



Circular Bricks

Circular Bioeconomy for
improving agrifood VET institutes' teachers'
skills and competencies (Erasmus +)

Overview

- Programme: Erasmus+
- Action Type: KA220-VET – Cooperation partnerships in vocational education and training
- Field: Vocational Education and Training
- Project Total Duration (Months): 24
- EU contribution: € 276.354,00
- Partner:
 - UnitelmaSapienza (Project Coordinator) (IT)
 - Area Europa scrI (IT)
 - La Unió de Llauradors i Ramaders del País Valencia (ES)
 - Federación EFAS CV La Malvesía (ES)
 - Diek Ioanninon (GR)
 - LICEUL TEHNOLOGIC "JACQUES M. ELIAS" (RO)
 - ENAIP VENETO IMPRESA SOCIALE (IT)

Background

To help train and educate the new generation of circular bioeconomy professionals with the necessary hard and soft skills, we need to **rethink and improve our current educational model for the circular bioeconomy**



This is the **long-term ambition** of Circular Bricks



Goals



- ✓ Develop **innovative pedagogical material** on circular bioeconomy for VET teachers, keeping a **train-the-trainer approach**.
- ✓ **Make VET teachers able to educate their students with the necessary green skills** which are required by the current and future industries operating in the European circular bioeconomy.
- ✓ Make the circular bioeconomy more attractive for students and local stakeholders, hence stimulating local labour market.



At the end of the project, both teachers and students will have acquired **new green skills and competencies**, thus adding “**circular bricks**” to their knowhow.

The pedagogical framework

Learning by doing

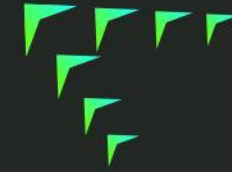
- Learning is an active process of building knowledge (Scardamalia and Bereiter), not a passive reception of content (beyond the metaphor of the transmission of knowledge)

Learning by interacting

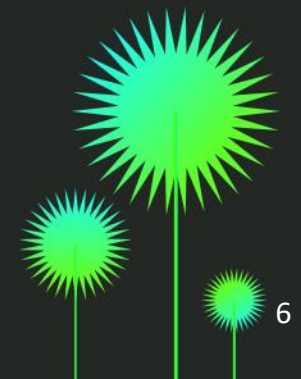
- Learning essentially takes place within an interaction, with others and with objects belonging to the culture in which we live (Vygotskji, Cole, Engestrom)

Learning by creating

- The "outsourcing" of common products (Bruner) support the solidarity of a group and help to create a community. Outsourcing mental work produces the advantage of "making it visible" and being able to reflect on it (Scardamalia and Bereiter)

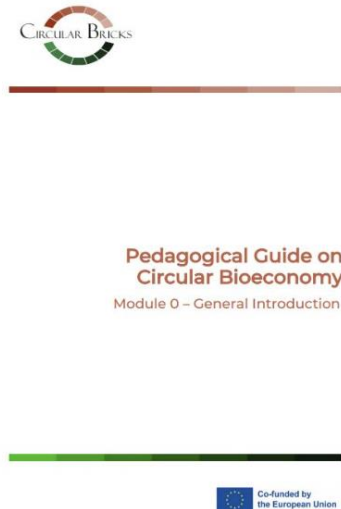


First project outputs

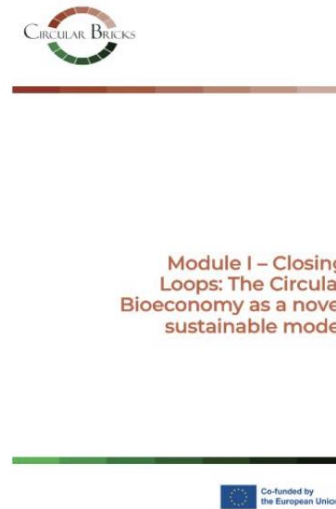


The Pedagogical Guide

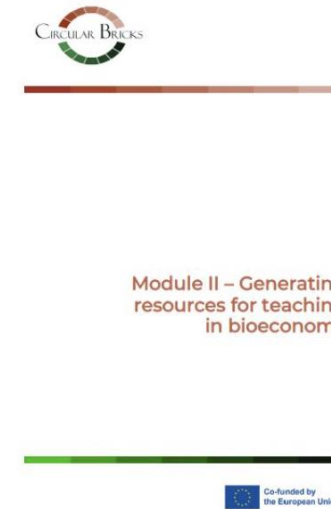
✓ The Pedagogical Guide is composed of four different Modules



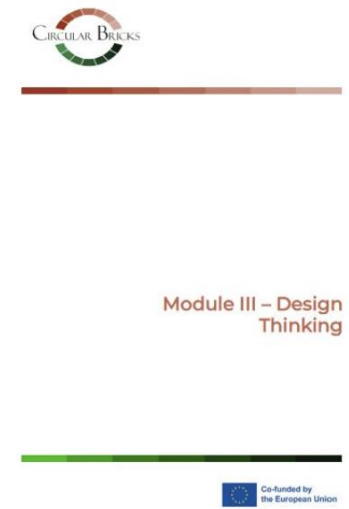
Module 0 - General Introduction



Module I - Closing Loops: The Circular Bioeconomy as a novel sustainable model



Module II - Generating resources for teaching in bioeconomy



Module III - Design Thinking

The Pedagogical Guide

A general introduction to pose the foundations of the teachers' training approach.

Module 0

It is meant to answer questions such as:

- What is a circular economy?
- How do I get a circular economy?

Module I

It is based on the identification of 10 case studies, as best practices in the circular bioeconomy field, to help teachers preparing their students to become promoters of innovative bio-businesses

Module II

Dedicated to the teaching methodology of Design Thinking, a systemic process that enables people exploring situations, embracing complexity and finding innovative solutions to problems.

Module III

LTТА 1

What	When	Main features
LTТА 1 Short-term Joint Staff Training in Valencia	8-10 November 2022	<ul style="list-style-type: none"> ➤ Hosted by EFA La Malvesía ➤ All partners involved ➤ Three-day event ➤ Each day dedicated to one of the 3 modules of Project Result Nr. 1: Pedagogical guide on circular bioeconomy ➤ Front lessons, interactive sessions, Q&A sessions

The main result of this event being the **actual training of teachers**, who acquired new competencies on circular bioeconomy, entrepreneurship and participative approach.

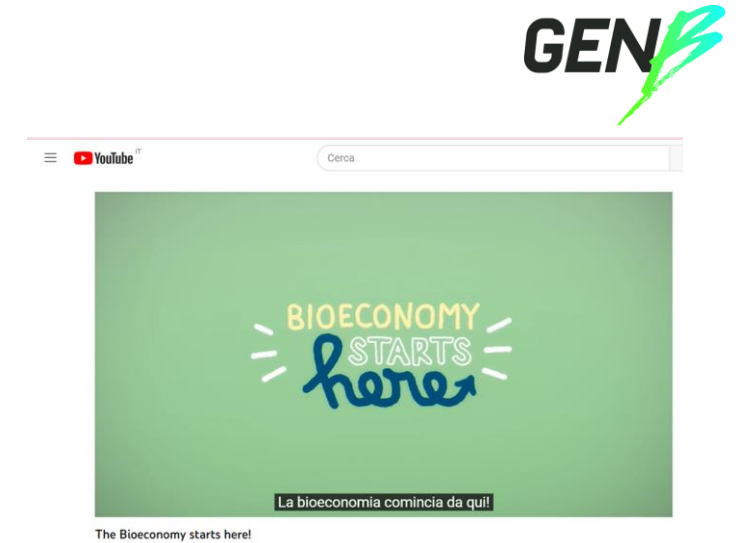


This will make them able to **successfully transfer new knowledge** to students.



The Toolbox

- created by VET teachers working together in detecting and producing what they think are the best instruments for: teaching circular bioeconomy; developing entrepreneurial skills; and successfully involving students
- digital learning resources to enable VET teachers of take advantage of the new digital opportunities, blended with activities in presence
- tested and evaluated by other VET teachers: each Circular Bricks school will create a Panel of other VET teachers that will test and evaluate it. Their evaluation will be used for setting its final version.





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