ECOGREEN

Pratice boost - Higher Education with Impact

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UHASSELT

ECo GREEN

ECOGREEN

Empowering Transdisciplinary Collaboration and Green Entrepreneurial Education Towards Sustainable Campus and Micro, Small and Medium-sized Enterprises in Indonesia

ECo
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- 6 Indonesian universities

- 2 European universities

- To integrate sustainability learning and green entrepreneurship into higher education in Indonesia
  - Develop new and innovative courses
  - Design inter-university co-curricular activities
  - Create sustainable and green campus platforms

DELIVERABLES WP2

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D1

Assessment tool for sustainable & green entrepreneurial competences adapted to the Indonesian context

D2

Manual on the content and organization of the train-the-trainer sessions (competences for educators in education for sustainable development)

D3

Bootcamp on circular entrepreneurship

D4

Student hackathon on local sustainability challenge

ACTIVITIES: BOOTCAMP & HACKATHON

Bootcamp

- Develop educational material

- Variety of innovating learning formats

- Mentored by experts in the circular economy

- A competition on circular entrepreneurship

- Evaluation based on assessment framework

Hackathon

- Sustainability challenge provided by MSME or HEI

- Original but feasible idea

- Guidance and advice of experts

- Pitch idea

- Evaluation based on assessment framework

ASSESSMENT TOOL

- SDG4: aim for learners of all ages to develop the necessary competences for contributing to shaping sustainable development by 2030

- Existing competence frameworks
  - EntreComp: reference framework for entrepreneurial competences
    - Source: Bacigalupo, M., Kampylis, P., Punie, Y., & Brande, G. V. (2016). EntreComp: The entrepreneurship competence framework. Publications Office.
  - GreenComp: reference framework for sustainability competences
    - Source: Guia, B., Ulrike, P., & Marcelino, C. G. (2022). GreenComp The European sustainability competence framework. Publications Office of the European Union.
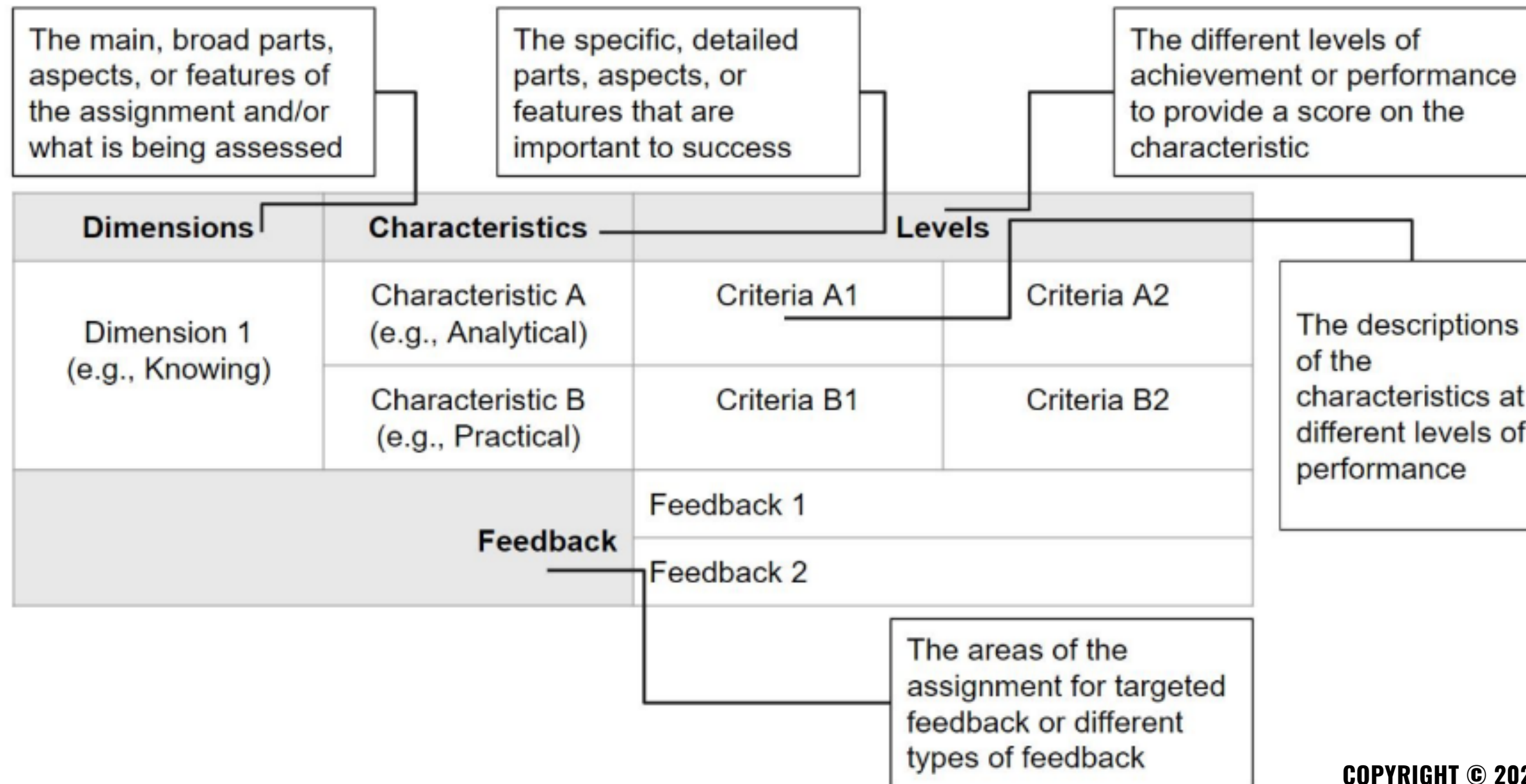
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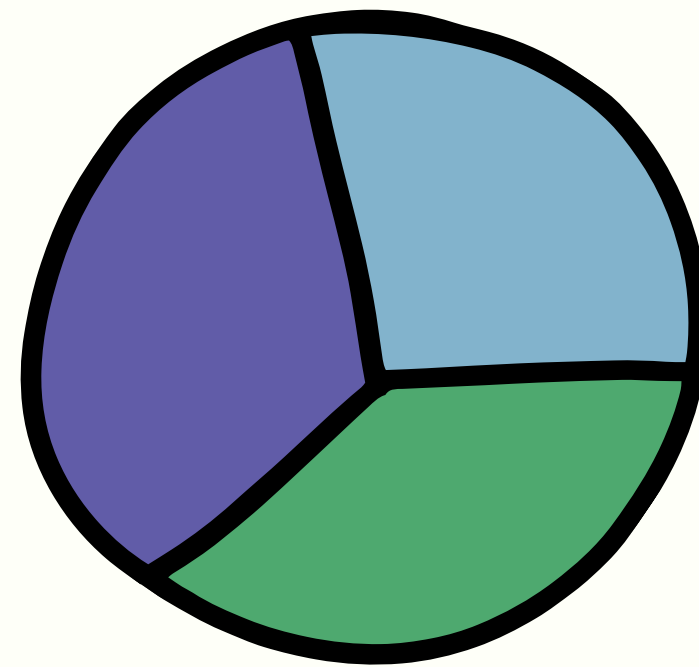
ASSESSMENT TOOL

ASSESSMENT TOOL

COMPETENCE	LEARNING OUTCOME	LEVEL 1 → UNSATISFACTORY	LEVEL 2 → SUFFICIENT	LEVEL 3 → GOOD	LEVEL 4 → EXCELLENT
Systems thinking	The student is able to look at sustainability with a broad perspective. He/she realizes that sustainability includes not only ecological values, but also social and cultural ones.	The student has **limited awareness of sustainability**, primarily focusing on ecological concerns, and does not fully comprehend the broader social and cultural dimensions of sustainability.	They **recognize** that sustainability extends beyond ecology, but their understanding of social and cultural dimensions is still evolving.	The student has a **proficient perspective on sustainability**. They fully understand that sustainability encompasses ecological, social, and cultural values. They can effectively analyze and apply these concepts in contexts.	The student does not only recognize the multi-dimensional nature of sustainability but also **actively promotes and integrates ecological, social, and cultural values into their work.**
	The student is able to actively involve stakeholders and experts from other disciplines in addressing sustainability issues.	The student **can not identify** other stakeholders in addressing sustainability issues.	The students can only identify **mostly internal stakeholders from the same disciplines.**	The students can identify more than **50% of all relevant stakeholders both internal and external** and **from 2-3 other disciplines.**	The student can identify **all different stakeholders and experts** from other disciplines in addressing sustainability issues.
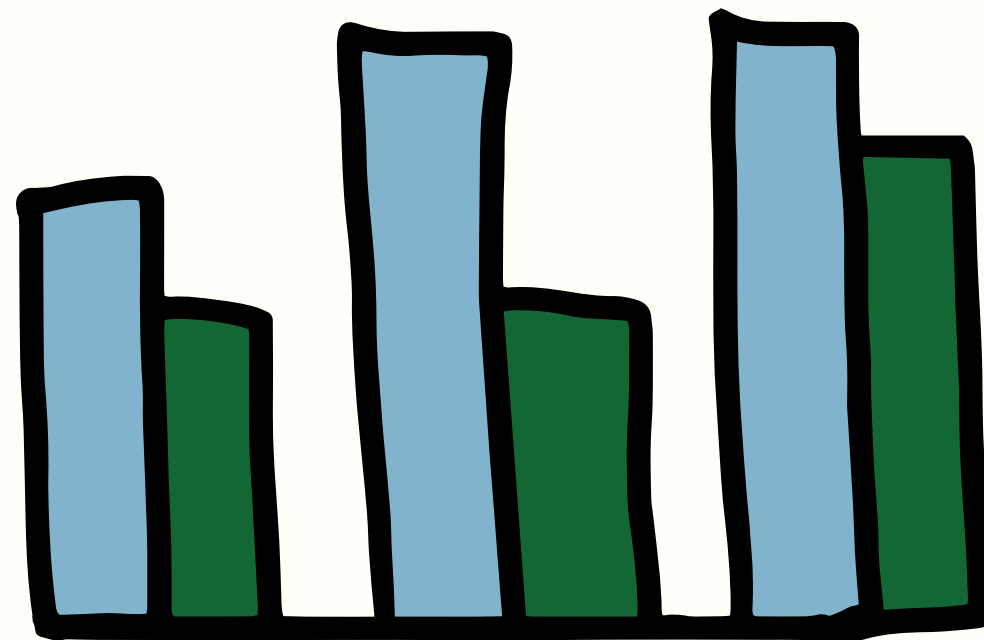
- Is it **clearly** formulated?

- Does the learning outcome **align with the competence**?

- Are there any **missing learning outcomes** necessary to measure a specific competence?