Call for proposals for redesigning existing programme

1. General information

EU GREEN is built around a holistic perspective on sustainability, encompassing the interrelated terms economic, societal, cultural and environmental dimensions. Its four core missions - education, research, innovation and entrepreneurship, and service to society - are oriented towards meeting the United Nations' Sustainable Development Goals. EU GREEN has set the goal to build an inclusive and collaborative partnership that places these SDGs at the heart of the research and innovation approach and integrates them into our teaching and learning model. In this connection, Work Package 2 (WP2) of EU GREEN aims to develop educational model centered on sustainability and the SDGs. In particular, one of the central tasks in WP2 is to support redesigning each partner institution's existing educational curricula (hereafter referred to as redesign) at the bachelor, master, or PhD level to include sustainability aspects.

Although there are several approaches to incorporating sustainability in the curricula, the three common ones highlighted by Rajabifard, et al. (2021) are: (1) designing an elementary curricular unit on sustainability; (2) designing a specialised pathway (a curricular unit or specialisation) for sustainable development; and (3) intertwining sustainability concepts in regular disciplinary curricular units. Notably, the redesign process involves orienting the curriculum objectives and learning outcomes towards meeting the SDGs (and/or specific SDGs' targets). Rajabifard et al. (2021) provide an example of redesign as shown in Figure 1 below:

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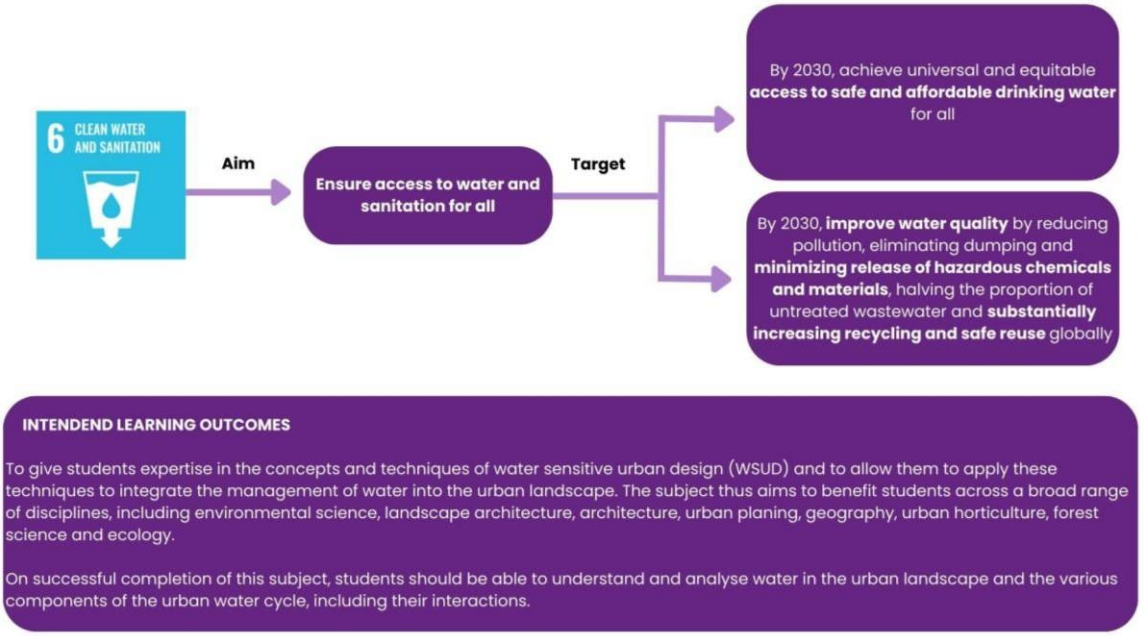
Figure 1: Example of redesign (source: Rajabifard et al. (2021, p.1271)



For further information on redesign, refer to the *Blueprint for SDG Integration into Curriculum, Research and Partnerships* (Wersun et al., 2020) and *Implementing Sustainability in the Curriculum of Universities* (Filho, 2018).

In task 2.6 of WP2, partners committed to implementing redesigns and the first pilot curricula redesign is one of the milestones of WP2. Redesign promotes sustainability knowledge and values into the university's curricula through a specifically designed research strategy. The process involves collective reflection with stakeholders (including students, partner universities in existing Alliances, and partners from outside universities) to pitch learning objectives/outcomes, teaching and learning pedagogies, practical engagement in society etc. An example of the task involved in redesign is depicted in Figure 2 below:

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Figure 2: Example of tasks involved in redesign (source: Pálsdóttir & Jóhannsdóttir (2021, p.18))

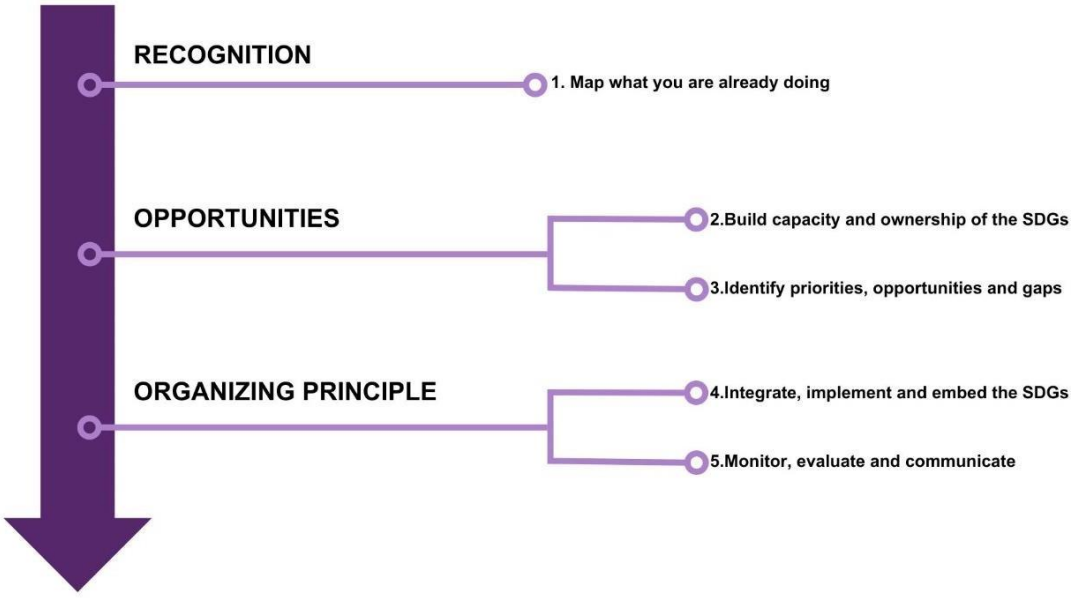
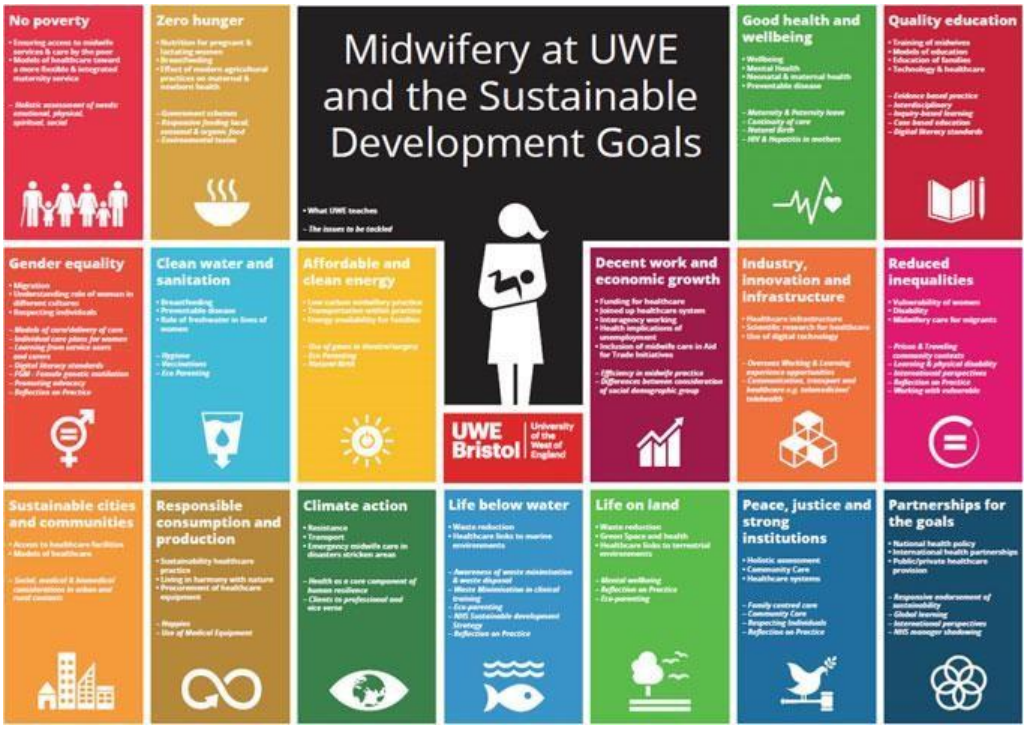


Figure 3 shows an example of the redesign process for mapping outputs related to SDGs and SDGs' targets in a programme.

Figure 3: Example of Mapping Outputs in Redesigning a Curriculum (Source: Gough & Longhurst (2018, p.287))



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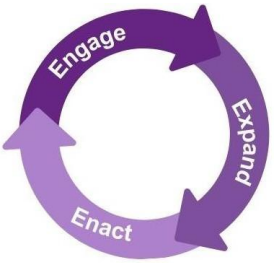
A framework for the level of involvement of stakeholders in the process of embedding SDGs in the curricula is provided as an example in Figure 4:

Figure 4: Framework for Embedding SDGs (source: Tomasella et al. (2024, p. 16))



Pedagogic Purpose	Details of the Action, Theories, Tools	Stakeholders involved
Engage Integrating knowledge within existing curriculum	Develop discussion on sustainability and relevant SDGs within modules, lectures, seminar, etc. Particularly focus on a broad embedding of sustainability topics across modules, introducing key sustainability concepts alongside traditional theories	Course team, lecturers
Expand Transforming values and attitudes using transformative and experiential pedagogic tools	Expansion of the discussion on sustainability and relevant SDGs using guest lectures, industry expert talks, industry events/visits, and development of assessments based on sustainability and relevant SDGs in elective modules. The use of critical theories such as social marketing/macromarketing/sustainability marketing should generate critical thinking.	Course team, lecturers, administrators, industry and students
Enact Deep engagement through a partnership-based approach to learning, which leads to behavioral change for enhanced sustainability leadership	Active use of sustainability and relevant SDGs concepts for enhancing a sustainable culture across the University and the marketing department, with live briefs as assessments, partnership with employers and the marketing sector for extracurricular activities and research opportunities. Continue to use of critical theories to generate systems thinking and purposeful action.	Department heads, course team and lecturers, quality team, industry, professional bodies and students, the local community.

In the EU GREEN Education Strategy, redesign of existing educational programmes at any level (bachelor, masters or PhD) are defined as simultaneous changes in the study plan and associated curricular units of similar existing study programmes by at least 3 partners. The primary purposes of this redesigning task in EU GREEN are (I) to promote sustainability through alignment with the graduate attributes framework and educational principles and (II) to foster mobility and strong collaboration among the partners involved in the redesign. To achieve the second objective, after the redesign process, the programmes of the involved partners must have some common component, however they do not need to become identical. As depicted in Figure 5, redesigning curricula is believed to allow the promotion of graduate attributes with key general competencies for a sustainable future.

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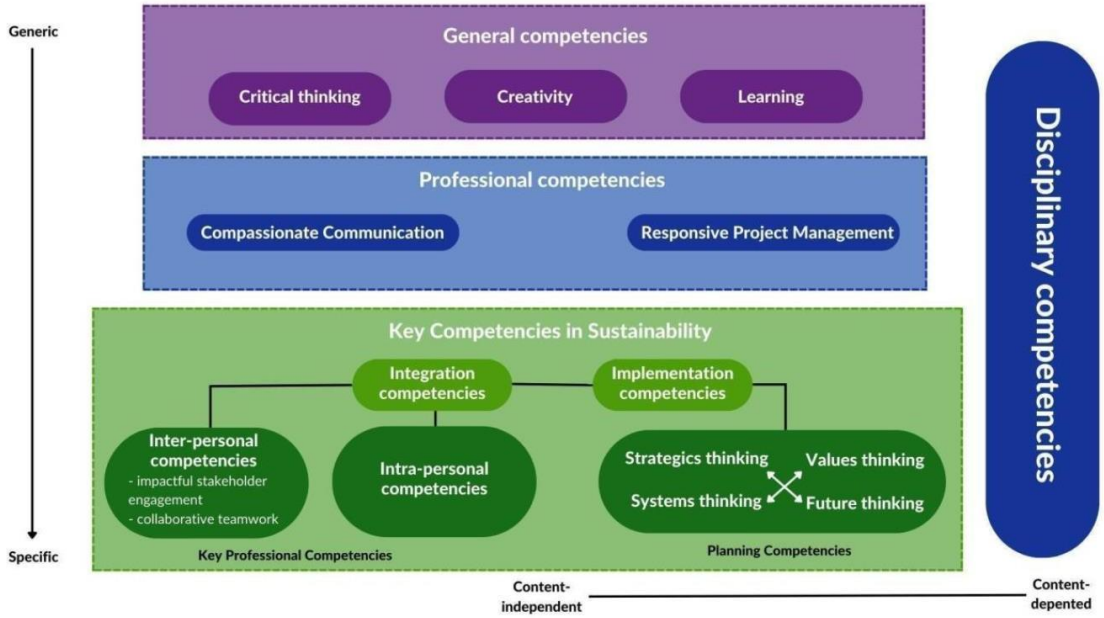
Figure 5: Expanded competencies framework (adapted from Redman & Wiek (2021))



2. Conditions and Considerations

EU GREEN aims to produce a workforce through specific graduate attributes and critical teaching and learning principles for the future. Graduate attributes are a set of generic and interdisciplinary competencies for university students to become responsible professionals and global citizens in promoting sustainability and solving sustainability challenges (Spronken-Smith et al., 2015). In this sense, EU GREEN presents an educational model based on certain key educational principles. Therefore, the redesigning tasks must pay particular attention to those key EU GREEN educational principles described in Figure 6.

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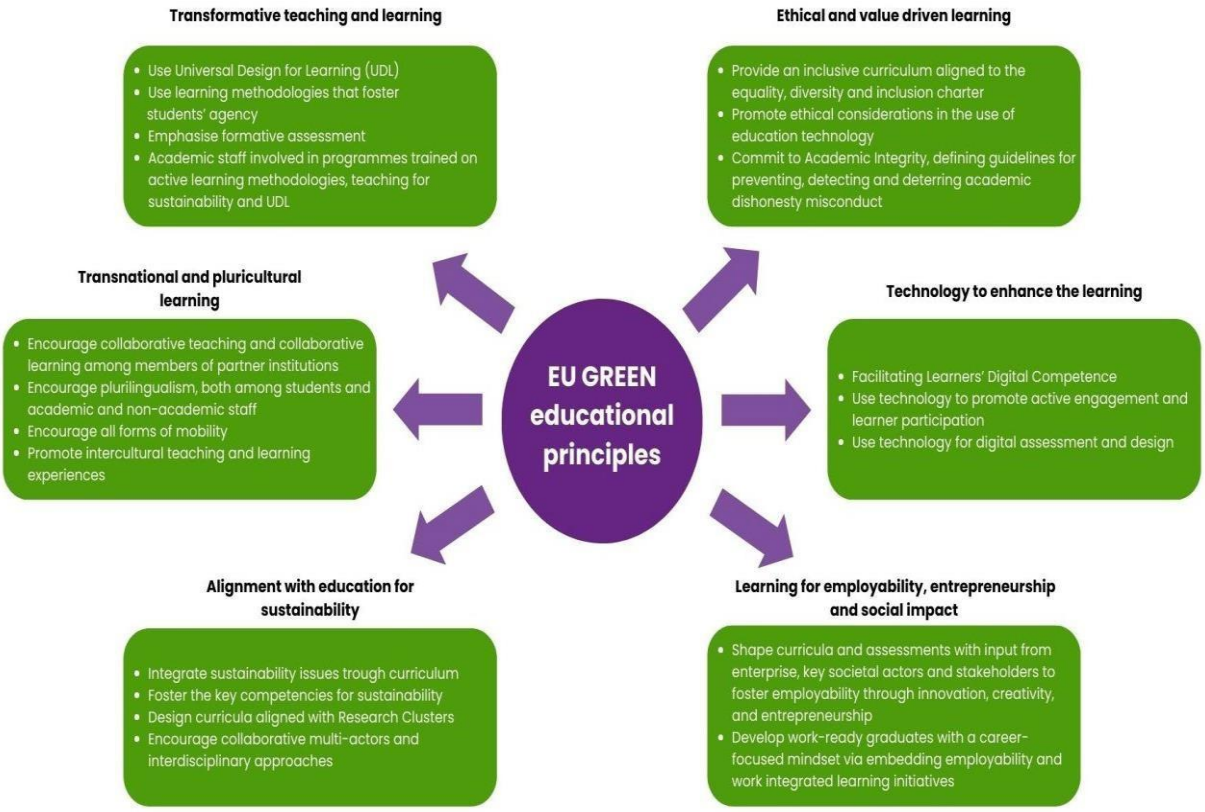
Figure 6: The EU GREEN educational framework and its macro educational principles



In addition, whenever possible, redesigning existing curricula should be aligned with the six Research Clusters of excellence (as defined in WP3), strategically linking research and education activities. The research's six strategic orientations correspond to the Alliance's commitment to respond to today's prominent societal challenges:

1. Emerging paradigms for health and well-being;

2. Agriculture, food, and environmental sustainability;

3. Engineering and technology for sustainable development;

4. Sustainable tourism for cultural and natural heritage;

5. Education sciences for sustainable development;

6. Challenges in ecosystem biodiversity and function - a macroregional evaluation;

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Moreover, redesigning existing curricula should consider how to foster various forms of mobility (physical, hybrid and virtual mobility) and, in the case of the bachelor programmes, may consider the possibility of including the EU GREEN Minor in Sustainability in the study programme or providing enough flexibility in the study plan for students to complete the Minor in Sustainability if they wish to do so. For more information on the ongoing initiatives and activities, consult the EU GREEN education webpage.

3. Funding

The redesign of the selected programmes will require intense work by a group of academics in consultation with key stakeholders. Each approved pilot redesign programme will receive funding to allow one in-person meetings with a maximum of two participants per partner. The funding is exclusively for travelling, accommodation, subsistence, and face-to-face meeting preparation. The financing is of 3000 euros per partner (each partner will pay the expenses of its personnel).

4. Eligibility criteria

The redesign/alignment should be carried out with considerations to the following: research expertise at the Alliance level (anchored on the Research Clusters, whenever possible), promotion of sustainability through linkages with the EU GREEN graduate attributes framework, and educational principles (the Annex presents the list of EU GREEN Research Clusters, the graduate attributes, and the educational principles).

To be considered as a candidate, the proposal for redesign must satisfy the following **eligibility criteria**:

- Be jointly/collectively redesigned by at least 3 partners and include some degree of collaboration at the implementation stage;
- Learning outcomes have to be aligned with EU GREEN graduate attributes;
- Be aligned with EU GREEN educational principles.

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5. Selection of pilots

The proposals will be evaluated by a Selection Committee that will include:

- 9 members from the Joint Education Commission,
- 1 member from the Joint Research Commission,
- 1 member from the Innovation Commission,
- 1 member from the Engagement Commission,
- 3 student representatives (students who are in EU GREEN Senate).

For the selection process, the following selection criteria will be used (evaluated on a scale of 1-10):

- Degree of commonality in the redesigned programmes and other actions that foster collaboration and mobility;
- Degree of alignment with SGDs (Goals, Targets, Indicators);
- Degree of alignment with EU GREEN graduate attributes and educational principles;
- Degree of innovativeness incorporated in the redesigned programmes, especially regarding the teaching and learning process;
- Evidence that the redesign will foster research-education links;
- Evidence that the redesign will stimulate links with business and society;

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6. Calendar for Call and subsequent steps

Steps	Date
Call announcement, start of "Expression of Interest"	1st of October 2025
Expression of Interest – deadline	31st of October 2025
Application start	15th of November 2025
Application close (deadline for submissions)	30th of December 2025
Notification of selected pilots	30th January 2026
Start of the redesigned programme design by Programme Design Task Force	15th February 2026
End of redesign programme	30th of June 2026
Validation by EU GREEN bodies	September/October 2026
Submission to accreditation (if needed)	According to national calendars, during academic year 2026/2027
Launch of the redesigned programmes	Academic year 2027/2028

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7. Submission of the Call and application form

The process starts with the "Expression of interest" in submitting a proposal of redesigning an existing programme until 31th of October 2025. After the expression of interest period, there will a period to find partners interest in joining the proposal, a process that will count with the support of the contact team. The application form, will be sent directly to the proposals that have found at least 3 partners (it takes some time to find partners). It will not be possible to submit an application proposal after the deadline. The deadline is 30th of December 2025 at 5:00 pm (CET – Central EuropeanTime).

The initial information requested for analysis will include the following:

Table 1. Call for proposal – general information

	Information	*No more than 2,500 characters for each section*
1	Title of the redesigned programmes	
2	Educational level	
3	Degree obtained upon graduation	
4	Number of ECTS	
5	Duration (semesters)	
6	Partners involved	
7	Abstract – summary of the main improvements in the redesigned programmes and of common/collaboration features	
8	What will be the common elements in the study plans of the redesigned programmes and what will be the extent of collaboration among partners in the implementation stage?	
9	Besides the common elements, are there other actions that will foster collaboration and the various forms of mobility in the redesigned programmes?	
10	How will the redesigned programmes increase the degree of alignment with the SDGs?	
11	How will EU GREEN graduate attributes and, in particular, the key competencies for sustainability be fostered?	

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12	How will the redesigned programme promote the EU GREEN educational principles? (see grid that will be used after the pilot selection, in the programme development phase)	
13	What are the main distinctive/innovative features, especially regarding the teaching and learning process, that will be introduced in the redesigned programmes?	
14	How will the redesigned programmes encourage research/education links and, if possible, how will they be connected with the Research Clusters?	
15	How will the redesigned programmes contribute to fill gaps/needs/demand by the job market and society? How will the programme foster links with business and society?	
16	Proposed Programme Redesign Task Force (indicate the people who will participate and their role)	
17	How many physical meetings are you planning (only one is financed)? Which partners will organize the meetings?	

8. Questions

If you have any questions on this procedure, please send them to eugreen.wp2@upwr.edu.pl. A Q&A document will be provided through the EU GREEN website.

Please find here contact details for coordinators of the redesigning of existing programme curricula in each University:

1. University of Extremadura - Laura V. Fielden, dirinternacional@unex.es
2. University of Angers – Erwan Autret, erwan.autret@univ-angers.fr
3. Atlantic Technological University - Frances Lucy, frances.lucy@atu.ie
4. University of Évora - Cesaltina Pires, cpires@uevora.pt
5. University of Gävle - Komal Singh Rambaree, komal.singh.rambaree@hig.se
6. University of Oradea - Codruta Bendea, cbendea@uoradea.ro
7. University of Parma - Simone Baglioni, simone.baglioni@unipr.it

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8. Otto von Guericke University of Magdeburg –
   Lucia Kremer, lucia.kremer@ovgu.de,
   Johanna Telle, johanna.telle@ovgu.de
9. Wroclaw University of Environmental and Life Sciences - Elżbieta Wróbel elzbieta.wrobel@upwr.edu.pl

An online info session will be organized at Zoom platform (CET – Central European Time) on the 14th October 2025 from 10:00 am . The info session will be recorded, and the video will be made available. You can access the online info session by clicking on this link.

9. References

Filho, L. W. (eds) (2018) Implementing sustainability in the Curriculum of Universities. World Sustainability Series. Springer, Cham. https://doi.org/10.1007/978-3-319-70281-0_17

Gough, G., Longhurst, J. (2018). Monitoring Progress Towards Implementing Sustainability and Representing the UN Sustainable Development Goals (SDGs) in the Curriculum at UWE Bristol. In: Leal Filho, W. (eds) *Implementing sustainability in the Curriculum of Universities*. World Sustainability Series. Springer, Cham. https://doi.org/10.1007/978-3-319-70281-0_17

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Tomasella, B. et al. (2024) 'Embedding the Sustainable Development Goals into Higher Education Institutions' Marketing Curriculum', *Journal of Marketing Education* [Preprint]. Available at: https://doi.org/10.1177/02734753241231182.

Wersun, A., Klatt, J., Azmat, F., Suri, H., Hauser, C., Bogie, J., Meaney, M., & Ivanov, N. (2020). *Blueprint for SDG Integration into Curriculum, Research and Partnerships*. London: PRME

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10. Annex

10.1. EU GREEN Research Clusters

EU GREEN research is organized into six Research Clusters:

1. Emerging paradigms for health and wellbeing;
2. Agriculture, food and environmental sustainability;
3. Engineering and technology for sustainable development;
4. Sustainable tourism for cultural and national heritage;
5. Education sciences for sustainable development;
6. Challenges in ecosystem diversity and function;

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10.2. EU GREEN Graduate attributes framework

One of the foundations of the EU GREEN educational strategy is the definition of a graduate attribute framework. Our concept of graduate attributes (GAs) includes a set of generic competencies deemed desirable for students to develop and enhance key competencies for sustainability and become responsible professionals and global citizens during their study time at the university. We opted for a framework instead of a list of competencies because we want to stress the functional connectivity between the competencies in the GA framework.

This framework includes general competencies (communication, critical thinking, learning), professional competencies (communication and project management), disciplinary knowledge and key competencies for sustainability. The key competencies for sustainability include: ***systems-thinking***; ***anticipatory/futures thinking***; ***normative/values thinking***; ***strategic-thinking***, ***Interpersonal/collaborative competence***; **Implementation competence**; **Integration competence**; and ***intra-personal competence*** (Figure 5 summarizes the EU GREEN graduate attributes framework and Table 2 provides more detailed description; see also the EU GREEN Educational Strategy and Guidelines).

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Table 2. Key Competencies in Sustainability

Key Competencies in Sustainability				
Graduates should be able to:				
Implementation CPs	Implement, enact, adapt, manage, transfer, scale strategies/action plans, change plans, intervention plans, governance initiatives, etc., in responsible, effective and efficient ways.	**Planning CPs**	**Systems-thinking Cps**	Apply modelling and complex analytical approaches Analyse complex systems and sustainability problems across different domains (environmental, social, economic) and across different scales (local to global), including cascading effects, inertia, feedback loops, and other system dynamics; Analyse the impacts of sustainability action plans (strategies) and interventions (how they change systems and problems).
			Strategies-thinking Cps	Design, create, develop, test transformative, innovative, viable, feasible interventions, transitions, strategies, action plans, solutions and other relevant aspects considering barriers, inertia, path dependence, carriers, assets, and other variables.
			Values thinking Cps	Map, specify, apply, reconcile, and negotiate sustainability principles, morals, norms, ethics, goals, integrity, justice, conflicts, tradeoffs; Assess the (un-)sustainability of current and/or future states of social-ecological systems and, second, to collectively create and craft sustainability visions for these systems.
			Futures-thinking Cps	Construct simulations, forecasts, scenarios, and visions; Anticipate future states and dynamics of complex systems and sustainability problems; Anticipate how sustainability action plans (strategies) might play out in the future (if implemented).

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Table 2. Key Competencies in Sustainability - continuation

<table>
<tr><td rowspan="2">Integration Cps</td><td rowspan="2">Develop, apply, promote, make decisions to advance sustainability by using viable, equitable, and inclusive solution processes, procedures, frameworks and schemes.
Apply collective problem-solving procedures to complex sustainability problems:
Develop viable sustainability strategies (action plans);
Successfully implement them, in collaborative and self-caring ways.</td><td rowspan="2">Key Professional CPs</td><td>Interpersonal Cps</td><td>Enable, motivate, facilitate interdisciplinary, transdisciplinary, pluricultural collaboration in teams and among stakeholders through listening, compassionate communication, negotiation, conflict resolution, empathic leadership.
Facilitate collaborative and participatory sustainability research and problem solving.
Promote active engagement in (grand) societal change.</td></tr>
<tr><td>Intra-personal Cps</td><td>Reflect, motivate, have respect for, be responsible, be empathetic, selfcare for identity, commitment, feelings, burnout, personal boundaries, limits of capacity, and other relevant dimensions necessary to improve sustainability effective transformations.</td></tr>
<tr><td colspan="5">Professional Cps</td></tr>
<tr><td colspan="3">Compassionate communication</td><td colspan="2">Responsive Project Management</td></tr>
<tr><td colspan="3">Promote positive change through the engagement in verbal, non-verbal or written interactions between two or more people that yields agreement, shared information, or asserted support.
Enhance collaboration by strengthening the relationship between actors through attentiveness, interest, empathy, and caring.</td><td colspan="2">Achieve aspired project outcomes within a given timeframe, budget, and other constraints;
Organizing the project process as part of a dynamic system by accounting for surprise and contingency plans;
Providing good time management to facilitate engagement of project participants;
Carefully monitoring and strategically reflecting about the process and warranted adjustments.</td></tr>
<tr><td colspan="5">General Cps</td></tr>
<tr><td>Critical thinking</td><td colspan="2">Creativity</td><td colspan="2">Learning</td></tr>
<tr><td>Think open mindedly within alternative systems of thought, raising questions and problems, gathering and assessing relevant information in order to come to well-reasoned conclusions and solutions.</td><td colspan="2">Be able to consider innovative solutions when the problem is not well defined (lack of knowledge of the problem or its possible solutions).</td><td colspan="2">Carry out meaningful, empowering learning experiences as citizens capable of deciding and implementing change.</td></tr>
</table>

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10.3. EU GREEN Educational Principles

To ensure that our graduates develop the set of competencies that prepare them to help solve sustainability challenges, we identified a set of educational principles or features that should be present in EU GREEN new joint programmes. We identified six macro educational principles: (i) alignment with education for sustainability; (ii) transformative teaching and learning; (iii) transnational and pluricultural learning; (iv) ethical and value driven learning; (v) technology to enhance learning and (vi) learning for employability, entrepreneurship and social impact. Each of these macro educational principles requires several features (see Figure 6).

The detailed programme development will only be done by the Programme Design Task Force 1 of the selected pilots, between September 2024 and April 2025. At that stage, to ensure that the new programmes fit with EU GREEN educational framework the team should work based on the checklist in Table 1. This gives an idea about what is ahead and may help proponents in preparing their proposal for the call.

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Table 3. Checklist to ensure that the redesigned curricular units aligned with EU GREEN educational framework

1. Alignment with Education for Sustainable Developments	yes	no	NA
Are sustainability concepts being integrated through the curriculum, rather than being treated as a separate subject?	☐	☐	☐
Are the key competencies offered by the subject aligned with the **key competencies for sustainability** defined in the EU GREEN graduate attributes framework?	☐	☐	☐
Is the study programme related to one or more EU GREEN **Research Clusters**?	☐	☐	☐
Is the programme developed in collaboration with **multiple actors** such as students, researchers, enterprises and other institutions?	☐	☐	☐
Is the programme **interdisciplinary** in approach ensuring that the challenges are seen from multiple perspectives and more innovative solutions arise?	☐	☐	☐
2. Transformative pedagogy and learning			
Does the programme ensure personalization of learning and assessment for students, using the **Universal Design for Learning (UDL)?**	☐	☐	☐
Does the learning process foster **student agency**? *(students' capacity to take decisions and act accordingly to influence their own lives. This includes interactive, project-based and challenge-based approaches.)*	☐	☐	☐
Is the assessment formative or rather summative?	☐	☐	☐
Is training on active learning methodologies, teaching for sustainability and universal design for learning required from the teachers involved in the programme?	☐	☐	☐

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	yes	no	NA
3. Transnational and intercultural learning			
Are there courses taught collaboratively?	☐	☐	☐
Is collaborative learning encouraged within the study programme?	☐	☐	☐
Does the study programme encourage plurilingualism, both among students, and academic and non-academic staff?	☐	☐	☐
Does the study programme promote mobility (physical, virtual and blended)?	☐	☐	☐
Does the study programme promote intercultural learning experiences?	☐	☐	☐
4. Ethical and value driven learning			
Is the curriculum aligned to the equality, diversity and inclusion charter and accessible to all students?	☐	☐	☐
Are there guidelines at the level of all partners for preventing, detecting and deterring academic misconduct?	☐	☐	☐
Does the programme promote ethical considerations in the use of education technology, including data privacy, security and responsible use of learning analytics and foster digital citizenship and safe, responsible use of technology among educators and students?	☐	☐	☐
5. Technology to enhance learning			
Does the programme use Learners' Digital Competence in teaching and learning?	☐	☐	☐
Does the use of technology promote active engagement and learner participation through collaborative activities and problem-based learning approaches?	☐	☐	☐
Is technology used for digital assessment and design?	☐	☐	☐
6. Learning for employability, entrepreneurship and social impact			
Is the input from enterprise and stakeholders considered in development of curricula and assessments?	☐	☐	☐
Does the programme develop work-ready graduates with a career-focused mindset via embedding employability and work integrated learning initiatives, while fostering strong communication, collaboration, and professional skills?	☐	☐	☐

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