

MISSIONE 4  
ISTRUZIONE  
RICERCA

# PROPOSTA PROGETTUALE ALLEGATO 1



Finanziato  
dall'Unione europea  
NextGenerationEU



Ministero  
dell'Università  
e della Ricerca



Italiadomani  
PIANO NAZIONALE  
DI RIPRESA E RESILIENZA



## AVVISO PER LA CONCESSIONE DI FINANZIAMENTI DESTINATI A INIZIATIVE EDUCATIVE TRANSNAZIONALI - TNE – D.D. n.167 del 3 ottobre 2023

*Piano Nazionale di Ripresa e Resilienza (PNRR) – Missione 4 – Componente 1 “Potenziamento dell’offerta dei servizi all’istruzione: dagli asili nido all’università” – Investimento 3.4 “Didattica e competenze universitarie avanzate”, Sotto-investimento T4 “Iniziative Transnazionali in materia di istruzione”, finanziato dall’Unione europea – NextGenerationEU.*

### PROJECT PROPOSAL

*(art. 8, par. 7 of the Notice)*

#### Structure of the Proposal

As to the participation in the selection process the Project Proposal must be completed as follows.

The Proposal consists in:

#### Part A: General and Administrative Information

- General Information of the Project
- List of Participants

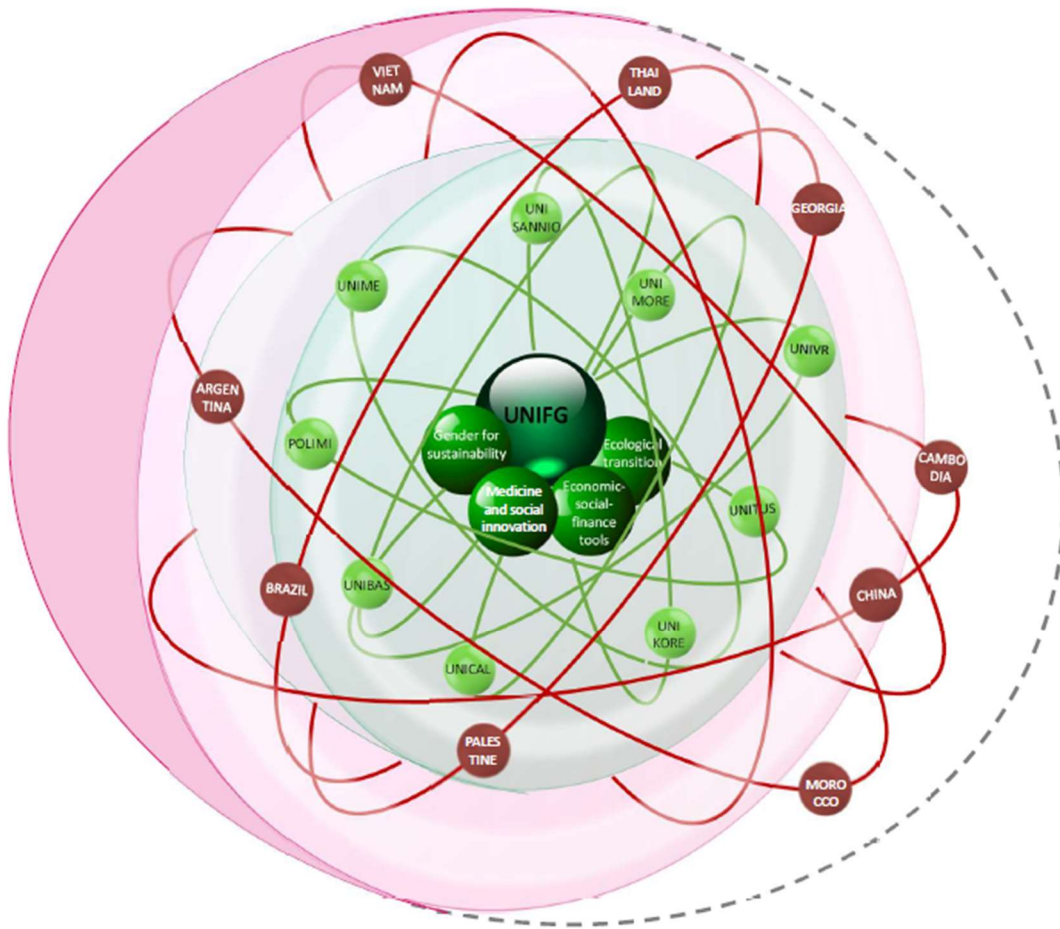
#### Part B: Application Form

- Objectives and expected results
- Concept and Methodology
- Work Plan
- Economic and Financial sustainability profile
- Characteristics of the Partners involved in the project

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**Fig. 1: GPS<sup>Education</sup> Green & Pink for Sustainable Education\_Proposal**





## PART A - GENERAL AND ADMINISTRATIVE INFORMATION

### 1. General Information of the Project

Project Title: **Green & Pink** for Sustainable Education



Acronym: GPS<sup>Education</sup>

Start date of the project: 1<sup>st</sup> September 2024

Duration in months: 19

Project total amount (euro/€): € 2.019.234,20

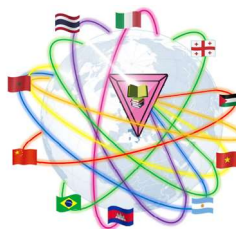
Project amount to be located in “Mezzogiorno” Regions: € 1.377.339,56

### 2. List of Participants

List of participating members of the Partnership/Consortium/Foundation: private or public Universities.

Once filling in the information in the schedule below, the first row has to be filled by the coordinator of the project, in bold type

N.	University Name + <i>Scientif Resp</i>	University Acronym	Type <i>Private or public University</i>
1	University of Foggia (South Italy) <b>Mariantonietta FIORE</b>	UNIFG	Public
2.	University of Messina (South Italy) <b>Tindara ABBATE</b>	UNIME	Public
3.	University of Basilicata (South Italy) <b>V. TRAMUTOLI</b>	UNIBAS	Public
4.	University of Sannio (South Italy) <b>Concetta NAZZARO</b>	UNISA	Public
5.	University of Calabria (South Italy) <b>Janna SMIRNOVA</b>	UNICAL	Public



6.	University of Enna Kore (South Italy) <b>Ilaria FRANA</b>	UNIKORE	Private
7.	University of Tuscia (Center Italy) <b>A. FUSI</b>	UNITUS	Public
8.	Polytechnic of Milan (North Italy) <b>Raffaella BRUMANA</b>	POLIMI	Public
9.	University of Verona (North Italy) <b>F. GAMBIN</b>	UNIVR	Public
10.	University of Modena and Reggio Emilia (North Italy) <b>E. FRANCIA</b>	UNIMORE	Public



Please indicate the details of the possible foreign associate members (non-beneficiaries) of the Partnership below:

*Associate members*

<i>N.</i>	<i>Name of the associate member</i>	<i>Acronym of the associate member</i>	<i>Country</i>	<i>Doc</i>	<i>With</i>
1	Faculdades Católicas Sponsor of Pontifical Catholic University of Rio de Janeiro	PUC-Rio	Brazil	Agreem	UNIVR
2	Universidade de Caxias do Sul	UCS	Brazil	Agreem	UNIVR
3	Universidade de Passo Fundo	UPF	Brazil	Agreem	UNIVR
4	Universidade Federal de Viçosa	UFV	Brazil	Letter	UNIMORE
5	Universidade de Brasilia / Faculdade UnB Gama	UnB	Brazil	Letter	UNISAP
6	Federal University of Catalão	UFCAT	Brazil	Letter	UNIMORE
7	Federal University of Paraíba	UFPB	Brazil	Letter	UNIMORE
8	Federal University of Technology - Paraná	UTFPR	Brazil	Letter	UNIMORE
9	Universidade Estadual de Maringá	UEM	Brazil	Agreem	UNICAL
10	Universidade Estadual de Maringá	UEM	Brazil	Letter	UNICAL



11	Facultade Instituto Rio De Janeiro	FIURJ	Brazil	Agreem	UNIME
12	Fundação Universidade Federal de Mato Grosso Do Sul	UFMS	Brazil	Letter	UNIFG
13	University of Campinas	UNICAMP	Brazil	Letter	UNIMORE (2)
14	Universidade Federal de Minas Gerais	UFMG	Brazil	Letter	UNISAP
15	Fundacion H. A. Barcelo Faculty of Medicine	UBarcelo	Argentina	Agreem	UNIVR
16	Universidad Torcuato di Tella	UTDT	Argentina	Agreem	UNIVR
17	University of Buenos Aires, Facultad de Ciencias Economicas	UBA	Argentina	Letter	UNICAL
18	University of Buenos Aires, Facultad de Ciencias Economicas	UBA	Argentina	Agreem	UNICAL
19	Universidad Nacional del Noroeste de la Provincia de Buenos Aires	UNNOBA	Argentina	Letter	UNIMORE
20	Universidad Nacional del Sur	UNS	Argentina	Letter	UNISAP
21	Universidad Nacional de Mar del Plata / Facultad de Ciencias Agrarias	UNMdP	Argentina	Letter	UNISAP
22	Universidad Nacional de la Plata	UNLP	Argentina	Letter	UNISAP
23	Universidad Nacional de Córdoba	UNC	Argentina	Letter	UNISAP



24	Universidad Torcuato di Tella	UTDT	Argentina	Letter	UNIMORE
25	Hanoi University	HANU	Vietnam	Letter	UNIFG, UNITUS
26	Hanoi University	HANU	Vietnam	Agreem	UNIME, UNITUS, UNICAL (2), UNIKORE (2)
27	Ton Duc Thang University	TDTU	Vietnam	Letter	UNICAL
28	Ton Duc Thang University	TDTU	Vietnam	Agreem	UNICAL
29	Posts and Telecommunications institute of Technology	PTIT	Vietnam	Agreem	UNIME
30	Beijing Jiaotong University	BJTU	China	Agreem	UNIME
31	Tianjin Foreign Studies University	TFSU	China	Agreem	UNIME
32	Jining University	JNU	China	MoU	UNIFG
33	Georgian Technical University	GTU	Georgia	MoU	UNIFG UNITUS POLIMI UNISAP UNIBO
34	Georgian Technical University	GTU	Georgia	Letter	UNIFG
35	Tbilisi State Medical University	STMU	Georgia	Letter	UNIFG
36	Akaki Tsereteli State University	ATSU	Georgia	Letter	UNIFG





37	Iakob Gogebashvili Telavi State University	TeSaU	Georgia	Letter	UNIFG
38	Batumi Shota Rustaveli State University	BSU	Georgia	Letter	UNIFG
39	University of Nairobi Faculty of Science and Technology / Department of Physics	UoN	Kenya	Letter	UNISAP
40	Machakos University	MksU	Kenya	Letter	UNISAP
41	Ecole National Superieure des Mines de Rabat	ENSMR	Morocco	Letter	UNIBAS
42	Kenyatta University	KU	Kenya	Letter	UNITUS
43	Palestine Technical University-Kadoorie	PTU	Palestine	Letter	UNIBAS
44	University of Birzeit	BZU	Palestine	Agreem	UNIME
45	Prince of Songkla University	PSU	Thailand	Letter	UNITUS
46	Phnom Pehn International University	PPIU	Cambodia	Letter	UNITUS
47	Universidade Federal de Minas Gerais	UFMG	Brazil	Letter	UNISAP

## PART B - APPLICATION FORM

*In this section, please declare: the objectives and expected results of the project (see section 1), the planned activities, the description of Work packages (see section 2 and 3), and the financial and economic sustainability profile (section 4).*



## 1. Objectives and expected results

*Please, describe and motivate the objectives of the project and highlight the expected results in terms of innovation, internationalization, cooperation and promotion of academic programs. In addition, describe the overall project model in order to explain how this will enable to reach the project's objectives.*

*In particular, in the section below, describe the objectives of the project, which should be specific, measurable, achievable, realistic and time-based. Objectives should be consistent with the expected exploitation and impact of the project.*

*Please be specific and provide only information that applies to the proposal and its objectives. Wherever possible, use quantified indicators and targets.*

**(Max 5000 characters)**

The **Green&Pink** for *Sustainable Education* project aims to enhance international cooperation among Italian universities and international universities. The main objective is to promote education and continuous training actions focusing on the concept of sustainability explored through different perspectives, approaches, research lines. The project addresses the transversal principles envisaged by the PNRR and by the Gender Equality Plan, such as, the principle of contribution to **the climate and digital goal (GREEN)** and **the principle of gender equality (PINK)**, the obligation to **protect and enhance young people and the overcoming of territorial diversity**. The partnership is composed of 10 Italian Universities from South (6), Centre (1), North (3). Starting from consolidated relationships of the partnership this cooperation will develop transnational educative initiatives in the involved countries. The latter were selected in line with the project's purpose and in continuation of previous collaborations (agreements, projects, networks and engagement with the Italian community abroad) in countries with a major presence of Italian Communities (Brazil and Argentina), in strategic areas (Morocco), least developed countries (Cambodia), Asian continent countries (Georgia, Vietnam, China, Thailand and Palestine). The project unfolds across 4 substantive dimensions (target):

1. Ecological transition, land degrad-regeneration, Earth Observ monitoring, cultural landscapes, Natural Based Solution, Water Waste-recycling;
2. Economic-social-finance tools to decrease land degradation and revitalise rural marginal areas;
3. Medicine and social innovation with a keen emphasis on gender equality and on digital green tools;
4. Gender for sustainability, tech innovation and innovative teaching.

The project includes the mobility of about n. 185 incoming/outgoing students and n. 150 lectures; the realisation of 2 Specialized Academies Post-Graduated Masters, 1 Transversal Advanced course, 1 Advanced Emerg Medic skills course. The project also includes the consolidation of 1 Double Degree.

The outcomes can be articulated in terms of innovation, internationalization, cooperation and promotion of academic programs:

- **Innovation**: transnational educational initiatives will deal with several models, concepts, sectors (econ, humanities, medic, agroecosystems, ecology..) related to the concept of sustainability: indeed, the logo has the shape of a **diamond/atom** that spreads light towards the involved countries. Furthermore, the innovative aspect extends to the project leadership with 6 out of 10 women as the scientific

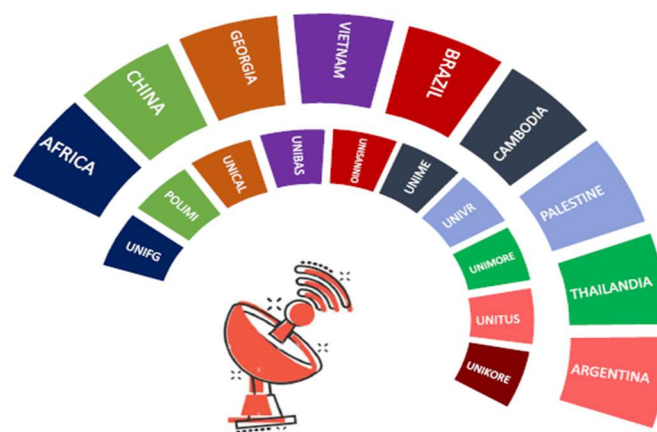


responsible, emphasising **Gender equality** that will be guaranteed also during the project (n. students and n. lecturers).

- **Internationalisation**: different Italian regions, different countries and different areas and levels of economic-social development. In addition, all the Universities represent a coral proposal as each University partner has collected the interests of several departments (e.g. the Lead Partner will contribute with 6 Dep: Econ, Manag and terr (DEMET), Medic, Human (DISTUM), Law and Agric Sciences, Natural resources and Engin (DAFNE).
- **Cooperation and promotion of academic programs**: starting from previous networks of the 10 Universities, the project aims to promote **innovative green academic programs** and new educative ways of networking in countries not often involved in projects (Palestine and Morocco) and **transversal training against violence of women**.

The title **Green&Pink for Sustainable education** has different important meanings, strengthened by the acronym: GPS means global positioning system and was born from the need of USA armed forces to operate in every corner of the world that it replaced the traditional ground transmitting stations with artificial system in orbit. Like the signal that are transmitted from a satellite to another in the global positioning system, the project will transmit “signal” among the Italian and international universities involved in the project to connect different parts of the world. ‘Education’ is expressed like a mathematical power in order to highlight its multiplicative role to increase the level of internationalization. ‘Green’ represents sustainability and is the recursive adjective/colour used in public debut, international strategies, research and so teaching [4,5,8,10,17 *SDGs (UN, 2021);NRRP (2021);Green Deal (2019)*]. Gender equality perspective is included and it is another central global theme also dealt by SDGs’ objective 5 (2021). ‘Pink’ has different meanings beyond to individuate the female gender: the color ‘Pink’ was born in 700 D.C. and it individuates a bold and strength colour but also it is a symbol of hope, safety and optimism. Finally, to build trust and long-term relationships around the world within a **Green&Pink** context, *with a focus also on combating violence against women*, is a paramount GOAL of this proposal.

**Fig. 2:** GPS<sup>Education</sup> in the image of GPS (Partners and Associate Partners)





## 1.1. Scale and Significance baselines, benchmarks, and assumptions

*In this section, please indicate both the extension and dimension of the project in terms of budget, activities to be carried and where, numbers of students involved in the projects, to evaluate the impact that each action has on the project.*

Scale & Significance
<p>The project has a significant extension and dimension (equal to € 2.019.234,20) thanks to the several transnational educative initiatives to be carried along the schemes identified by the partnership of the project (in line with the art.5 co. 2 of the MUR-PNRR call). The project will include the following schemes (and here we highlight the <u>numbers of students involved in the projects to evaluate the impact that each action has on the project in 18 months</u>):</p> <p><b>A. Students' mobility. <u>Study</u> coordinates for Green and Pink sustainable education</b></p> <ul style="list-style-type: none"> <li>- INcoming mobility to the 10 Italian Universities of BS, MS and PhD students from Vietnam, Thailand, Cambodia, China, Georgia, Palestine, Brazil, Argentina, Morocco universities = approx 90 students*an average period equal to 2 months</li> <li>- OUTgoing mobility of the Italian BS, MS and PhD students to Vietnam, Thailand, Cambodia, China, Georgia, Palestine, Brazil, Argentina, Morocco universities=approx 55 students*an average period equal to 2 months</li> </ul> <p><b>B. Professors' mobility. <u>Research</u> coordinates for Green and Pink sustainable education</b></p> <ul style="list-style-type: none"> <li>- One/two week courses by OUTGOING professors from the 10 Italian UNIs to Vietnam, Thailand, Cambodia, China, Georgia, Palestine, Brazil, Argentina, Morocco universities (around n. 60 prof*0,5 months)</li> <li>- One-week courses by INCOMING professors from Vietnam, Thailand, Cambodia, China, Georgia, Palestine, Brazil, Argentina, Morocco universities to the 10 Italian UNIs (around n. 55 prof*0,5 months)</li> </ul> <p><b>C. Double/Joint Degree. GPS satellites for global educative systems</b></p> <p>The activities and number of students are defined as follows</p> <ul style="list-style-type: none"> <li>- N. 1 Double Degree (2018) with the following country (Vietnam) focused on Econ and Finance (n. 5 students from/to Vietnam*10 months);</li> </ul> <p><b>D. Advanced Skills courses. Positioning innovative skills for health and green digital paths</b></p> <ul style="list-style-type: none"> <li>- N. 1 transversal advanced course on Digital tools for education for n. 25 professors, researchers and staff of the involved 10 Universities</li> <li>- N. 2 Specialized Academies (Post-Graduated Master) on A.Earth Observation, Land Degrad-Desert-Urban-Periurban, Regeneration monitoring, B.Waste-Water Recycling, C.Nature Based Solutions, D.New Socio-Economic Models, n. 10 (50% women) participants/staff/researchers from/to Morocco (and infra-Africa), Georgia, Argentina, Palestina (8 weeks).</li> <li>- N. 1 advanced skills course for around n. 5 women from/to Georgia and Brasil on simulation in Emergency Medicine</li> </ul> <p>In addition, the project will carry out the following other transversal activities:</p> <ul style="list-style-type: none"> <li>• Design and Installation of TNEinfoPoints with miniatures of renewable technol (solar panels, photov plants, constructed wetland etc) that will represent the Infopoints of the</li> </ul>



Italian universities and for project use, where welcoming reception activities for conference, seminars and meeting will be held. It will represent a physical place permanently linking Italian UNIs with all the involved Universities and Institutions (i.e. beyond the duration of this project) stimulating future collaborations and new collaborations.

• Design of website, LinkedIn account; in order to assure the durability, visibility and future sustainability of the project over time, it is foreseen the creation of website to create a stable network among all the students and lectures involved in the project in line with GPS essence. Thanks to this website, it will be possible know:

- *the Italian universities of the partnership,*
- *the associate international universities;*
- *the calls;*
- *the CV and publications professors and scientific coordinators;*
- *the domains and the activities of the transnational educative initiatives;*
- *some webinars to clarify details of the active calls;*
- *the maps of the cities and of the campuses and universities.*

All this is in line with the same meaning of the GPS Global Positioning System providing users with positioning, navigation, and timing services.

• Elaboration of open access scientific and research publications on the proposal topics, also investigating the learning and teaching different and transnational case studies, starting from Harvard case study methodology (Kantor, 2013: Harvard business school case study: Gender equity; DeLacey and Leonard, 2002: Case study on technology and distance in education at the Harvard Business School).

All these transnational educative initiatives focused on **sustainability global issues** will include the participation of **women** and promotion of **transversal training against violence of women**, the inclusion of **young academics** and will also include measurable, achievable, realistic **digital** objectives in line with also the essence of the MUR-PNRR call. Therefore, the final challenge of this project is to create an open, transformative and transnational network of Italian and international countries.

## 2. Concept and Methodology

*Describe and explain the overall concept underpinning the project. Describe the main ideas, models or assumption involved;*

*Describe and explain the overall approach, distinguishing as appropriate, coordination and support activities;*

*Describe the activities related to the project and provide evidence about the impact of the activities on the countries involved.*

*(Max 5000 characters)*





**Main ideas/models/assumption involved** Just merging partners' efforts; the project's universities will leverage a massive impact shifting to a transdisciplinary heart integrating disciplines, students, science and society addressing EU strategies to achieve ecological transformation and gender equality too! There is a lack of a comprehensive and collaborative perspective combining Italian interdisciplinary advancements with other countries. Additionally, the Italian curricula lack a holistic international vision of HE. The project's model and assumptions align with the Council Recommendation on encouraging cooperation in learning for environmental sustainability and operates within the "European sustainability competence framework" GreenComp including 12 competencies organized into 4 areas: embodying sustainability values, embracing complexity, envisioning sustainable futures, and acting for sustainability. To achieve this aim, the *4 Returns Model Framework*, which focuses on inspiration, social, natural, and financial returns is introduced. The 4 Returns Framework supports achievement of most of the SDGs and is itself based particularly around SDG17 (*building partnerships*). Actively involved in addressing the European Green Deal initiatives and key parts, including the *EU Forest strategy for 2030*, *EU Action plan for 0 pollution*, *EU Farm-to-fork strategy*, *EU Soil strategies for 2030*, and *EU Biodiversity strategy for 2030*, these universities aim to achieve educative sustainability goals.

**Overall approach/coordination/support activities** The transnational educative initiatives of this proposal will promote a multi-transversal approach to address sustainable issues and human made threats, which will help shift attitudes towards green paths. The project seeks to redesign higher education and galvanise changes into other (formal, non-formal and informal) educational contexts by incorporating competences in sustainability into a great variety of study programs including higher education degrees and further qualification levels. The final goal is establishing a transdisciplinary cooperation and networking community among the project's partners and society; to collect and map education and training models, initiatives, best practices, and benchmark, including schemes for researcher mobility initiatives; activating joint synergy activities with EU initiatives, projects, and platforms to collect new innovative learning; to establish a transdisciplinary network community of collaborating universities. Gender is a crosscutting dimension that will be considered throughout the project implementation. Bearing in mind the EU strategy for gender equality 2021(2019/2169(INI)), the project will encourage participation and employment of gender equality, including better access to education, digital tools and platforms.

**Activities and the impact of the activities on the countries involved** GPS<sup>education</sup> will design a schema with a suite composed of the 4 schemes that can be adoptable by different partners, with the flexibility to be adaptable to specific competencies and open to an increased number of students and target groups. The proposed schema is expected to significantly increase the number of students and professors in the involved countries and universities. In addition, the objective is to revolutionize education and tackle pressing environmental issues by equipping students, teachers and staff with skills to build on sustainable futures. To design appropriate course programs and schemas, a SWOT and PESTLE analysis will be conducted to identify gaps, barriers, and potentials, and Benchmark of success stories. A survey will be distributed to the partners' networks, and the Lessons Learned and realizations of the project will be integrated into innovative platform to create awareness on sustainable issues that integrate economic, social, and environmental considerations while prioritizing gender equality and young people involvement. Initiative transnational initiatives can contribute to the achievement of the SDGs in involved countries in several ways. The project merges several countries (BRASILE: 5 Agr., 6 Lett.; ARGENTINA: 3 Agreem., 6 Lett.; CAMBODIA 1 Lett.; THAILANDIA: 1 Lett.; PALESTINA: 1 Agreem, 1 Lett.; GEORGIA: 5 Lett.; MOROCCO 3 Lett.;



CINA 2 Agreem, 1 MoU; VIETNAM 2 Lett., 3 Agreem): therefore the project collected n. 47 among letters, agreements and MoUs. There is evidence (UN, 2016) to suggest that HE, above all in the countries selected by the call and involved in this proposal, can have a positive impact on sustainable development. Similarly, research has shown that universities that incorporate sustainable development into their curriculum and operations tend to have a more positive impact on their communities and the environment. In addition to the benefits for students, incorporating sustainable and gender equality issues into HE programs can also have wider societal human benefits.

### 3. Work Plan

*Please provide the following:*

- *brief presentation of the overall structure of the work plan (3.1);*
- *detailed work description: a list of work packages (table 3.2 A), a description of each work package (table 3.2 B), and a list of major deliverables;*
- *timing of the different work packages and their components (Gantt chart or similar, see section 3.3).*

#### 3.1. Work Packages

*In the description of the proposal, give full details. Base your account on the logical structure of the project and the stages in which it has to be carried out. The number of work packages should be proportional to the scale and complexity of the project.*

*You should give enough detail in each work package to justify the proposed resources to be allocated and also quantified information so that progresses can be monitored.*

**(Max. 5000 characters)**

The project's core is to promote cooperation with foreign universities in order to incentivize the internationalisation of Italian UNIs and to promote the Italian HE model as a best practice at an international level. Enhancing the mobility of HE students/lecturers/staff abroad and of foreigners HE students/lecturers/staff in a Italian university are the main **GOAL** of this proposal; in addition, continuing consolidated Double Degree represents a **MISSION**; finally, implementing innovative Masters/courses in order to improve and advance the skills of academic people appears a **CHALLENGE**.

The project has a duration of 18 months and is organised in 2 transversal and cross-activities WPs (0 and 5) and 4 specific WPs (1-2-3-4). The involved universities are 10: UNI of Foggia (UNIFG), Polytechnic of Milan (POLIMI), UNI of Enna Kore (UNIKO), UNI of Calabria (UNICAL), UNI of Messina (UNIMES), UNI of Verona (UNIVE), UNI of Modena/Reggio Emilia (UNIMORE), UNI of Sannio (UNISAN), UNI of Tusciana (UNITUS) and UNI of Basilicata (UNIBAS).

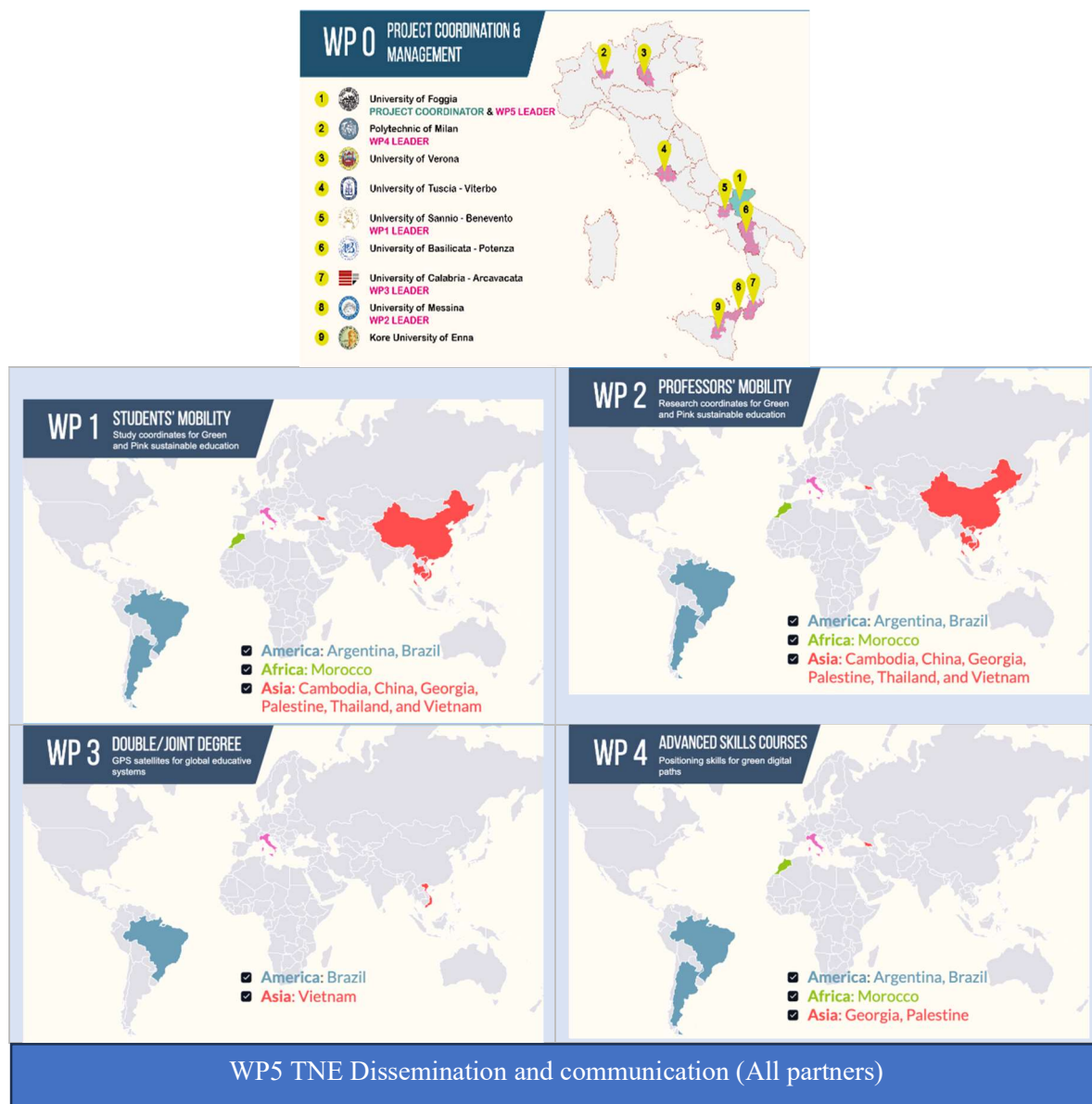
The WPs are defined as follows:

- WP 0 Project coordination
- WP1 Students' mobility. STUDY coordinates for Green and Pink sustainable education
- WP2 Professors' mobility. RESEARCH coordinates for Green and Pink sustainable education
- WP3 Double Degree. GPS satellites for global educative systems



- WP4 Advanced Skills courses. Positioning innovative skills for medicine and green digital paths
  - WP5 TNEinfo points for navigation&communication in TNE
- The following figure highlights the WP0-WP4, the UNI Partners and the Associated Partners.

Fig. 3 – WPs, Partners and Associate Partners



Therefore, the number of WPs appears proportional to the scale and complexity of the project. Indeed, pioneering learning tools will be integrated across the project (Environ, Emergency Medic, Gender educ) ensuring not only academic rigour but also a commitment to fostering **gender equality and green, digital perspective**. Therefore, all the 5 WPs will allow transferring interdisciplinary and intercultural knowledge through educational programs, promoting creation and consolidation of permanent HE centres abroad. The project is multidisciplinary to ensure optimal development of this research. In order to reach the project's aims, different expertise are required:





1. modelling, natural resources' scarcity, pollution and earth monit, cultural landscapes and cultural heritage;
2. social tools to decrease land degradation and rural marginal areas;
3. technological innovation and of innovative teaching;
4. medicine and social innovation with a keen emphasis on gender equality and digital sustainable tools.

The project merges several countries (BRAZIL, ARGENTINA, CAMBODIA, THAILAND, PALESTINE, GEORGIA, MOROCCO, CHINA, VIETNAM). **Brazil and Argentina** boast a rich heritage with substantial Italian communities. Besides, these countries often play leading roles in cultural, social, and academic spheres that make them central actors in the region's dynamics and developments. Italy policies actively advocate for **Africa's countries growth** in order to amplify its voice and address complex global phenomena in line with UN, EU and CRUI-CUCS cooperation strategies. On the other hand, **Asia countries** represent the goal of the lastly international educative initiatives to foster joint didactic, research, and cultural activities, maintaining high academic standards, sharing innovations, and embracing academic trends. Lectures, staff and students from all the UNI will be able to improve and at the same time acquire new items replicable in the involved Universities. This will create a solid relationship of exchange between all the partners that will endure well beyond the deadlines of the mobility project. At a national level, the project will lead to the growth of the prestige of the Italian university system and the strengthening of academic exchange relations with all the international strategic countries involved in the project as the Associate members. The presence of a Learning Science hub (Dep of Humanities-UNIFG) composed by 10 PhD students, 10 researchers and 5 among full and associate professors will allow transversal educative initiatives and methodologies to make digital media and technologies crucial on motivation, self-determination and self-regulated learning approaches (WP4). On the other hand, the course in Emergency Medicine using high fidelity mannequins and simulation tools will also give the possibility to use the UNIFG simulation lab ([SimUMed](#)) and e-learning materials accessing the Moodle platform developed within the ERASMUS+ project SAFETY to improve skills for interacting with patients in safety conditions and health benefits. Finally, a special focus during the educative activities will be devoted to **training against violence and discrimination of women** considering especially the non-EU countries where information and respect towards women is lacking.

### 3.2. Work Package Description

*This section contains a list of Work Packages in which the activities are declined.*

*A Work Package (WP) is identified as a set of activities aimed at achieving a specific objective of the project. Each WP is composed of one or more activity(ies).*

*List of Work Packages*



<i>WP N.</i>	<i>WP title</i>	<i>Participant(s) Institutions</i>	<i>Operational headquarter (Regional Area in which the activity will be carried out)</i>	<i>Start month</i>	<i>End month</i>
0	Project Coordination and Management	UNIFG +ALL	APULIA + All Italian regions represented	1	19
1	Students' mobility – Study coordinates for Green and Pink sustainable education	UNIFG POLIMI UNIVR UNIBAS UNICAL UNIMORE UNISAN UNIME UNIKO UNITUS	CAMPANIA, APULIA, LOMBARDY, VENETO, CALABRIA, BASILICATA, EMILIA- ROMAGNA, SICILY.  <b>extra-EU:</b> BRAZIL, ARGENTINA, CAMBODIA, THAILAND, PALESTINE, GEORGIA, MOROCCO, CHINA, VIETNAM	3	19
2	Professors' mobility - research coordinates for Green and Pink sustainable education	UNIFG POLIMI UNIVR UNIBAS UNICAL UNIMORE UNISAN UNIME UNIKO UNITUS	SICILY, APULIA, LOMBARDY, VENETO, CALABRIA, BASILICATA, EMILIA- ROMAGNA, CAMPANIA.  <b>extra-EU:</b> BRAZIL, ARGENTINA, CAMBODIA, THAILAND, PALESTINE, GEORGIA, MOROCCO,	3	19



			CHINA, VIETNAM.		
3	Double Degree – GPS satellites for global educative systems.	UNICAL + UNIFG	CALABRIA, APULIA. <b>extra-EU:</b> VIETNAM, BRAZIL	1	19
4	Advanced Skills courses – Positioning innovative skills for health and green digital paths	POLIMI UNIBAS UNIFG UNIME UNIMORE UNISAN	LOMBARDY, BASILICATA CALABRIA, APULIA, EMILIA- ROMAGNA, CAMPANIA, SICILY. <b>extra-EU:</b> BRAZIL, ARGENTINA, CAMBODIA, THAILAND, PALESTINE, GEORGIA, MOROCCO, CHINA, VIETNAM	5	19
5	TNEinfo points for navigation in TNE	ALL THE PARTNERS	APULIA (FOGGIA) and ALL THE PARTNERS’ REGIONS.	1	19

*For each work package:*

Work Package number	0
Work Package Title	Project Coordination and Management
Participants involved in this WP	ALL THE PARTNERS AND ALL THE ASSOCIATE PARTNERS
Duration of the WP	1-19
*Task Leader	UNIFG



*(Max 2000 characters for each work package)*

**WP 0 objectives and description** *(where appropriate, divided into tasks). Indicate the foreign countries involved in the project, the objectives and the topic developed in the activities. Describe the ability to monitor the progress of the project and measure the achievement of the expected impacts of the different activities)*

This WP will be managed by UNIFG composed by n. 6 Dep that experienced relevant understanding in handling projects as a lead partner within EU and national calls (e.g, H 2020's, HEurope, Erasmus+ calls or PRIN, nat and reg calls). UNIFG-Dep of Economics will supervise/coordinate all the 9 UNI activities according to Project Cycle Management and Logical framework ensuring dialogue among UNIs and between them and MUR. This WP will deal with specific objectives: 1. setting up the project quality manag through a continue communication and results shared among UNIs; 2. elaborating monitoring reports every 6 months.

WP0 will detail the European state of the art of transnational educative initiatives, also stressing gaps, barriers, opportunities, local and global issues, as a sort of the benchmarking action, to set the goals to be obtained by the project. This will involve the following tasks:

**T0.1** Transdisc networking community co-creation across the involved countries; analysis of network models in terms of building capacity, maxim of results and impacts; Advisory Board set up **(1-3)**

**T0.2** Collection and mapping of education and training models, EU initiatives and educ projects, existing platforms, best practices and case studies **(2-4)**

**T0.3** Categorization of synergic structures, tool and organisation to empower society competences and improve co-creation potentials and networks for Education, training, awareness raising through interdisciplinary **(1-5)**

**T0.4** Establish a centralized administrative hub for an effective and efficient coordination (like a DIAMOND /ATOM are in its shape) **(2-19)**

**T0.5** Continuous monitoring of the progress to measure the achievement of the expected impacts of the different activities **(1-19)**. All the UNIs will implement monitoring test to monitor the progress of the project in quant and qual terms (n. partic community; n. educ and train models; n. relat/meeting (online and in presence) among the Partners

**T0.6** Elabor monitoring reports **(6; 12; 18; 19)**

*(Max 2000 characters for each work package) Deliverables (Brief description and month of delivery)*

The deliverables of this WP are as follows:

**D0.1:** Report on European State-of-the-Art Analysis **(M 6)** - Detailed analysis of gaps, barriers, opportunities, and local issues in European education and training systems, serving as a benchmark for project goals.

**D0.2:** Transdisciplinary Networking Community Framework **(M 3)** - Framework outlining networking strategies across involved countries, detailing the conditions and understandings between the project's partners, emphasizing capacity building and impact maximization.

**D0.3:** Advisory Board Establishment Report **(M 5)** - Document outlining the structure, members, and objectives of the established Advisory Board.



**D0.4:** Education and Training Model Collection and Mapping (**M 8**) - Comprehensive collection and mapping of existing education and training models, EU initiatives, and best practices.

**D0.5:** Synergic Structures Categorization Report (**each 6 Months – 6/12/18**) - Report categorizing synergic structures, tools, and organizations to enhance societal competencies.

**D0.6:** Report regarding Interdisciplinary Co-Creation Enhancement Plan (**M 18**) - Plan to enhance co-creation potentials and networks for education, training, and awareness through interdisciplinary approaches.

**D0.7:** Reports regarding Establishment of Centralized Administrative Hub (DIAMOND/ATOM) (**M 6, 12, 18, 19**) – reports regarding the issues and successes.

**D0.8:** Continuous Progress Monitoring Reports (**M 6, 12, 18, 19**) - Regular reports monitoring the progress of the project activities, ensuring alignment with objectives and timelines.

Work Package number	1
Work Package Title	Students' mobility – <b>Study coordinates for Green and Pink sustainable education</b>
Participants involved in this WP	UNIFG, POLIMI, UNIVR, UNIBAS, UNICAL, UNIKO, UNIMORE, UNITUS, UNIME BRAZIL AND ARGENTINA, MOROCCO, GEORGIA, VIETNAM, CHINA, THAILAND, PALESTINE, CAMBODIA.
Duration of the WP	1-19
*Task Leader	UNISANNIO

*(Max 2000 characters for each work package)*

**WP 1 objectives and description** (where appropriate, divided into tasks). Indicate the foreign countries involved in the project, the objectives and the topic developed in the activities. Describe the ability to monitor the progress of the project and measure the achievement of the expected impacts of the different activities)

The objective is providing students, trainees, and learners (primary stakeholders) as well as staff (secondary stakeholders) the necessary skills to tackle urgent environmental challenges and build sustainable futures. The project seeks to re-invent sustainability in HE and gender issues to galvanize changes along the involved countries. There will be a constant exchange between the staff/student. This activity will aim at triggering a real knowledge and cultural exchange in all the multidisciplinary fields of the project. Both incoming and outgoing students will benefit from increased knowledge and new skills from the training received by the partners. Student and staff mobility will contribute to the internationalization of individuals, of their faculties and of culture. The opportunity for international mobility will be a major factor in its promotional efforts in attracting new students. The task are as follows:

**T1.1: Conduct a comprehensive needs assessment across participating universities (1-3)** This task will define the gaps and necessities in the target countries in the area of interest

**T1.2: Elaborating didactic materials on the topic of interest (3-9)**

**T1.3: Establishing the study programs for training courses based on T4.1 including innovative teaching tools (9-15)**





**T1.4: Organization of individual Mobility of students (12-19)**

**T1.5: Organizing and conducting the training courses (15-19)**

**T1.6: Monitoring feedback of mobility (15-19)** This task will aim to Monitoring, evaluation and Quality Assurance process.

UNISAN will manage all the administrative aspects of the mobility, e.g. financial information, document provision and collection (Learning/Mobility Agreement, Grant Agreement, Confirmation of Study Period, etc.), management of the mobility in Mobility Tool, etc. For these tasks, UNISAN will appoint a mobility coordinator, to ensure a smooth and professional handling of all the administrative aspects of the mobility.

*(Max 2000 characters for each work package)*

**Deliverables** *(Brief description and month of delivery)*

**D1.1 Students mobility within the course ‘Ecological transition and sustainability’ (M 3)** The course aims to expose environmental problems and possible mitigating actions at a macroeconomic level.

**D1.2 Students mobility within the course ‘Environmental management and communication systems (M 9)** The course intends to provide the basis of the main environmental management systems, starting from sustainable management of production processes.

**D1.3 Students mobility within the course ‘Environmental & green education’ (M 15)** The environmental education course aims to provide a basic knowledge on sustainability issues and the relationship between man and the natural environment. Furthermore, it offers a reflection on the complexity of the relationships between the biosphere and the economic system and on the political and technological tools to reduce the impact of human activities on the environment.

**D1.4 Students mobility within the course ‘Gender for sustainability’ *(The mothers and teaching women’s role in the education of younger generations about environmental sustainability and gender equality)* (M 15)**

The course aims to show how women can promote innovative models about environmental sustainability, promoting educational models about the respect and care of the environment. Women living in different contexts can play this role: family, school, university, work and political, cultural, social, economic spaces.

**D1.5 Students mobility within the course ‘Water management via remote sensing data analysis’ (M 19)**

The course aims to give the basic concepts of remote sensing data analysis via artificial intelligence and how it can classify and predict water needs for lands intended for agriculture use. A specific focus on the management of agroecosystems of national and transnational interest will also be given.

Work Package number	2
Work Package Title	Professors’ mobility – <u>Research coordinates for Green and Pink sustainable education</u>
Participants involved in this WP	UNIFG, POLIMI, UNIVR, UNIBAS, UNICAL, UNIKO, UNIMORE, UNITUS, UNISAN, UNIME



	BRAZIL AND ARGENTINA, MOROCCO, GEORGIA, VIETNAM, CHINA, THAILAND, PALESTINE, CAMBODIA.
Duration of the WP	1-19
*Task Leader	UNIME

*(Max 2000 characters for each work package)*

**WP 2 objectives and description** (where appropriate, divided into tasks). Indicate the foreign countries involved in the project, the objectives and the topic developed in the activities. Describe the ability to monitor the progress of the project and measure the achievement of the expected impacts of the different activities)

The project will provide a multilayer impact on all stakeholders involved, as an example, confidence and self-awareness will increase, a new perspective on their academic studies will be enhanced, their skill set and also a greater understanding and responsiveness to social and cultural diversity. These factors will also apply to staff, from a professional perspective, particularly the increased cross-cultural competencies, which will be of great benefit for all individuals involved due to the increasingly diverse student body, which they teach. All partners will identify new training needs to be upskilled in order to effectively carry out internationalization activities, such as potential joint international research projects. The presence of students from different HEIs across different disciplines will provide exposure to new cultures and allow them to interact and thus negotiate linguistic and cultural differences.

**T2.1: Compare and benchmark the study programs of the involved universities (1-9)**

**T2.2: Elaborating and planning innovative teaching techniques for Lectures/staff (9-12)**

**T2.3: Organization of Individual Mobility of Lectures/staff in HE (12-19)**

**T2.4: Organization of Individual Mobility of Lectures/staff (12-19)**

**T2.5: Organizing and conducting the training courses (15-19)**

**T2.6: Monitoring and support technically to the progress of innovative teaching tools (15-19)** This task will aim to establish and define the weaknesses so improving the process in a virtuous and continuous way.

*(Max 2000 characters for each work package)*

**Deliverables** (Brief description and month of delivery)

**D2.1 Lectures/staff mobility: course Ecological transition and sustainability (M9)**

The course aims to expose environ problems and possible mitigating actions at a macroeconomic level.

**D2.2 Lectures/staff mobility: course Environmental management and communication systems (M12)**

The course intends to provide the basis of the main environ management systems, starting from sustainable management of production processes.

**D2.3 Lectures/staff mobility: course Environmental & green education (M19)**



The environmental education course aims to provide a basic knowledge on sustainability issues and the relationship between man and the natural environment. It offers a reflection on the complexity of the relationships among biosphere and economic system, political and technological models.

**D 2.4 Lectures/staff mobility: course Gender for sustainability** (*The mothers and teaching women's role in the education of younger generations about environmental sustainability and gender equality*) (M19)

The course aims to show how women can promote innovative models about environmental sustainability, promoting educational models about the respect and care of the environment. Women living in different contexts can play this role: family, school, university, work and political, cultural, social, economic spaces.

**D 2.4 Lectures/staff mobility: course Water management via remote sensing data analysis** (M19)

The course aims to give the basic concepts of remote sensing data analysis via artificial intelligence and how it can classify and predict water needs for lands intended for agriculture use with a focus on agroecosystems management.

**D 2.4 Lectures/staff mobility x thematic seminars and short courses** (M19) The thematic seminars and short courses (in person and online) aims to share sustainable good practices in agricultural systems while maintaining productivity and quality and the contribution of biotechnology and life sciences; to transfer knowledge on data-science and optimization for sustainability.

Work Package number	3
Work Package Title	Double Degree – <b>GPS satellites for global education systems</b>
Participants involved in this WP	UNIFG, POLIMI, UNIBAS
Duration of the WP	1-19
*Task Leader	UNICAL

*(Max 2000 characters for each work package)*

**WP 3 objectives and description** (*where appropriate, divided into tasks*). Indicate the foreign countries involved in the project, the objectives and the topic developed in the activities. Describe the ability to monitor the progress of the project and measure the achievement of the expected impacts of the different activities)

The aim is to launch Dual Degree Programs (DD) in Vietnam and Brazil, intensifying the existing DD (UNICAL, 2018) to achieve a long-standing collaboration sharing innovative teaching methods focused on Ecological Transition and Sustainable Development.

**T3.1 Compare/match the study programs of the universities (1-9)**

During the final year, students are enrolled at the partners, where they obtain a degree, based on the matched curricular, before graduating from the home university (DD). The UNIs seek for the correspondence of learning outcomes achieved abroad and those obtained at home university, avoiding one-to-one match and providing flexible solutions.





### **T3.2 Elaborating innovative teaching techniques for incoming staff and outgoing visits (9-12)**

DD employ innovative teaching via the transfer of context-specific knowledge provided by partner through integrating curricula with key disciplines unavailable at home university. Project-oriented methods of teaching are applied to develop a deep-learning approach, integrating theoretical knowledge with practical applications in sustainability context.

### **T3.3 Organization of Individual Mobility of Academics in HE (12-19)**

Academic mobility is aimed at program matching and study plans integration. Later, the mobility is implemented through teaching, monitoring and research. The partners evaluate academic expertise in advance, searching for the complementarity of contents, enforcing gender and sustainability issues.

**Evaluation** Quantitative indicators: ECTS, GPA, the n. of participants, degree courses adhered. Qualitative aspects are monitored through surveys, meetings and dissemination workshops and account for academic and employment achievements of students; application of DD agreement and collaboration network extension of universities; territories internationalisation, in a long run, with the emphasis on equity and sustainability.

*(Max 2000 characters for each work package)*

#### **Deliverables** *(Brief description and month of delivery)*

The project starts with the design of DD program launched during the I year. For the activated DD program, the II-year activities are repeated for the whole duration of the project.

#### **I year: Launching/continuing DD program in Economics/Statistics/Finance dedicated to Ecological Transition/Sustain Development**

**D3.1** Launching academic/coordinators mobility to match degrees; signing the Dual Degree Agreement **Sept-Dec**

**D3.2** Dissem program oport; publication call for selection of students and academics, based on merit and inclusion **Jan-Mar**

**D3.3** Publication of the list of candidates; preparation of individual study plans; provision of information on mobility, customs of the host country, insurance, visa; delivering language courses for outgoing students; preparation of mandatory documents (Learning and Teaching Mobility Agreements) **April-June**

**D3.4** Interm Report on student and staff mobility **June**

#### **II year - Implementation of DD mobility and evaluation of results**

**D3.5** Starting the incoming/outgoing students mobility in DD; organisation of language courses for incoming students; assisting incoming students in the enrolment;

**D3.6** Starting the I semester academic staff exchange **Sept-Oct**

**D3.7** Monitoring of the progress of incoming and outgoing academics in DD; provision of assistance/encouragement/motivation for students **Oct-Dec**

**D3.8** Assisting incoming and outgoing students in the first exam session **Jan-Febr**

**D3.9** Monitoring the progress of incoming and outgoing students and staff; starting the II semester academic staff exchange **Mar-May**

**D3.10** Assisting outgoing and incoming students in the II exam session; organisation of the graduation session for the dual degree students **June-July**

**D3.11** Release of the Transcript of Records, DD Certificates and Academic Staff Mobility Certificates; recognition of credits; monitoring satisfaction; dissem of results **July-Sep**

**D3.12** Final Report (application of qual/quant criteria of evaluation) **July- Sep**



Work Package number	4
Work Package Title	Advanced Skills courses – <b>Positioning skills for health and green digital paths</b> This WP is the core of the transdisciplinarity among the University Partners because merges socio-economics, Earth Observation technology (EO), Nature Based Solutions (NBS) design and Health.
Participants involved in this WP	UNIME, UNIMORE, UNIFG
Duration of the WP	1-19
*Task Leader	POLIMI-UNIBAS

*(Max 2000 characters for each work package)*

**WP 4 objectives and description** (where appropriate, divided into tasks). Indicate the foreign countries involved in the project, the objectives and the topic developed in the activities. Describe the ability to monitor the progress of the project and measure the achievement of the expected impacts of the different activities)

This WP is developed in 3 main TASKS:

**T4.1 .Transversal advanced course managed by Learning Science Hub (UNIFG) on Digital tools for education(1-18)**

This task is for n. 25 professors, researchers and staff of the involved 10 Italian Universities

**T4.2 Specialisation Academy (Post-grad Master): Adv Skills for Green/Pink Digital Paths (1-18)**

The aim is to deploy a portable Specialization Academy SA (Post-graduated Master) to foster adv skills, with 4 prototypes (**Argentina/Georgia/Morocco**) and 1 Short Adv SSAA (**Palestine**), networking a new generation of upskilled Sentinels (Part) and Ambassadors (Acad) and exchanges. T4.2 is reserved to already Graduated participants and Academics, building skills to respond to climate change-anthropic pressures (**A.EO&Desertification&Regeneration**, **B.NBS** solutions by Living Labs co-creation **C.WasteWaterRecycling** **D.Socio-economic** innovative models). Each SA will cover **n.7 grants** per SAs (intracontinental Mobility and incoming Stages) + **n.7 SSAA**.

**SA Duration based on available months.**

T4.2 will evaluate to remotely couple the SAs to get a II Level Master degree.

**T4.3 Organization of Individual Mobility of Academics on simulation in Emergency Medicine for new training tools and materials (6-15)**

**Task 4.4 Organization of Individual Mobility of Students on simulation in Emergency Medicine for new bachelor and training courses (6-15)**

The aim is to develop a new educational path based on the use of simulation devices for training of students and lecturers from **Georgia and Brazil**. The simulation devices and high fidelity mannequins and software for training in medicine is widely taking hold as it avoids that an Emergency team component approaches directly to the patient at the 1<sup>st</sup> experience, improving practical knowledge and patient's safety. The course will consist of a **blended course (traditional+e-learning) with practical sessions for n. 5 women** in the simulation laboratory [SimUMed](#), allowing more students/lectures training also from remote.



*(Max 2000 characters for each work package)*

**Deliverables** *(Brief description and month of delivery)*

**D4.1:** Conduct a comprehensive needs assessment across participating universities. Defining the gaps and necessities in the target countries in the area of interest. Designing the Advanced Skills programs and training course **(M3)**

**D4.2:** Elaborating didactic materials on the topic of interest of all the Advanced Skills **(T4.1-2-3)**. Defining and deploying Innovative teaching tools and new Living Spaces.

Defining Lectures and Labs and Hosting Stages with innovative Co-Creation Hands-on in Italy contents in an transdisciplinary framework to boost the ecological transition.

- n.1 SA Morocco (UNIBAS+co-POLIMI) on C. WATER (+ABD), **(n.15** partic. - 8 partic. Morocco, n.7 African countries), fostering transnational networking.
- n.1 SA Argentina (POLIMI, co-UNIFG) on B. NBS EO (+ACD), **n.15** partic.
- n.1 SA Georgia (UNIME, co-UNIFG, on D. Socio-Eco )+(ABC) **n.15** partic.
- n.1 SSAA Palestine (UNIBAS), **n.15** partic. (remotely in case of war issues).

Defining the Emergency Medicine training courses, contents and methods.

Launching academic staff/coordinators mobility to achieve the matching of all the T4.1.2.3 objectives. Establishing the study programs for the Advanced Skill based on T4.1-2-3.

Recruitment of 3 SA (and 1 SSAA) participants for grants **(M6)**.

**D4.3:** Establishing and activating of the courses for the Advanced Skill based on T4.1-2-3.

Starting the SAs (T4.2) and of the 1 blended course (T4.3). Timing of the SAs: 2 Months (in the extra EU Countries) + 2.5 Months (Stage Hosted in Italy in the Partner Universities). Activities to be delivered in 9 months **(M15)**.

**D4.4:** Closing courses, Certificates, valuating results, recommendation on all the Advanced Skilled programs. Improving the effectiveness and efficacy in using simulation devices and the SAs to increase the practical experience of the new POST-graduated students, and the quality of the training for a better education (evaluated by tests and examinations) **(M18)**.

Work Package number	5
Work Package Title	WP5 TNEinfo points <b>for navigation in TNE</b>
Participants involved in this WP	ALL THE PARTNERS AND ALL THE ASSOCIATE PARTNERS
Duration of the WP	1-19
*Task Leader	UNIFG – DIP OF ECONOMICS

*(Max 2000 characters for each work package)*



**WP 5 objectives and description** (where appropriate, divided into tasks). Indicate the foreign countries involved in the project, the objectives and the topic developed in the activities. Describe the ability to monitor the progress of the project and measure the achievement of the expected impacts of the different activities)

This WP evocatively named *TNEinfo points for navigation in TNE* will aim to disseminate the project contents, the transnational educative initiatives and the scientific findings thanks to the expert in marketing of UNIFG. The tasks are:

**T5.1 Project Webpage and Social Media Launch (1-3)**

Establishing the project's online presence involves creating a detailed project website and official social media accounts (Twitter, LinkedIn, Facebook). This aims to provide comprehensive project details, engage stakeholders and foster a dynamic online community. Success will be measured through web traffic analytics/social media engagement/stakeholder feedback

**T5.2 TNEinfo Points App Launch (3-18)**

Developing the TNEinfo Points Social Media includes structuring its content and producing an initial prototype. The App will distribute educational outcomes and engage stakeholders interactively. It focuses on user-friendly design, strategic content, interactive features, and continuous improvement based on user feedback for lasting impact

**T5.3 TNEinfo Points Setup (M 18)**

Establishing physical information points aims for enhanced project visibility. Task includes implementing an online reservation system, and ensuring effective engagement. They symbolize accessible knowledge and community collaboration for lasting impact

**T5.4 Formation of Research Groups for Case-Study-Oriented Papers (12-19)**

Creating research groups for open access case-study papers involves outlining team objectives and initial research plans. Papers will undergo peer review for academic rigor. Quality control measures will ensure scholarly contributions as foundational resources for sustainability education

**Task 5.5 Quality Control (1-19)**

Implementing quality control measures includes developing procedures and reporting outcomes. Monitoring metrics cover website traffic, social media, app usage, and document submissions. Stakeholder input drives adaptive strategies in line with evolving needs and positively affecting HE in all the partners.

*(Max 2000 characters for each work package)*

**Deliverables** (Brief description and month of delivery)

The deliverables of this WP are as follows:

**D 5.1 Project Web Page and Social Media Launch (M 3)**

Initiating the project's online presence by Month 3 includes launching the official project web page and establishing social media channels (Twitter, LinkedIn and Facebook). These platforms will serve as vital hubs for disseminating project information. Regular updates will ensure sustained engagement and connectivity.

**D 5.2 TNEinfo Points Social Media Launch (M 18)**

Disseminating educational results and project findings by means of the TNEinfo Points Social Media. The Social Media, designed for interactive engagement, includes features like quizzes, surveys, and discussion forums for collaborative learning. Metrics tracking user sessions, time spent, and content interactions will measure effectiveness and engagement for continuous improvement.



### **D 5.3 TNEinfo Points Setup (M 18)**

Completing by Month 18, this deliverable focuses on creating interactive information points at physical locations. Specifications for Infopoints' structure, content, and booking system will ensure they serve as effective information hubs.

### **D 5.4 Research Papers Publication (M 19)**

Starting with research group formation by Month 6, this deliverable emphasizes scholarly contribution and dissemination. Submissions to academic journals and conferences of papers focused on teaching case study (according to Harvard Case study), guided by rigorous peer review until Month 19, ensure academic validity and knowledge dissemination.

### **D 5.5 - Quality Control (M 6, 12, 18, 19)**

This includes implementing quality control protocols and regular reports summarizing results and corrective actions. Quality control extends to web content, social media, the TNEinfo Points and research papers. Metrics cover website traffic, social media engagement, and paper submissions. Stakeholder feedback integration ensures alignment with educational community needs for sustained impact and relevance.





### 3.3. Activity timeframe

This section includes a section relating to the implementation time and monitoring of the activities. Please provide a timeframe (Gantt or similar) to better explain how the project would be developed.

Key	Parent task	Leader	Start	End	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24
1	WP0 - Project Coordination and Management	UniFG	1	24	[Bar]																							
2	T0.1 - Network Governance	UniFG	2	4	[Bar]																							
3	T0.2 - Training models mapping	UniFG	1	5	[Bar]																							
4	T0.3 - Training structures & tools assessment	UniFG	2	24	[Bar]																							
5	T0.4 - Coordination HUB	UniFG	2	24	[Bar]																							
6	T0.5 - Continuous monitoring of the progress	UniFG	1	24	[Bar]																							
7	T0.6 - Elaborating semi-annual monitoring reports	UniFG	1	24	[Bar]																							
8	WP1 - Students' mobility	UniSannio	1	24	[Bar]																							
9	T1.1 - Needs assessment	UniSannio	1	3	[Bar]																							
10	T1.2 - Elaborating didactic materials	UniSannio	3	9	[Bar]																							
11	T1.3 - Establishing the study programs	UniSannio	9	15	[Bar]																							
12	T1.4 - Organization of Individual Mobility of students	UniSannio	12	24	[Bar]																							
13	T1.5 - Organizing and conducting the training courses	UniSannio	15	24	[Bar]																							
14	T1.6 - Monitoring feedback of mobility	UniSannio	15	24	[Bar]																							
15	WP2 - Professors' mobility	UniME	1	24	[Bar]																							
16	T2.1 - Compare and benchmark the study programs	UniME	1	9	[Bar]																							
17	T2.2 - Elaborating and planning innovative teaching techniques	UniME	9	12	[Bar]																							
18	T2.3 - Organization of Individual Mobility of Lectures/staff in HE	UniME	12	24	[Bar]																							
19	T2.4 - Organization of Individual Mobility of Lectures/staff	UniME	12	24	[Bar]																							
20	T2.5 - Organizing and conducting the training courses	UniME	15	24	[Bar]																							
21	T2.6 - Monitoring and support	UniME	15	24	[Bar]																							
22	WP3 - Double/Joint Degree	UniCAL	1	24	[Bar]																							
26	T3.1 - Compare/match the study programs of the universities	UniCAL	1	9	[Bar]																							
27	T3.2 - Elaborating innovative teaching techniques	UniCAL	9	12	[Bar]																							
23	T3.3 - Organization of Individual Mobility of Academics in HE	UniCAL	12	24	[Bar]																							
28	WP4 - Advanced Skills Courses	PoIMI	1	24	[Bar]																							
29	T4.1 - Learning Science Hub (UNIFG) for Digital tools for educator	PoIMI	1	18	[Bar]																							
30	T4.2 - Specialisation Academy (Post-graduated Master)	PoIMI	1	18	[Bar]																							
31	T4.3 - Academics mobility on Emergency Medicine	PoIMI	6	15	[Bar]																							
32	T4.4 - Students mobility on Emergency Medicine	PoIMI	6	15	[Bar]																							
33	WP5 - Dissemination	UniFG	1	24	[Bar]																							
34	T5.1 - Project Webpage and Social Media Launch	UniFG	1	3	[Bar]																							
35	T5.2 - TNEInfo Points App Launch	UniFG	3	18	[Bar]																							
36	T5.3 - TNEInfo Points Gazebos Setup	UniFG	12	24	[Bar]																							
37	T5.4 - Formation of Research Groups for Case-Study-Oriented Pa	UniFG	12	24	[Bar]																							
38	T5.5 - Quality Control	UniFG	1	24	[Bar]																							

(da rimodulare in base alla data effettiva di inizio attività e ai mesi concessi per portare a termine l'intero progetto)



#### 4. Economic and Financial sustainability profile

Please, indicate the Economic-Financial sustainability profile of the initiative in terms of implementation and feasibility of the interventions, focusing on the adequacy of financed interventions to guarantee the continuity of the project. (Max 5000 characters)

In terms of sustainability of the initiative, it is possible to notice that all the teams of the 10 Universities play a crucial role for the implementation and feasibility of the interventions thanks to the relevant background, skills and international level of the components of the composed teams. UNIFG and ALL the Universities partners have made Georgia, Argentina, Brazil, China, Morocco, Vietnam, Thailand, Cambodia and Palestine an important point of its internationalization strategy, actively participating in joint ventures and supporting measures to strengthen links and interactions.

The total budget requested for the implementation of the GPS<sup>Education</sup> project amounts to **€2.019.234,20** and it reflects the needs expressed by each participant for the project tasks implementation. In particular, taking into consideration the different budget categories indicated by the call:

- the amount for new personnel enrolled is **€ 197.380,00** and it will ensure to have approximately n. 8 experts to support the management of project activities, courses, mobility plans and cooperation among partners;
- to cover training expenses, including services, the project will require **€ 163.676,60**, especially for a research laboratory “Learning Science Hub” which support professors in their training courses through teaching them the use of digital tools for teaching and also for advanced courses for Master. Also an amount of budget to cover training expenses will allocate for consultancy for the creation of double degree;
- on the other hand, for communication and dissemination activities, the total budget requested is **€ 29.662,43**, ensuring the creation of a dedicated website, communication tools, papers, storytelling, etc. by all partners;
- given the core objective of promoting and increasing mobility among International Universities, the major cost is for travel and accommodation subsistence amounts to that is equal to **€ 1.417.665,00** allowing the mobility of approximately n. 185 students (per an average period of 2 months) and approximately n. 150 teachers/researchers and staff (per an average period of 2 weeks) among involved Universities and countries for a higher impact in terms of cultural and knowledge exchange.

Under this category is also included the cost for traveling associated with project meetings for coordination and management among partners.

Regarding other costs on services and consultancy, GPS<sup>Education</sup> project will require 49.575,60 € in particular to acquire software licence for equipped teaching room necessary for advanced course. As for the renting of buildings, GPS<sup>Education</sup> project will require **€ 13.000,00**: in particular, **€ 5.000,00** for rent a simulation laboratory SimUMed whereas

- **for instruments, furniture and materials**, it was foreseen by some partners to have a “Green&Pink InfoPoints” made and constructed in a sustainable way (for a cost of **€ 9.425,23 per n. 6 Infopoint**) and other material such as an equipped teaching room for students/professors incoming.

All the rest is represented by the **overheads (€ 132.099,43)**, corresponding to the 7% of the total requested budget.



Through the GPS<sup>Education</sup> project, the mobility among the involved Italian Universities and those from non EU Countries will be incremented and many students and staff will have the possibility to spend a training period abroad. In this way previous and new agreements among participants will constitute a bridge to sustain and create new opportunities for the future, also after the closure of the GPS<sup>Education</sup> project. Given the important topics of environmental sustainability and gender equality, all the courses offered at different education levels and the transversal and multidisciplinary research lines carried out by GPS<sup>Education</sup> project, can be a leverage to attract new foreign students from the involved universities and continue the path created so far by each academic group to enlarge the scope and attract new funding also through new projects, partnerships. Finally, several and numerous opportunities may come for the Italian Universities involved in this project at International level. In particular, the implementing of Specialized Academies Post-Graduated Masters, Transversal advanced courses and Advanced skills course will also provide new opportunities for the local economies and for the future development of the Universities.

## 5. Characteristics of the Partners involved in the project

*In this section, please provide information about the implementation of the initiative, with a precise description of the Partnership/Consortium/Foundation scope and quality: (i) quality and complementarity of the Partnership/Consortium/Foundation; (ii) capacity and organizational experience of the host institutions.*

*Please, describe the partnership organization features as foreseen in the following subsections.*

- (i) *Please, describe the Partnership/Consortium/Foundation in terms of quality and complementarity. In addition, describe the organization model in terms of human resources; relevant professional experiences and competences of the personnel involved in the implementation of the project. (Max. 3000 characters)*





The organisation model has high level of scientific quality, complementarity and multidisciplinary of human resources and Scient Respons (SR) **most of them are Intern Deleg**. Each UNI and SR's surnames include hypertext links to highlight also the **digital element** of the project.

**UNIEG** (6 Depart) has high international level, 500 exchange students, 30 Visiting professors, 300 professors on short visit, 990 Agr in Europe, 69 worldwide, among the 12 top VQR Universities. 1° Italy UNI to receive HR Excellence SR **M. Fiore Rector's Deleg Intern Relations** and has over 15 intern awards

**POLIMI** has 659 agreement in 62 Countries (China, Argentina, Brazil and others), n. 970 International Research Projects (source: EU funding&tender), 19 international networks, SR **R. Brumana** expert in DT Geodata, EO desertification regeneration monitoring.

**UNIBAS** has 130 intern agreements across 40 countries. Notably, in Earth Observ, UNIBAS co-founded the European Network of Copernicus Academies. It actively champions European principles of HEI Modernization and Intern SR **V. Tramutoli**, co-founder EU Network of Copernicus Acad.

**UNIVR** has 350 Agreements worldwide, manages huge number of mobility of students/PhD /academic staff, more than 30 Agreements and exchanges with Latin-Am countries SR **E. Gambin Deleg Inter**, expert in Spanish liter.

**UNIKO** has 90 active inter-inst agreements, huge collaboration with EU/extra EU universities, 2 DD programs, relevant networks: EUA, Compostela Group of UNI, Enna Confucius Institute partnership with Dalian Foreign Lang UNI SR **I. Frana Director Kore Internat Relat**

**UNITUS** has N.6 intern degree programs and activities with numerous non-EU partners From the relationships established through funding from Progr. Erasmus+ KA107, n.27 Double Diploma agr SR **A. Fusi Rector's Deleg for Educ Offer**

**UNIMORE** has 1500 intern students, 10 Masters in English, 600+ inter exch agreem, 250 MoUs, 22 projects, collaboration with UNIGreen, 90 agreem, 2 DD prog, networks such as EUA and the Compostela Group SR **E Francia**, President of the MSc in Integr sust

**UNIME** has 131 Agr: 20 Central and South America; n. 6 North America; 14 in Africa; 38 in Asia; 34 in the EU; 19 in Eastern Europe. The main networks are:; IAU; UNIMED; Téthys; EUA SR **T. Abbate** expert in Open Innov/Digital Platform Ecos

**UNISAN** has n. 200 Agr, 30 of which with non-EU countries, Erasmus+ programme KA171 (non-EU mobility) with Madagascar, Bhutan; Nepal; Ukraine; Kosovo [N. 200 accordi intern; N. 30 Agr in EXTRA-Eu] SR **C. Nazzaro** expert in EU policies

**UNICAL** manages Erasmus+, MOST for extra-EU mobility and double degrees (+1000 students from 80 countries). 251 Agr with 54 countries and 500 Erasmus+ Agr, 12 inter MSc-level, present in THE, QS and ARWU SR **J Smirnova** expert in environ policy **Resp Inter Relat+Coord Erasmus+ KA107**

The following figures represent the organization model in terms of HRs highlighting the relevant professional experiences and skills of the personnel involved.

**Fig. 6 – HRs in the 4 main TOPICS**



Ecological transition, pollution and earth monitoring, modelling, cultural landscapes and heritage

**UNIFG: Economics:** Fiore M., Dentamaro A., Rana R., Nigro C., Iannuzzi E., Milone M.;  
**DAFNE:** Mastroserio A., expert in Experimental Physics (CERN and ePIC at EIC in USA);  
**DEMET:** Cappelletti G. and Nicoletti G.M. expert in Ecological transition and sustainability;  
**POLIMI:** Brumana R., expert in Geospat data, Digitiz, Digital Twin, Earth Observ Land(scape) Desert, Reg. Agric, Digit Cult Heritage  
(HRs Mssinelli, Scaioni PhD School, La Neve)  
**UNISANNIO:** Nazzaro C. expert in rural development and EU policies;  
(HRs Marotta & Stanco)  
**UNIME:** Abbate T. expert in Innovation economics, Open Innovation and Digital Platform Ecosystem  
(HRs Lanfranchi & Giannetto);  
**UNICAL:** Smimova J. expert in environmental policy, responsible for International Relation and coordinator Erasmus+ KA107 Prog  
(HRs Castiglione expert in gender, Algieri expert in pollution, Succurro expert in energy, Infante expert in double degree).  
**UNIBAS:** Tramutoli V., Satellite Remote Sensing, co-founder European Network of Copernicus Academies drawing new academic curricula in Earth Observations  
(HRs Sole, Caniani)

**POLIMI:** Brumana R., expert in Geospat data, Digitiz, Digital Twin, Earth Observ Land(scape) Desert, Reg. Agric, Digit Cult Heritage  
(HRs Mssinelli, Scaioni, La Neve)  
**UNIBAS:** Tramutoli V., Satellite Remote Sensing, co-founder European Network of Copernicus Academies drawing new academic curricula in Earth Observations  
(HRs Sole, Caniani)  
**UNIMORE:** Francia E., President of the MSc degree in Integr sustainability of agricultural systems - Expert of Crop Science and Plant Breeding  
(HRs Capra, Iori & Lancellotti)

Economic-social-finance tools to decrease land degradation and to revitalize rural marginal areas

Medicine and social innovation with a keen emphasis on gender equality and on digital sustainable tools

**UNIFG: Distum:** Loiodice I., expert in lifelong learning and gender education and G. Toto coordinator of Learning Science Hub  
(HRs Deserio B., Lopez A.G., Ladogana M., Dato D.)  
**Dip. Law:** Annicchino P., Senior legal scholar in Brazil (FGV-Direito Rio).  
**UNIVR:** Gambin F., Delegate International Relation, expert in Spanish literature  
(HRs Giorgetti, Pastorino, Lombardo)  
**UNIKORE:** Frana I., Director Kore International Relation Office  
(HRs Muscarà & Burgiò)  
**UNITUS:** Fusi A., Rector's Delegate for Educational Offer  
(HRs Severini, Dean's Deleg Inter Cooperation & Speranza Dip delegate Internation with a focus on Latin American countries)  
**UNICAL:** Smimova J. expert in environmental policy, responsible for International Relation and coordinator Erasmus+ KA107 Prog  
(HRs Castiglione expert in gender, Algieri expert in pollution, Succurro expert in energy, Infante expert in double degree).

**UNIFG: Economics:** Fiore M., Dentamaro A., Rana R., Nigro C., Iannuzzi E., Milone M.  
**DAFNE:** Mastroserio A., expert in Experimental Physics  
**DEMET:** Cappelletti G. and Nicoletti G.M., expert in Ecological transition and sustainability  
**Dip Medicine:** Cinnella G., expert in Gender Medicine  
(HRs: Mirabella, Cotonia)  
**POLIMI:** Mussinelli E., Fanzini D. (co-creation Learning by Living Spaces)

Gender for sustainability, tech innovation and innovative teaching



- (ii) *Please, describe the organizational experience of the host institutions, the capacity to improve the international organization/collaboration and highlight the importance of geographic coverage. (Max. 2000 characters)*

The host institutions possess a rich and diverse organizational background, showcasing extensive experience in international collaboration and adeptness in fostering global partnerships. Their capacity to enhance international organization and collaboration stems from a robust infrastructure built on years of engaging in diverse transnational ventures. The partners have demonstrated prowess in orchestrating successful student and staff exchanges, facilitating master courses, and actively participating in consortiums for knowledge-sharing. Thus, this collective initiative is geared towards not only sharing knowledge but also nurturing a vibrant environment for learning and collaboration. It plays a pivotal role in elevating internationalization efforts of Italian universities, enriching academic experiences and contributing significantly to the global education landscape. The geographic coverage of the partnership offers a distinctive advantage. It spans across the southern, central, and northern regions of Italy presenting a comprehensive spectrum of cultural, academic, and regional diversity. This expansive coverage not only broadens the outreach of collaborative initiatives but also enriches exchange programs by integrating diverse perspectives, expertise, and methodologies. The significance of this geographic coverage cannot be overstated. It facilitates a holistic approach to internationalisation ensuring that collective expertise, resources, and cultural richness from different regions are harnessed for the benefit of both the participating non-EU countries and the Italian universities themselves. This mosaic of geographical representation underlines the depth and inclusivity of the collaboration, making it a compelling catalyst for robust internationalization endeavours. The crucial element is the holistic vision of the partnership that means each partner will benefit from networks of all partnerships so starting and increasing the internationalization level.

Place and date

The Legal Representative of the Lead  
Institution of the Partnership

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