

Nordplus Horizontal 2021 - List of application

Project number	Project title	Project theme	Coordinating institution	Partner institutions	Duration	Grant applied	Grant proposed	Application summary
NPHZ-2021/10014	Educational and Entrepreneurial co-operation in Future City	Education and Work Life	Estonian Entrepreneurship University of Applied Sciences (EE)	Arcada University of Applied Sciences (FI), International School of Tallinn (EE), Jönköping University (SE), Mairor AS (EE), South-Eastern Finland University of Applied Sciences (FI), UNIVERSITETET I STAVANGER (NO), University of Iceland (IS), Vidzeme University of Applied Sciences (LV), Vilniaus kolegija/University of Applied Sciences (LT), Aalborg University (DK)	3 years project	98 811	98 811	<p>Due to the constantly changing situation in business-environment the needs and expectations in labor-market are changing very quickly. The challenge for educational institutions is to adapt instantly with the current trends and understand "what happens in the world".</p> <p>The difference between what has been taught in higher educational institutions and what kind of skills employers actually need, has been growing over time and caused the situation where enterprises are lacking skillful workforce.</p> <p>The purpose of the project is to create a strong link between modern educational system and future business, so that the studies can directly related with the expectations of employers. The main objective of the project is to find and describe innovative approaches, study methods and develop curricula.</p> <p>The project will raise the quality of studies: support lecturers in the study process and ensure wider knowledges to students. The created materials will describe among other issues also best-practices and case-studies how to teach and learn more efficiently.</p> <p>The main beneficiaries of the project are students, teachers, researchers and study methodologists. Indirectly also the managers and HR specialists of the companies who will get feedback and valuable instructions (from thematic reports and final report).</p>
NPHZ-2021/10024	Future Artpreneurship	Educational methods and pedagogical tools	Aalto University Executive Education (FI)	Art and Culture Professionals' Trade Union TAKU (FI), Cable Factory (FI), Nationalmuseum (SE), Pentagon Design (FI), Pentagon Insight (FI), Tallinn Music Week/ Shiftworks OÜ (EE), Aalto University (FI)	3 years project	50 158	45 000	<p>Future Artpreneurship is a project to sustain the creative sector over the long term through an innovative lifelong learning model in Nordic and Baltic. Led by Aalto University and the Aalto Executive Education, the project is a unique institutional collaboration between high-level academic, business, and cultural partners: Nationalmuseum, Tallinn Music Week, Cable Factory-KAAPPELI, TAKU, Pentagon Design, and Pentagon Insight. The project aims to develop a nationwide educational model for learners at all professional levels. It will strengthen the creative industries' through diversity in the workforce, fostering new approaches to networking and management, attention to emerging business skills, and a consistent focus on sustainable entrepreneurship. Furthermore, the project emphasizes the role that the creative industries play in generating new employment opportunities and social inclusion in a vibrant, increasingly multicultural, and globally connected society.</p>
NPHZ-2021/10032	ALGAE FOR DESIGN-LED TRANSITION TOWARDS BLUE BIO-ECONOMY	Green growth, climate change and sustainable development	Estonian Academy of Arts (EKA) (EE)	Danish Knowledge Centre for Seaweed (DK), Design School Kolding (DK), Hyndla (IS), Iceland University of the Arts (IS), National Institute of Aquatic Resources (DTU Aqua) (DK), Origin by Ocean (FI), Seafarm (SE), Stockholm Environment Institute (EE), Tallinn University (EE), Vetik OÜ (EE), Vilnius Academy of Arts (LT), Aalto University (FI)	2 years project	78 800	78 800	<p>The variety of blue bio-economies in the Nordic-Baltic region call for increased cross-sectoral cooperation if we are to truly envision practices capable of bringing about the transition towards more sustainable bio-based futures. We propose that the critical toolsets and methods of bio-integrated design can aid in the development of these visions or, emergent opportunities; in particular, in the context of tackling such global challenges as climate breakdown, pollution, loss of bio-diversity, and the depletion of natural resources. On the example of algae – a diverse group of more than 72,500 species of aquatic photosynthetic organisms, increasingly recognized as one of the largest under-exploited resources on the planet – with this 2-year initiative – "Algae for Design-Led Transition towards Blue Bio-Economy" – we will exchange knowledge, technology, and bio-resources across adjacent coastal areas as well as integrate skill-sets from marine ecology and the emerging bio-based industry with the forward-looking capacity of bio-integrated design to envision pathways for Sustainable Development Goals (SDGs). Deploying algae as a source of aquatic bio-mass, we will focus on its applications in areas such as bio-materials, bio-energy (fuels), and bio-remediation services with the aim of contributing to the development of more innovative, sustainable, and inclusive blue bio-economy – restorative and regenerative by design – in the Nordic-Baltic region.</p>
NPHZ-2021/10036	Arctic Sense: virtual reality for ocean education	Green growth, climate change and sustainable development	University of Iceland (IS)	Atlanten lower secondary school (NO), Barba AS (NO), Borgarhóllsskóli (IS), Gedsted School (DK), Húsavík Whale Museum (IS), The North Sea Oceanarium (DK), Whalesafari Andenes (NO)	3 years project	47 900	47 900	<p>In June 2021, the University of Iceland and Barba AS (an expedition sailing vessel) will begin Arctic Sense, a four-month science and communication expedition around the polar Atlantic (particularly Svalbard). We will study whale populations and map plastic pollution throughout the journey. We aim to explore the polar Atlantic ecosystem, assess its current health and predict the impact of a developing Arctic.</p> <p>As the UN Decade for Ocean Science begins, we will use Arctic Sense to educate the younger generation about our ocean, its importance and fragility. We will use visual and scientific products of the expedition to create an immersive education package for schools and museums in Norway, Denmark and Iceland. Virtual Reality, using portable headsets, will bring the encounters and journey of the expedition to life. Within this, problem-solving tasks related to fieldwork and data analysis will provide real-life applications of national school curricula related to science, mathematics and sustainability. We hope to provide virtual mobility to education settings – the benefits of physical travel without the need to travel.</p> <p>This will be achieved through collaboration with schools and museums from Norway, Denmark and Iceland. These partners will guide material design, trial our materials and provide feedback. The result will be a package to distribute to schools and museums across these three countries, and hopefully beyond. We aim to foster environmental stewardship in children and demonstrate the power of virtual reality to provide immersive education and virtual mobility to a fragile Arctic.</p>

NPHZ-2021/10038	Virtual School of Citizenship	ICT and digitalization in education	National Agency for Education (LT)	Rigas Lihuanian primary and secondary school (LV), The Centre for Civil Education, Office of the President of Lithuania (LT), The European Wergeland Centre (NO)	2 years project	55 440	55 440	The need to prepare and empower young people and European communities to engage in diverse and constantly evolving democratic societies (CoE, EU Youth Strategy). has been long recognized on the global, EU, regional and national levels. This need has become even more apparent with the recent rise in populism, fake news, distrust in democratic institutions, xenophobia and even acts of extremism as well as the migration dynamics. In 2020 these issues have been further worsened by the COVID-19 pandemic, which also exacerbated inequality and exclusion. To effectively participate and contribute to the development of democratic societies, citizens need to develop a set of distinct competencies for democratic culture. Education systems and schools pay a central role, providing a space for competence development, including transfer of values of democracy and human rights based on standards of European institutions. Most countries have comprehensive policies and strategies in citizenship education, but face challenges when transferring policy to practice (Euridyce, 2017). Teachers are not always equipped and need support to design learning outcomes for linking transversal citizenship competences (ref. recent curricula reforms in Norway, Latvia, Lithuania) with a subject curriculum. When designing such resources we need to consider that young people live in an interconnected world. Especially in 2020, it has become clear that development of young people's competences can and does happen online as well as offline. Therefore, it is necessary that such support platforms (or spaces) are also available online, corresponding to the reality of today and reaching young people in online and offline settings.
NPHZ-2021/10040	Schoolyard Affordances for Physically Literate and Active Schoolchildren in Era of Digitalization (SAPLACED)	Educational methods and pedagogical tools	Lithuanian Sports University (LT)	Basic school of Tartu Kivilinna (EE), Halsilla School (FI), Hamraskoli in Reykjavik (IS), IS-University of Iceland (IS), Kaunas Jonas and Petras Vileisiai school (LT), Latvian Academy of Sport Education (LV), Lihuanian Asociation of Physical Education Teachers (LT), Lithuanian Physical Activity and Health Association (LT), Rigas Hanzas Secondary School (LV), Silute Basic School Pamarys (LT), Sætre Children School (NO), University of Jyväskylä (FI), University of south eastern Norway (NO), University of Tartu (EE)	3 years project	82 160	82 160	Nordic-Baltic physical activity (PA) network defined the typical features of schoolyards in different countries through the previous project (NPHZ-2017/10130). Results demonstrated that schoolyard design and facilities are characterized by flat terrain covered mostly with asphalt and artificial cover and dominated by sports field of international standards which is of limited use apart from physical education (PE) lessons, but pupils prefer vegetation, comfort, and versatility in schoolyards. PA and outdoor activities are reduced to a minimum, due to pandemic and huge use of IT items and education from home. Preliminary scientific data reveals dramatic decrease in PA and increase in sedentary behaviors of schoolchildren due to COVID-19 pandemic effect. The idea of this project in cross-sectorial cooperation between universities and schools from Estonia, Iceland, Finland Latvia, Lithuania and Norway, as well as interested stakeholders will be to develop unique learning and educational environments to reduce sedentary time and increase physical literacy of schoolchildren. The benefit of the project will be for pre-service and in-service PE teachers to gain an innovative approach in theoretical and practical skills as well as to enhance attractive, interdisciplinary education possibilities in schoolyards, respect for nature and surroundings, pupils' PA and well-being. It is a need to promote outdoor affordances for teaching and learning to support sustainable development in the Nordic-Baltic countries. The aim of this project is to develop and provide recommendations how schoolyards affordances can be used in an authentic and supportive environment for educating physically literate and active schoolchildren in era of digitalization, to develop open platform for primary school teachers, physical educators to share good practice and innovative ideas.
NPHZ-2021/10042	5 minutes between clients	Education and Work Life	Kauno kolegija/Kaunas University of Applied Sciences (LT)	Debesu Pieva (LT), Riga Stradins University (LV), Tampere University of Applied Sciences (FI)	2 years project	56 180	56 180	Research shows that social workers experience stress and fatigue in their work, more than for example psychologists (Junnonen, Hämäläinen,... at al. 2019). Social work is demanding work with a lot of responsibility, lots of clients and often scarce resources. At the moment, there is a huge ongoing change in the working environment when many social services are put online. All this provokes the need for coping and resilience. The main aim of the project is to develop a comprehensive, easy to use and attractive manual for social workers on relaxation and concentration techniques. The manual is planned to contain techniques that would be efficient while would not take a long time to use, enabling recovery already during the work day. Partners of the project are Higher Education Institutions from Lithuania, Latvia and Finland and volunteering organization. Partnership will expand during the project by including associate partners - 15 social service providers. The results of the project would contribute to reaching two of general objectives for Nordplus 2018–2022. Project aims to organize meetings between experience based practices and scientific background as well as between formal educational systems and informal personal growth practices. At the same time we address Nordplus theme for 2021 too. We see a greener future as a future where our education and practice will focus on the wellbeing of each and every person; a future where sustainability will not be a topic to discuss but daily practice.
NPHZ-2021/10044	Creative Ecologies: Between Art and Science	Educational methods and pedagogical tools	Creative Education (LT)	Iceland University of the Arts (IS), Kohta (FI), Podium (NO)	3 years project	79 065	63 065	The outbreak of Covid-19 and subsequent shutting of schools have showcased the lack of immersive and educational content that could be widely accessible to teachers to use during online classes. Also, even though cross-sectoral endeavours have been prominent in the art industry for the last decades, school curricula have remained largely unaffected by such trends, thus lacking a multi-disciplinary perspective that would transcend strict subject boundaries. Not only is art education deemed as a completely distinct sphere of interest, separate from the area of physics, chemistry or biology. There is also a wide held belief, that the study of science could not and does not require creativity. Responding to these challenges, "Creative Ecologies: Between Art and Science" is conceived as an art digitalization project, which seeks to familiarize school students with various Nordic and Lithuanian creative practices that merge artistic and scientific methodologies. It aims to raise environmental awareness, empower artists and to create the scene of dialogue with younger audiences, not necessarily interested in contemporary art. In terms of deliverables, "Creative Ecologies" will produce 10 video lessons, for 12-18 year-olds, that showcase the role of an artist as an ecologically-minded scientist.

NPHZ-2021/10046	Expromed - Expert roundtable method development program	Entrepreneurs hip	RISEBA University of Business, Arts and Technology (LV)	Com&Train (DK), Eesti People to People (EE), NGO Educational projects (LT), STEP BY STEP COUNCULTING (IS)	2 years project	43 390	43 390	The main focus is on a Development project and the aim is the create educational material. Five organizations from Latvia, Lithuania, Island, Denmark, Estonia together with students and experts from different fields and industries, in all countries, will create round table seminars and workshops over the next two years to develop new teaching material for adults, secondary school and high education institutions. For education, entrepreneurs, work-life, and development. In two year program will be created 5 workshops (seminars) in all five countries with students, teachers, trainers, and different specialists from different fields and industries. In each workshop will be at least 30 persons (10 students, 10 teachers or trainers, and 10 experts) and 1 conference (online) with all partners from all countries to close-up two years program, present achieved results, and create the Establishment of the network for further cooperation.
NPHZ-2021/10048	Co-operation platform for education, business sector, organisations and creative industry - CREAFORUM	Basic skills/key competences	University of Tartu (EE)	+372.community (EE), Academia Gustaviana Society (EE), Alytus Art School (LT), Graphic Chamber (LV), HAAGA-HELIA University of Applied Sciences (FI)	3 years project	58 201	58 201	The content of this project and collaboration is to develop a concept of Combined Creative Business Lab - based on international network of universities, businesses, organisations and creative industry, connected by a virtual environment. Main goal is to integrate regional cooperation and creative learning methods into classical service design lab activities, to encourage collaboration between different fields - service design, entrepreneurship, science and creative studies, bringing together universities (teachers, researchers, students), creative industry (artists, designers, writers etc.) and professionals from different companies and organisations. CREAFORUM is a platform that encourages relations and synergy between education, business, creative industry and non-governmental organisations - a service design laboratory based on creative thinking. Main aim is to encourage collaboration where students could design solutions for problems that companies or organisations need to solve - using service design method and design thinking, combined with creative methods, supported by an internet-based environment - providing innovation by combining business approach with creative thinking. Cooperation between students and professionals from different sectors provides opportunity to experience problem-based learning, learning-by-doing, improving students team-work skills and finding meaningful and useful research topics for their thesis etc.
NPHZ-2021/10050	STEM COIL for Greener Sustainable Ecosystems: Igniting Global Classrooms	Educational methods and pedagogical tools	Centre for Education and Innovation Research, Riga, Latvia (LV)	B-Creative Association (SE), Dugni vocational needs college (FO), Learnmera Oy (FI), Åland University of Applied Sciences (AX)	3 years project	80 515	75 540	STEM (Science, Technology, Engineering, Mathematics) is the driver for making Europe climate-neutral for our greener future and protecting our natural habitat. Greener sustainable ecosystems aimed at the people well-being as proposed by the European Green Deal will be good for people, planet and economy. No one will be left behind. Due to this, STEM attracts more attention at all the educational levels. However, the COVID-19 pandemic suddenly changed STEM teaching from the „normal“ (traditional) to the „new normal“ (on-line only). This brought teachers to an unprecedented lack of STEM on-line educational materials as well as STEM teachers' fully on-line teaching skills. As STEM skills are important for everyone, the global STEM community in higher education has been developing STEM COIL (Collaborative On-line International Learning) in and between the USA, Brazil, Mexico and South Africa, thereby being implemented in global classrooms. This project proposes the two-level innovation: -on the one hand, to incorporate STEM COIL into the Nordplus countries, thereby connecting the Nordplus classrooms to the global classrooms, -on the other hand, to interlink STEM COIL in different education sectors (school, vocational, higher and adult) in the Nordplus countries. This will be a disruptive project that will change the education practices towards the XXI century.
NPHZ-2021/10058	N2C 2.0	Educational methods and pedagogical tools	Second Chance School (SE)	Komvux Malmö Södervärn (SE), Københavns Kommunes Ungdomsskole (DK), Veksttorget AS (NO)	2 years project	17 346	17 346	The main aim of the project is to organize a conference with the theme "How to motivate the unmotivated". All partners in the project have got long experience and great competence in working with the NEET-group (Youth Not in Employment, Education or Training). The students belong, socioeconomically and educationally, to a group that often has been neglected. Many of the students are refugees, newly arrived or second generation of immigrants. Negative experiences from school demands innovative and creative methods to motivate and help the students to reach the expected results. The countries in the projects have similar target groups, organization and focus on informal learning which makes it easy to learn from each other and develop new successful methodology. The purpose of the conference is to get new knowledge and inspiration about informal learning for the target group and share and disseminate good practice and successful pedagogic methods between the participants. Another purpose with the project is to develop and extend the informal network Nordic network; N2C (Nordic Second Chance School). Through the conference an expected outcome is to establish contact between N2C and other schools and organizations who work with the NEET-group.

NPHZ-2021/10061	Literacy in contemporary education environments. Sharing good practice of Reading Nests	Educational methods and pedagogical tools	Estonian Reading Association (EE)	160th pre-school educational institution of Riga (LV), Dartu Descartes School (EE), EE-Tallinn University (EE), FinRA (FI), Hanko Town Library (FI), Hooling Trainings Ltd (EE), Jyväskylä Tikka School (FI), Jyväskylä Mankola School (FI), Latvian Reading association (LV), Maardu Gymnasium (EE), Maardu Kindergarten Room (EE), Ropazi District Secondary school (LV), Tabasalu Teelahkme Kindergarten (EE), Tallinn Art Gymnasium (EE), Tallinn Veerise Kindergarten (EE), Turu Vasaramäen School (FI), University of Jyväskylä (FI), University of Jyväskylä (FI), University of Tartu (EE), University of Turku (FI), University of Turku (FI), University of Turku Faculty of Education Teacher Training Department Rauma Campus (FI), Viimsi Municipality (EE)	2 years project	77 750	77 750	Supportive and inspiring environments help to shape children who enjoy literacy and reading. The environments should contain interesting reading materials, comfortable places to read, and material for reading-based activities individually or with peers (Aerila & Kauppinen 2019). Reading nests are action centers that support self-regulation, entrepreneurship, readiness for lifelong learning and other essential skills. In this project we aim, in cooperation with the Estonian, Finnish and Latvian cross-sectoral teams, to: - collect and share the good practices of reading nests (environments, methods and activities) in the form of stories, photo and video examples, tips, and the theoretical background (handbook) for teachers and parents; - carry out a research-based evaluation of the environment and methods of reading nests, in order to link theory and practice and promote an evidence-based approach to literacy development, including developing self-evaluation criteria; - develop and adapt for each country methodological material for supporting children's literacy development; - visit supportive learning environments in participating countries for peer-to-peer learning and hands-on activities; - strengthen cross-sectoral cooperation for creating and utilizing supportive learning environments in kindergartens, libraries and schools; and - raise awareness of literacy as a basic skill and the most important learning skill. Systematic data on developing reading milieus, the activities implemented in these reading nests, and their meaningfulness to children, teachers and families will be systematically collected to identify the critical features of reading milieus and pedagogical approaches connected to these.
NPHZ-2021/10062	FINO 2021 (Oslo)	Active citizenship and democratic participation	Norwegian Medical Student Association (NO)	Centre for Sustainable Healthcare Education (NO), Den norske legeförening (NO), Doctors for climate action (NO), Icelandic medical student association (IS), IMCC (DK), Medical Student Association of Sweden (SE), Medical Students humanitarian action (NO), Student association for Medical Innovation (NO), University of Tromsø (NO)	1 year project	10 640	10 640	*Skriver denne på engelsk, i tilfelle den skulle bli publisert på de engelske sidene deres:) FINO (Federation of International Nordic Medical Student Organizations) is a conference held yearly for Nordic medical students in different Nordic countries. FINO 2021 is a continuation of the pandemic-postponed conference FINO 2020, and is to take place in Oslo in november (4th-7th) 2021. The FINO 2021 OC is derived from The Norwegian Medical Student association and we have chosen the theme "The Future of Medicine." Our goal is to create a platform where Nordic medical students can join forces, to exchange and gain knowledge, and be inspired to further engagement in our societies. Among this years' fields in focus are the effects on public health from climate change, and innovation in future medicine.
NPHZ-2021/10063	Taimne Teisipäev – education on health and sustainability	Green growth, climate change and sustainable development	NGO Nähtamatud Loomad (EE)	Anima (DK), Triin's Food World (EE), Tušti Narvai NGO (LT)	3 years project	38 650	30 000	There is currently a crisis in both health and environment. The average eating habits of Estonians, and all Europeans in fact, are very imbalanced – the meat consumption is three times larger than it is recommended by the National Institute of Health Development. The high demand for meat has resulted in an ever increasing magnitude of animal agriculture and industrial farms. This has a high negative impact on the environment in all aspects – climate change, water consumption, water and air pollution and land use. The consequences of those become more and more clear in our everyday lives. Therefore, there is no time to wait for the people to make all the right decisions themselves. Taimne Teisipäev aims to reduce meat consumption by 50% by 2040 in order to reduce negative impacts on the environment and public health. One way to reach our goal is with an educational programme targeted towards students, teachers and school chefs. Small steps are important to reach our ambitious goal. Therefore, we help the schools to provide meat-free school lunches once a week, and we go to schools to give participatory presentations about food choices' impact on health and environment. In addition, we have a training programme for school chefs to provide tasty meat-free meals. All this nudges and prepares the people involved for a greener future where the reduction of meat is inevitable.
NPHZ-2021/10064	Business models post Corona in the hospitality sector	Entrepreneurs hip	Dania Academy (DK)	HOTEL SCHOOL Hotel Management College (LV), Meet in Reykjavik (IS)	2 years project	50 660	50 660	The Corona pandemic has struck a significant blow to the global economy. Currently, there are few enterprises that have not been heavily affected by the pandemic, and it poses a significant challenge to the current business model paradigm held throughout several industries. This holds especially true for the hospitality sector, where hotels, airline companies and other operators have seen a dramatic plunge in the number of customers and revenue. The question that remains is how this pandemic has affected, and will continue to effect, the way the hospitality companies operate their business; the latter is what we wish to explore, and to that end develop learning and educational materials in a cooperation between the three institutions in this project. The three organisations involved are: 1) Dania Academy. One of Denmark's higher education institutions with 26 different educational directions, 2) HOTEL SCHOOL Hotel Management College (Vocational - initial and continuing in Latvia) is experienced in VET and adult education of various levels for local and international students 3) "Meet in Reykjavik" is the official Convention Bureau for Reykjavik City and surroundings.

NPHZ-2021/10067	Agile Circular Competence Network (Acronym: Circagile)	Green growth, climate change and sustainable development	Arcada University of Applied Sciences (FI)	Betre Oy (FI), Högskolan i Borås (SE), LAB University of Applied Sciences (FI), University of Latvia (LV)	2 years project	93 000	73 000	<p>The project gathers up the Nordic-Baltic participants from organisations in the fields of higher education, private and public sector for discussing the viable and future techno-economical solutions on circular economy. The main objective is to share and increase knowledge on circular economy in the selected fields of private sector and focusing on industrial value chains. The participating organisations have existing knowledge and earlier experience on higher (also circular economy) education, applied research and piloting/experimental approaches. The main aims of the project are to combine the current multidisciplinary and cross-sectoral knowledge, to gather up a wider network for cooperation, to activate the discussion, to find new initiatives for piloting/experiments, study the best practices as well as to develop the agile knowledge and competence sharing methods for systemic cross-sectoral development involving the private and higher education sectors.</p> <p>For more efficient co-operation and capacity building the potential of digitalization have still unutilized potential. Sharing of information, open data/science and benchmarking activities can become more efficient and accessible via digital tools, platforms and applications. Due to the efficient co-operation, advanced methods and capacity building operations the competitiveness of the industrial sector including its value chain can also benefit ecological sustainability knowledge and benefit circular economy. The capacity building and co-operation increase the industries and their partners' knowledge on different possibilities of circular economy that can offer for product and business development.</p>
NPHZ-2021/10091	The Nordic Summer University: Sharing and Developing Experience of 70 Years of Democratic Education	Active citizenship and democratic participation	Nordic Summer University (NSU) (DK)	LAUKKU (LV), UNIVERSITETET I OSLO (NO), University of Copenhagen (DK), Vilnius University (LT)	1 year project	33 600	33 600	<p>The Nordic Summer University (NSU) and its partners organise four cross-sectoral symposia in February-March 2022 in four Nordic and Baltic countries and one symposia in Berlin to develop partnerships in broader Baltic Sea region to support the development of emerging research initiatives and communities through the NSU traditions of democratic education and folkbildning. NSU is a nomadic academic institution, which organises seminars in three-year study circles across disciplinary and national borders led by volunteer coordinators from the Nordic-Baltic region. Within this project, NSU collaborates with four Universities and one non-governmental organization. At the heart of this project lies the strengthening of an inclusive and transnational research network. The symposia provide a space for exchange between participants from the Nordic-Baltic regions. We facilitate open access to scholarly activities for persons from different backgrounds, including university scholars and students, artists, independent researchers, and other professionals. Study circles enable the exploration of underrepresented topics, facilitating innovative presentations and publications. The partners collaborate through a shared interest in approaches to education and in discussing at times uncomfortable, but urgent topics towards the common goal of sustainability. The topics of Winter Symposia 2022 are:</p> <ul style="list-style-type: none"> -Whiteness, Racialisation and Post-Soviet Pasts - Vilnius University -Wildlife ethics - University of Copenhagen/ -Feminist Philosophy: Calling the Other - University of Oslo -Artistic Research: The Experiential in Artistic Practice and Research: Methods, Knowledges and Reflective Processes – LAUKKU, Latvia -When Nature Takes Revenge: Narratives of Ecology and Sustainable Futures - ICI Berlin Institute for Cultural Inquiry
NPHZ-2021/10092	MACU - Masters of Nordic Cuisine	Education and Work Life	HAAGA-HELIA University of Applied Sciences (FI)	University College of Northern Denmark (DK), Örebro University (SE)	3 years project	62 642		<p>Nordic Cuisine is an integral part of Nordic culture, and its role in the depiction of Nordic regions cannot be emphasized enough. Nordic Cuisine has its roots embedded deep in the Nordic heritage, and at the same time it is constantly evolving in the hands of today's top chefs.</p> <p>MACU – Masters of Nordic Cuisine aims to increase the shared knowledge of Nordic Cuisine as well as to develop a network of students and professionals to help create the future of it. It will bring together top culinary professionals in yearly Symposiums, held four times during the course of the project, to discuss the elements of Nordic Cuisine and to jointly create new ideas to develop it and take Nordic Cuisine into the future. In addition to creating joint discussion of Nordic Cuisine, the content of the symposium also acts as a basis for the second phase of the project: creation of two Master Class implementations. During the Master Classes, culinary students as well as professionals will be gathering in partnering institutions for joint collaboration and creation of new recipes for the future dishes of Nordic Cuisine.</p> <p>The symposium and master classes support the professional development of the participants, promote employment and career development, and support lifelong learning. They also promote discussion on the business side of the sector, emphasizing the importance of economic understanding alongside culinary visions.</p> <p>In addition to the participants, the contents of the Symposiums and Master Classes will also be shared with a wider audience through various forms of communication. This way, MACU helps to create discussion and increase the visibility of Nordic Cuisine and its future.</p>

NPHZ-2021/10093	Historical student stories for the modern students - building bridges over the ages and between Nordic and Baltic countries	Educational methods and pedagogical tools	Tartu University (EE)	Tartu International School (EE), University of Helsinki (FI), Uppsala University (SE)	1 year project (ends August 2022)	40 050	40 050	The project is initiated by university museums in Tartu, Uppsala and Helsinki. It is a cross-sectorial project bringing together universities, local museums and schools in order to explore shared history and discover the development of universities and cities. The general topic of the project is 17th century social history presented through student stories and binding together nowadays Estonia, Finland and Sweden. The activities of the project include open workshops calling together different partners and contributors (city museums, libraries, teachers, researchers). The workshops will serve the goal of supporting the main activity of the project – preparing “17th century student’s travel chests” in three countries. The chests will include some same objects (introductory film, maps and city plans, documents, pieces of clothing) and some locally specific materials enabling to compare developments in different countries being once part of the Swedish empire and places where Swedish national universities were founded (twin cities Uppsala and Tartu + Turku, because Helsinki University was initially founded in Turku in 1640). The chests will include explanatory and teaching materials; longer texts and interactive materials will be published on a project’s website. The initial chests will be ready in all three countries by September 2021 for testing and improving throughout the study year of 2021/2022. By the end of the project there will be a specific teaching material about 17th century and an universal model for preparing similar educational objects. In addition it is expected that students engaged to the project have started a new network.
NPHZ-2021/10098	Grønnere generasjoner - hele livet	Green growth, climate change and sustainable development	Competence center and Business help AS (NO)	Cady Training Academy (SE), Cultiva Kindergarten AS (NO), Gokstad Akademiet AS (NO), Green people Bavi Foods AS (NO), Line Jordahls diet and training (NO), UAB Rofezis (LT)	1 year project	89 501	22 483	Grønnere generasjoner - hele livet, handler om å utvikle et undervisningsopplegg som rettes mot ansatte i barnehage, skole, sfo, ungdomsskole, videregående skole, institusjoner, velferds- og omsorgssentre. Undervisningsopplegget inneholder hvordan det kan legges opp til en grønnere fremtid og hvordan målgruppen kan bidra til å legge til rette på disse arbeidsplassene til grønnere mat og kosthold. Dette innebærer at hovedfokus i undervisningsopplegget er å dyrke egnede grønnsaker og spise dette i barnehagene, på skolene og i institusjonene og velferds- og omsorgssentrene. I og med at opplæringen starter helt ned i barnestadiet ved at den tilegnes barnehage og videre til alle trinn i skole, sfo, ungdomsskole, videregående skole samt institusjon, velferds- og omsorgssentre, mener vi at dette handler om å legge til rette for grønnere generasjoner hele livet. Grønnere generasjoner - hele livet, tar utgangspunkt i FNs bærekraftsmål nr. 2, Utrydde sult og nr. 3. God helse og livskvalitet og nr. 4. God utdanning. Ved å rette prosjektet mot oppvekst- og helsesektoren mener vi at det vil gi synergieffekter til befolkningen som i dette tilfelle er foreldre, foresatte og familie til de som tilhører oppvekstsektoren og pårørende og familier til de som tilhører helsesektoren.
NPHZ-2021/10106	Green Creativity for Teachers of Entrepreneurship	Entrepreneurship	Junior Achievement Estonia (EE)	Junior Achievement Iceland (IS), Junior Achievement Latvia (LV), Secondary school nr2 Talsi (LV), Tallinn School No 21 (EE)	2 years project	83 100	65 000	In the project we focus on changing the paradigm in our entrepreneurship educational programmes towards raising the role of creativity, green mindset and using ICT in idea creation and learning process. The main actors will be developers of learning programmes and teacher trainers in entrepreneurship education at comprehensive and vocational schools in three countries. During the project competences and materials partners have already are shared, adapted for other countries and new materials will be created. Teacher trainers and programme developers meet three times per year in different countries. In addition to sharing competences training sessions will be held for participants by using peer-to-peer learning method. Materials and trainings are analysed, their use in hosting countries is seen in school visits. Each partner is responsible for one aspect of the process: Iceland for environmental aspect of entrepreneurship studies, Latvia for bringing in more technology and Estonia for creativity trainings. Still as all partners have a bit different competence in each field, everybody will share and add their experiences. The last year is more devoted to updating learning materials and teaching methods in each country and to drawing a Teachers Guide for using active learning methods in teaching green entrepreneurship, finding new ideas and using more ICT. Teacher trainings will be hold in each country to get feedback for making last changes. The materials will be available on-line and methods will be taught at JA teacher trainings also after the project so results will spread all over countries through JA school network.
NPHZ-2021/10115	The Nordic Sustainable Entrepreneurship Network (N-SEN)	Green growth, climate change and sustainable development	Danish Foundation for Entrepreneurship (DK)	Copenhagen School of Entrepreneurship (DK), Estonian Business School (EE), Norwegian University of Science and Technology (NO), Royal Swedish Academy of Engineering Science (SE), Aarhus University (DK)	1 year project	49 500	49 500	The Nordic Sustainable Entrepreneurship Network (N-SEN) aims to increase the numbers of sustainable entrepreneurs at universities in the Nordic and the Baltic countries. This will be done through the establishment of a platform which focuses on collaboration, knowledge and experience at universities in the Nordic and Baltic countries. The Nordic countries have a long tradition of focusing on green technology and sustainable entrepreneurship. More and more young people and students want to work for a better and more sustainable society, and many of them see entrepreneurship as an effective way to create impact. Investments in entrepreneurship programmes and student incubators have proven to be an efficient mean to increase students’ awareness of green entrepreneurship as a potential career choice. One activity that has been especially efficient is early information to student entrepreneurs, which focuses on portraying sustainable entrepreneurship as an opportunity rather than as an extra add-on activity. In this project we will bring together central actors in the space of higher education and entrepreneurship, to collaborate specifically on how to 1) improve educational programmes in entrepreneurship to ensure more focus on green business opportunities and impact 2) improve the collaboration between student incubators& hubs and education programmes – this is known as co-curricular collaboration. It will create more collaboration between extra – curricular staff and the curricular educational staff in the academic fields of environment, climate as well as business and entrepreneurship 3) produce communication and education material, 4) result in a ‘Guide book’ with key learnings and communication material for co-curricular activities to support collaboration between entrepreneurship hubs at HEIs and supporting organisations.

NPHZ-2021/10117	Nordic and Baltic Educational Roadmap for sustainability in the Textile and Clothing Sector	Green growth, climate change and sustainable development	Metropolia University of Applied Sciences (FI)	Estonian Clothing and Textile Association (EE), TTK University of Applied Sciences (EE), University of Borås - Swedish School of Textiles (SE)	1 year project	75 999	70 000	The objectives of the project concern the Textile and Clothing (TC) sector, focusing on sustainability and circular economy (CE) of textile materials and design. The project brings together Nordic and Baltic staff and students from different study programmes of higher education and central organisation of TC companies to analyse, discuss and network together in workshops. Workshop participants analyse the Textile and Clothing sector's sustainability roadmaps (required by EU) and other policy documentations of textile sustainability in Finland, Estonia and Sweden and research case studies. As a result, the project creates perspective and visions including comparative data of the education now for developing integrated education concerning the subjects mentioned in the Nordplus project countries. The project establishes a Nordic and Baltic partnership network with knowledge and data collection aiming to apply for the Erasmus+ project funding to start a profound research for an educational roadmap and model of RDI and VET in Nordic and Baltic countries. The network will later widen up to cover the other EU countries in order to reach the EU targets for TCS carbon neutrality in 2050 together.
NPHZ-2021/10119	Cultural Policy and Creative Industries at Crossroads	Other	Bifrost University (IS)	Institution Tampere-talo Oy - Tampere Hall Ltd (FI), Linnaeus University (SE), Roskilde University (DK), Statistics Iceland (IS), STIFTELSEN TELEMARSKFORSKING (NO), Tallinn Music Week/ Shiftworks OÜ (EE), The Foundation for Cultural Policy Research (FI), University of Tartu (EE)	1 year project	29 810	29 810	The project's aim is to enrich the discourse within the scientific community researching culture and the creative industries in the Nordic countries. Cultural policy in the developed world stands at a crossroads as the base justification for government expenditure relating to culture has changed. At the same time the importance and relevance of the creative industries has far from diminished. Over the past years awareness has grown as to the economic and sociological importance of these industries, which in turn calls for further research and statistical analysis. In the Nordic countries, there has been a shortage of systematic data collection, which would be useful in explaining this impact as well as for further research on the subject. Information on the topic collected by international databases, such as Eurostat, is incomplete, in particular when it comes to government expenditure on culture. In many cases the data is grouped too broadly, rendering it unusable for comparative studies and policy analysis. Cultural policy in the Nordic countries shares many of the same fundamental tenets though it is not uniform. It is important to encourage collaborative research so both a common database as well as common data collection methods can be established. The project therefore focuses on the development of a platform for international scientific collaboration and the sharing of resources between countries. A workshop is planned which will contribute to greater discourse within the scientific community and improve results both in general and within each individual country.
NPHZ-2021/10121	Nordic-Baltic Opera Accelerator	Education and Work Life	Lithuanian National Opera and Ballet Theatre (LT)	Electric Audio Unit (NO), Riga Early Music Centre (LV), Storybound Oy (FI)	1 year project	34 500	34 500	Our current reality brings many new challenges and opportunities on different levels, which are often best tackled through cross-sectorial approach. This project seeks to explore ways to further development of new ideas and contexts in traditionally conservative field of opera, with a focus on entrepreneurship and digitalisation. Nordic-Baltic Opera Accelerator will focus coordinated activities on creation and staging of opera by developing environment and methods to improve competencies of key persons related to the opera production - singers, performers, composers, directors, stage designers etc., which will lead towards more diverse, flexible and modern competencies in labor market in the field of opera. Project will develop work based learning models through workshop/incubator sessions and analyse the results as well as synergise and multiply them in two-day forum focused on re-invention of opera. Opera being one of the most financed and popular spheres of culture has a potential to deliver much more towards contemporary issues of environmentalism, sustainable development, democracy, inclusion etc. We strongly believe, that Nordic-Baltic Opera Accelerator will contribute towards expanding traditional boundaries.
Proposed for rejection								
NPHZ-2021/10016	Jobs for Young Artists	Education and Work Life	ARTTRAIN (DK)	Helsinki Pioneers (FI), Klaipeda Children and Youth Centre (LT), Sophieschool (DK), Teatret Masken (DK), The Tampere University Teacher Training School (FI), Ängetschool (SE)	1 year project	38 373	0	The partnership behind "Jobs for Young Artists" is all dealing with educating young people as holistic human beings, and they are using art as a tool for this and for increasing learning-motivation, and many of them are now having in their organisations young people, who have educated and graduated as musicians, dancers, actors etc., but are having severe difficulties in finding jobs. As Clara, a young Danish dancer, who in summer 2019 graduated from "Iwanson School of Contemporary Dance" in Munich experienced, when applying for jobs in dance-companies: "they are only employing people with experience from a dance-company". Many newly educated artists find it very difficult = impossible to enter the world of employment in the arts-sector and are speaking about "hitting a wall" and being a "one-person-army", and statistics also show, that most of them very soon are leaving this business, but our our project is for some weeks establishing a professional company and providing a further education on both job-finding and job-creation as well as offering the chance of being part of a crew, which, as a life-long-learning experiment, will support the 20 participants age 18-30 in their career.
NPHZ-2021/10019	Sensemaking through Creative Art's - movie making and playback-enacting.	Education and Work Life	Sunday Films (LV)	Scandinavian Playbacktheatre Studio (NO), Teater X (SE)	1 year project	57 299	0	Through full-cycle film shooting and playback theater classes, the project will teach young people (12-29 years old) to work in a team, think creatively, plan their work, perform, become more sensitive, listen more. In addition to these skills, through filmmaking, young people will also learn about project management, financial planning and job management, segregation of duties and work as such. The project will allow young people to spend their free time usefully, learning and interacting with other teenagers. During the project, young people will get acquainted with possible future professions in the creative industries. The project will consist of seminars and trainings both on the national level and the international level (together with the partners). As well will result in a finished film made by participants by the end of the project.

NPHZ-2021/10094	Nordisk nettverk for børns ret til involvering i socialt og pædagogisk arbejde	Active citizenship and democratic participation	NTNU, Department of Social Work (NO)	Change factory (NO), Condition of the placed children (DK), Copenhagen University College (DK), University of Lund (SE), University of Lund (SE), University of south eastern Norway (NO)	3 years project	54 740	0	<p>Med utgangspunkt i Barnkonvensjonens §12 og 13 som gir barn rett til å uttrykke sin mening og å bli hørt, er prosjektets målsetting;</p> <ul style="list-style-type: none"> -Å fremme deltagelse og kunnskap fra barn og unge på alle oppvekstområder og særlig innen sosialt og pedagogisk arbeid (barnevern, skole, psykisk behandling etc). - Å dele erfaringer og modeller for barn og unges deltagelse i utdanning av sosialarbeidere som er utviklet i samarbeid med Forandringsfabrikken og De anbragtes Vilkår med utdanningsinstitusjoner og barn og unge i de andre Nordiske land -At fremme forskning og utvikling af praksis med særligt fokus på området ved aktiv involvering af børn og unge -At styrke og øge kontakten mellem nordiske og internationale utdanningsinstitusjoner, praksisfeltet og forskere • At agere platform for samarbejde med andre forskningsnettverk indenfor sammen interessefelt -At skabe ny viden om børn og unges deltagelse på det sociale og pædagogiske område til gavn for praksisfeltet •-At skabe rammer om forskningsformidling i form af Paper, artikler, antologier, undervisningsmaterialer, mv. på tværs af de nordiske lande -At skabe en platform for kundskabsløft, hvor forskere, praktikere, studerende, børn og andre interessenter mødes, videndeler og igangsætter projekter med det formål, at øge børns involverings muligheder i beslutningsprocesser vedrørende alle aspekter af børns hverdagsliv -At samarbejde om, arrangere og afholde konferencer og seminarer <p>Med afsæt i børnekonventionen og national lovgivning samt policy lift børns ret til involvering i beslutningsprocesser, vil projektet arbeide for at styrke innhentning av kunnskap fra barn og styrke forskning, for at dette skal bidra i undervisning på utdanningene, til utvikling af viden indenfor børn og unges deltagelse og involvering i forsknings- og utviklingsprosesser samt beslutningsprosesser i social og pædagogisk arbejde.</p>
NPHZ-2021/10111	The Innovations Development Hub "INWN network"	Educational methods and pedagogical tools	Innovation Network (LT)	Fjölbrautaskólinn í Breiðholti (IS), Riga Secondary school No 9 (LV), Ukmerge Jonas Basanavicius gymnasium (LT)	1 year project	28 000	0	<p>The Innovations Development Hub "INWN network" will be an internationally active network among different schools which will provide an opportunity for teachers and students to communicate, share experiences with innovative organizations and work together to develop innovations in education. During 12 months an establishment of a network will be created. It will ensure continuous partnerships of North and Baltic countries to include innovations into the school curriculum, as a daily activity for lessons. The aim of the project – to empower innovations and intellectual property awareness development in the classroom for students, and teachers common activities, curriculum, and promote their competencies for creativity, cultural awareness, digitalism, and entrepreneurship. In the long-term development of schools, networks will lead to systematic changes in teacher's and pupil's attitudes to education relations with innovations for business and science. During the project Lithuanian, Latvian and Iceland partners are going to cooperate to maintain the network which helps to create methods on how to enroll innovations in education, how to develop better communication among teachers in a way of shared responsibility according to the innovation-related theme. During the project will be encouraged long-term collaborations aimed at giving schools the opportunity to develop and empower their skills of educational processes planning, teaching, teachers qualifications raising, to support their lessons by new materials about innovations and intellectual property, to use progressive methods for effective communication within pupils, entrepreneurs, and educators.</p>
NPHZ-2021/10122	Träffa en nordbo som studerar i Finland	Nordic languages	Åbo Akademi University (FI)	Kansalliskielet ry - Nationalspråken rf (FI), Kunskapsskolan i Sverige AB (SE), University of Helsinki (FI), Åland University of Applied Sciences (AX)	3 years project	25 000	0	<p>Under hösten 2020 byggde Språkbassadörerna upp ett distanskoncept "Träffa en finne som studerar i Sverige". Finländare som studerar i Sverige berättade sin historia i finskspråkiga gymnasier genom presentationer och interaktioner. Elva skolor deltog och närmare 140 gymnasieelever. Syftet var att göra Sverige mer intressant samt ett alternativ för studier efter gymnasiet. Feedbacken från skolorna var positiv och konceptet ligger till grund för detta nya pilotprojekt.</p> <p>Under året 2021 vill vi bygga ett motsvarande projekt, men spegelvänt: "Träffa en svensk som studerar i Finland". De åtta studerande som redan utbildats, ska fungera som mentorer för de svenskar som studerar i Finland. Dessa väljs ut på basen av intresse att delta, vi strävar till att få studenter från Åbo, Helsingfors, Åland och Vasa där Åbo Akademi, Högskolan på Åland och Helsingfors Universitet har campus. Informationsmaterial om studier och svenskans ställning som nationalspråk i Finland ska färdigställas inom ramen för projektet. Studenter i Finland får besöka några gymnasier i Sverige, för att berätta om sina studier i Finland. Besöken passar in den läroplansenliga delen om "Kunskaper om språkförhållanden i Sverige och övriga Norden" som tas upp inom ämnet svenska i gymnasieskolan.</p>