8-PLANET KEY EXPLOITABLE RESULTS

Deliverable/tool	Description	Target groups/potential beneficiaries
7+1 Team Projects	<p>Interdisciplinary and cross-sectoral teams composed of students, university teachers/researcher, and non-academic representatives (industry, civil society, NGOs etc.) jointly collaborate addressing real-life industry, societal and environmental challenges. The +1 represents the servant leader as “primus inter pares” facilitating the teamwork. All sustainability strategies described in 5.1 incorporate the sustainable continuation of the 7+1 team projects in different formats, mainly as part of existing higher education courses.</p> <p>Through the 7+1 team projects, the Active8-Planet begun enabling students to gain valuable practical and transversal skills that complement their theoretical education. More specifically, students adopt an applied perspective, especially by incorporating business and/or non-academic requirements in research design. Students are taught to carry out experiments by working alongside company employees and gaining qualitative insight in their daily work and business processes.</p>	Students, higher education teachers and course leaders, non-academic representatives
Specialized trainings and consultancy	<p>As a strategy to sustain and enlarge the Active8-Planet community, the consortium members proposed the idea of co-designing and jointly implementing the “How to make your own Active8-Planet project” consultation and trainings. Therefore, Active8-Planet project developed a format of specialized trainings lasting from 1 to 5-days, depending on the requirements. Trainings were developed and evaluated in the context of Active8-Planet learning cycles and are customized to specific target audiences. Depending on the target audience, the trainings follow different aims and formats. Active8-Planet team members act as consultants to present the lessons learnt and provide recommendations to ensure sustainable integration of the Active8-Planet approach or specific results into higher education and non-academic environments. In addition to European contexts, the Active8-Planet trainings have been also implemented outside of Europe in the frame of three ongoing Erasmus+ Capacity Building projects: HAPPY (with</p>	Higher education teachers and course leaders, non-academic representatives, trainers.

	Bhutanese universities, https://active8-planet.eu/news/ctive8-planet-workshop-in-bhutan-empowering-stakeholder-projects/), INSSPIRE (with Kenyan and Ugandan universities), and STRIPES (with Lebanese vocational education & training centres).	
Servant Leadership Trainings	As an extension/unique part of specialized trainings and consultancy (described previously), the servant leadership trainings are offered with a specific purpose to train the servant leaders who facilitate the work in 7+1 project teams. More in: https://active8-planet.eu/news/servant-leadership-active8-planet/	Higher education teachers and course leaders, non-academic representatives, trainers, future servant leaders.
Policy Recommendations	The Active8-Planet project serves as a catalyst for transforming higher education by embracing innovative learning methodologies, fostering interdisciplinary collaboration, and nurturing a generation of students equipped to address global environmental & sustainability challenges – an alignment that strongly resonates with the objectives outlined in the Knowledge Alliances (Key Action 2), Higher Education Modernisation Agenda and ET 2020 strategy. The policy recommendations summarize the key insights from the Active8-Planet to influence the strategic developments in higher education on a systemic level (at national and broader EU level). The policy recommendations and the Active8-Planet approach in general were identified as a successful practice by the European Commission, DG Research & Innovation, contributing to citizen engagement for knowledge valorisation. The Active8-Planet was part of the Core Group of the Community of Practice on citizen engagement for knowledge valorisation, developing the respective code of practice. More: https://active8-planet.eu/news/eu-workshop-on-fostering-knowledge-valorization-through-citizen-engagement/	Higher education management, National ministries for higher education, EU Commission
Active8-Planet Board/Card Game	Since its inception, the Active8-Planet Board/Card Game has been designed with the overarching aim of disseminating the project's principles and concepts on a wider European scale, even beyond project's initial duration. Specifically tailored to engage and inspire the younger demographic, the game seeks to acquaint and sensitize youth to environmental activism and foster a sense of multi-stakeholder collaboration. "Instead of distributing T-shirts with the project's logo on them, let's use our game, not only for marketing, but also for educational purposes," as explained by one of the "sustainability / transferability task force" members. Non-	Students, pupils, broader public

	exclusive copyright licence was granted to a specialized company for marketing purposes, thus ensuring the Active8-Planet Board Game’s sustainability after the project ends.	
Active8-Planet Toolkit	The Active8-Planet toolkit incorporates the following KERs: (1) Active8-Planet Methodology, (2) Active8-Planet Resource Book, (3) Activation Model, (4) Evaluation Strategy, (5) Policy Recommendations, and (6) Sustainability Model. We have designed the Active8-Planet trainings to use these different parts of the toolkit as training material, providing a complete guidance to designing and implementing the Active8-Planet learning model, specifically targeting Higher Education Institutions.	Higher education institutions (teachers, course leaders, management)
Active8-Planet Canvases	Six different Active8-Planet canvasses facilitate and guide the preparation for each of the six phases of the 7+1 team projects. They can be used also individually, depending on the stage of a project. The MIRO board offers continuous access to Active8-Planet canvases. The canvases are also used in specialized trainings on “How to make your own Active8-Planet project” and other transferability workshops.	Higher education teachers and course leaders, non-academic representatives, trainers.
Active8-Matrix	The Active8-Matrix serves as a guiding, assessment, and monitoring tool to aid 7+1 Teams to develop planet-centred concepts and interventions that are aligned with the core guiding agendas – i.e. UN Sustainable Development Goals, the European Green Deal and Ethics in Research & Development. As such, it represents one of the KERs which is directly integrated into existing study courses (Hasselt University is the pioneering example), but also serving as a tool for non-academic projects to continuously assess their desired and undesired impacts in relation to SDGs.	Higher education teachers and course leaders, non-academic representatives
Active8-Planet Website	The website will be maintained after the project ends and will continue to be updated also in the future. It will serve as a promotional tool for presentations, providing access to the Active8-Planet animation, newsletters, and deliverables.	Higher education teachers and administration, students, industry representatives, Active8-Planet community, broader audience.
The REBEL programme	The REBEL research programme led by the Halmstad university represents the key sustainability platform and direct outcome of the Active8-Planet project. Under the REBEL programme, the Active8-Planet partnership will be sustained after the project end, especially between Halmstad,	Active8-Planet consortium members and participating students

	Hasselt, IRI UL, and Volvo (what the REBEL funds currently allow, but on the long run, we anticipate that also other partners will be able to join). The REBEL established several Living Labs – local collaboration and development arenas – by building networks with local actors, stakeholders from the public and business sectors, as well as the people who live on the site. In the labs, we co-create products, services, and experiences for the future with the support of new technologies.	
Active8-Planet Ambassadors – the “Planeteers”	The Active8-Planet project raised first cohorts of passionate and environmentally cautious individuals, who were involved in the 7+1 team projects in Slovenia, Belgium, the Netherlands, and Sweden. The evaluation results demonstrate that these students became the biggest ambassadors of the Active8-Planet project, spreading the Active8-Planet mission and sharing their practices and gained benefits to other students and broader (certain testimonials can be found in the video gallery: https://active8-planet.eu/video-gallery/). Because of their engagement, they became role models for other students who applied to participate in the second learning cycle (as being told by several of them). Some students became employed in different organizations – also due to their experiences and involvement in 7+1 teams (e.g., Slovenian anthropology student has been hired by a Slovenian Institute in the field of building and civil engineering due to their applied ethnographic skills demonstrated in the Active8-Planet). Some Planeteers became friends and continue to meet online through the Active8-Planet Collaboration Arena (as reported).	Active8-Planet students, participating in 7+1 team projects
Sustainable Development Goals Academy	Active8-Planet project and Amsterdam Sustainability Institute are organizing lecture series highlighting each of the 17 United Nations Sustainable Development Goals (SDGs). We are interviewing prominent and brand-new scientist on their work in a specific SDG in 17 different sessions. We are challenging them to translate their academic research into practice and find the golden lining, upbeat and positive message to share with the world from their work. The Academy will continue also after the project end, in continuous collaboration between IRI UL, VUA, and Amsterdam Sustainability Institute.	Sustainability experts, broader public

3 INDIVIDUAL SUSTAINABILITY STRATEGY

In addition to KERs (as described in table 5.2), each university has identified one key sustainability strategy to sustain relevant project activities and partnership cooperation after the funding period:

Halmstad University: The Active8-Planet has directly contributed to the development of the **REBEL (Re-Imagining Future Smart Living – beyond the Living Lab) research programme** at the Halmstad University within the focus area “Smart Cities and Communities”. The REBEL is part of Halmstad University’s investment in multidisciplinary research programmes to strengthen the University’s profile and takes a design ethnographic perspective on smart and sustainable urban development. The REBEL presents the continuation of the Active8-Planet partnership, i.e., the Active8-Planet coordinator IRI UL, the REBEL programme leader Halmstad University, and partners Hasselt university and Volvo cars will extend their collaboration forming interdisciplinary teams of students, professors, and non-academic professionals working on real-life cases within the area of Smart Cities and Communities. In addition, the Active8-Planet model, methodology, and matrix form the basis for the team project work and the implementation of the planet-centred development principles in the REBEL Living Labs – local collaboration and development arenas – by building networks with universities, local actors, stakeholders from the public and business sectors, as well as the people who live on the site. Overall, the continuation of the Active8-Planet in the context of the REBEL programme is about how socially and environmentally sustainable smart cities and communities can be promoted in a participatory and responsible way that takes social and local values and know-how into account. The member of the Active8-Planet advisory board, Prof Sarah Pink, is also the initiator and active participant in the REBEL programme.

Vrije University Amsterdam (VUA): For the post Active8-Planet period, the VUA will internally continue with involving students to work on the community garden at VU Campus in the frame of the third Active8-Planet learning cycle (implemented in the context of the existing study programme at the department of Social and Cultural Anthropology). The garden is expected to improve the connection between humans and nature, enhance biodiversity, contribute to climate adaptation, and provide an experimental platform for practical scientific research and education. In addition, VUA succeeded in channelling their efforts during the Active8-planet project into a new **Msc track “Professional Anthropology”**. Based on the evaluation insights from the Active8-Planet project, they use the Active8-Planet toolkit for the expectation management when communicating with external stakeholders and students. This new track boosts the anthropology education program by allowing students to conduct research collaboratively. Before, the students did the research departing from research questions with origins in theoretical debates; in the new track questions originate from collaboration with stakeholders. The new track has already started in September 2023 and will continue to be a staple part of the VUA education. (For more information: <https://active8-planet.eu/news/designing-a-new-masters-track-based-on-the-experience-in-active8-planet/>)

Hasselt University: The main sustainability strategy of the Hasselt university lies in integrating the **Active8-Matrix** into their existing study courses, starting with Building physics and Technical Installations (Bachelor in Architecture); Comfort and Energy (Bachelor and Masters in Architecture), Research seminar: circular buildings (Bachelor and Masters in Architecture), Theory & Reflect studio Beyond Borders (Post-graduate). Moreover, the Active8-Matrix at Hasselt does not only involve integration of its methodologies into the courses & projects with external stakeholders, but also embedding

them as integral components within university comprehensive educational and management approach. The sustainability of the Active8-Planet mission encompasses curriculum development, faculty training (in Active8-Matrix principles), administrative policies, and institutional culture. Active8-Planet project contributed to incorporating the sustainability principles holistically (and not only at course & 7+1 team projects level); therefore, Hasselt university will aim to ensure that every facet of education and management aligns with and promotes the Active8 planet-centred development principles, thereby fostering a culture of sustainability across the institution. Prof Griet Verbeeck, the institutional lead within the Active8-Planet already devised a strategy for the university sustainability steering group and identified the preliminary group of enthusiastic employees (the Active8 Ambassadors) to incorporate the Active8 planet-centred development principles into their existing teaching and working practices – starting with the Active8-Matrix as the key development and assessment tool for 7+1 project teams. In addition, the Active8-Planet will continue in the frame of regular planet-centred hackathons at Hasselt bringing together diverse stakeholders to ideate, innovate, and jointly develop solutions to complex sustainability challenges within a condensed timeframe.

University of Ljubljana, Faculty of arts, Department for ethnology and cultural anthropology: The Active8-Planet partnership between the coordinator, IRI UL and the Department for ethnology and cultural anthropology (University of Ljubljana, Faculty of arts) will be sustained also after the project funding in the frame of two study courses: (1) **“Epistemology of Everyday Life”** (first semester), postgraduate module as part of the MA Ethnology and Cultural Anthropology study programme. Respective module is combined with a study seminar **“Anthropology of complex systems”** which presents the practical part of study process, i.e. ethnographic field work in cooperation with an industry partner. This course presents a stable platform to continue with the Active8-Planet 7+1 team projects starting in October 2024; (2) **“Epistemology of Everyday Life”** (second semester), postgraduate module as part of the **CREOLE (cultural differences and transnational processes) European Joint MA Programme in Social and Cultural Anthropology**. CREOLE is a Joint European Master Degree in Social and Cultural Anthropology. CREOLE encourages student mobility within Europe by offering study opportunities across six European countries. It is designed for international students wishing to specialise in topical areas of applied anthropology. As such, the respective module offers a suitable and sustainable platform for Active8-Planet learning approach offered to international students that aim to implement their ethnographic knowledge in practice, working on real-life challenges in cooperation with industry. 5 Active8-Planet members (Gregor Cerinšek, Ana Svetel, Veronika Zavratnik, Sara Arko and Dan Podjed) will be engaged in the CREOLE programme from April 2024 onwards.

Institute for Innovation and Development of the University of Ljubljana (IRI UL): IRI UL will continue with the implementation of the 7+1 team projects in the context of the accredited extracurricular course **“Real-life learning lab”** to enhance interdisciplinary cooperation between students of different University of Ljubljana faculties that are engaged in real-life challenges of industrial and societal environment. Interdisciplinary teams work under the mentorship of university teachers and industry representatives. As an experiential, problem-based and project-based learning platform, the course represents a sustainable outcome of the Active8-Planet project. Moreover, the Active8-Planet model and learning approach are being transferred to other non-European contexts in the frame of three ongoing Erasmus+ Capacity Building projects: HAPPY (with Bhutanese universities), INSSPIRE (with Kenyan and Ugandan universities, but also from broader South-South and Triangular Cooperation (SSTC) Network involving universities from Ghana, Benin, and South Africa), and STRIPES (with Lebanese vocational education & training centres).