D6.8 RUN-EU SAPS OPPORTUNITIES REPORT

IPCA I Polytechnic of Cávado and Ave (WP6L)

26 of September, 2023

Content

Abbreviations

AI	Artificial Intelligence
AIT	Athlone Institute of Technology
ECTS	European Credit Transfer and Accumulation System
EI	Emotional Intelligence
EIH	European Innovation Hubs
EQF	European Qualification Framework
ESG	European Standard Guidelines for Quality Assurance
EU	European Union
EZ-ID	European Zone for Interregional Development
FASA	Future and Advanced Skills Academy
FHV	Vorarlberg University of Applied Sciences
GEM	Group Exploratory Mission
HAMK	Häme University of Applied Sciences
HE	Higher Education
HEI	Higher Education Institution
IPCA	Polytechnic of Cávado and Ave
IPL	Polytechnic of Leiria
ISCED	International Standard Classification of Education
LIT	Limerick Institute of Technology
LO	Learning Outcomes
NHL-Stenden	NHL Stenden University of Applied Sciences
QA	Quality Assurance
SAB	Students Advisory Board
SAP	Short Advanced Programme
SAPc	SAP Joint Coordinating Team
SDG	Sustainable Development Goals
SZE	Széchenyi István University
TUS	Technological University of the ShannonMidlands Midwest
WP	Work Package
WPcL	Work Package Co-leader
WPL	Work Package Leader

1. Mapping where we are. WP6 Short Advanced Programmes (SAPs) – Goals and achievements

1.1. State of the art of SAPs and YES

"Our Learners will inherit the Future"

Since this Opportunities Report is the final one in a series of three reports, we have opted not to reiterate the definitions of concepts already covered in previous reports. Instead, we will present the outcomes of the SAPs that were conducted in a catalog format. We will also provide a brief overview of the methodologies employed for course analysis, highlight key actions planned for this work package until the completion of the RUN-EU project, and offer a glimpse of activities expected in RUN-EU 2.0.

Within the ambitious framework of the RUN-EU Alliance, WP6 Short-Term Advanced Programmes has taken on the responsibility of designing and delivering Short Advanced Programmes (SAPs). These programs are built upon a transnational curriculum and are geared towards addressing future needs and advanced skills. They facilitate flexible international student mobility, incorporate innovative teaching methods, and incorporate blended learning activities.

RUN-EU has undergone amendments in which the initial objectives were redefined and adapted. This involved revising the number of SAPs to be conducted, reducing them from 80 to 55, and, most importantly, redesigning the educational offerings.

We have developed the Research Challenge SAPs, which are short advanced programmes focused on research and lasting one week. These programmes offer intensive challenges that align with our Innovation HUBs, Research Areas, and the objectives of Europe.

We have also established SAPs for Staff, which are training programs designed to contribute to on-the-job training. Their primary goal is to integrate RUN-EU into partner universities, disseminate the alliance's mission, and engage employees at partner universities who may not have direct involvement in alliance-related tasks initially.

The inaugural SAP for Staff, held at IPCA, proved to be a successful initiative. It not only garnered an exceptional turnout but also received highly positive feedback. It was an intercultural SAP that facilitated the sharing of best practices. The second edition of this SAP for Staff, scheduled for October 2023 in Hungary, is in the works.

Apart from organizing these SAPs, which engage students, researchers, and staff members, we have also established and developed Summer/Winter Schools. These schools promote increased inclusivity, knowledge sharing, and mobility within the network, as detailed in Chapter 3.

Our latest initiatives, known as Youth Exchange Schools (YES), are designed with flexibility in mind. They facilitate gatherings of young individuals from various countries within the alliance, providing them with opportunities to live together and collaborate on shared projects for short durations. These projects are centered around EU priority areas, as elaborated upon later in this document.

Until this moment (delivering of D6.8) the WP6 accomplished the following tasks:

◊ Creation and delivery of SAPs out of 61 SAPs.

◊ By now, approximately 1525 students (approximately 25 students per SAPs) and 500 staff (approximately 8 teaching and non-teaching staff per SAP) have been involved in the SAPs.

◊ Elaboration of 3 annual RUN-EU SAPs Opportunities Reports: D.6.6. 1st Opportunities Report on RUN-EU SAPs; D.6.7. 2nd Opportunities Report on RUN-EU SAPs; and D.6.8 3rd Opportunities Report on RUN-EU SAPs, current document.

◊ Development of a RUN-EU Digital Platform to support SAPs' management, implementation and dissemination, a portal where all the SAPs can be found, please follow this link **here.**

◊ Development of the D6.3. Standard Guidelines for RUN-EU SAPs, including the List of Critical Information Elements, Programme at a glance and Detailed Programme.

◊ Development of "Step by Step" infographic on how to prepare and deliver SAPs.

◊ Developed a range of Dissemination Videos and digital flyers on RUN-EU SAPs. Please find some **examples here.**

◊ Development of the 'List of Critical Elements Information for Youth Exchange School'.

◊ Creation of 7 YES and delivery of 1 YES – IPL - Communication: The Key to Social Inclusion.

1.1.1. Implemented SAPs Quality Assessment

As described in the D6.3. Standard Guidelines, each SAP needs to be holistically assessed in terms of quality, relevance and impact of the programme.

All RUN-EU partners have institutionally adopted the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) which validates their preparedness to deal with the SAPs overall quality assessment and provides a firm basis for SAPs' successful implementation. As stated in D6.7. with the evolution and number of SAPs we have been implementing the SAPs' assessment with the following tools:

- *Group Learning Reflection* (details described in D.6.3.)*;*

- *Individual Learning Reflection Report (ILRR) + Mobility report*

- *LearnWell – reduced and improved (optional);*

To the present moment, this process has gone through three stages. The first two are described in the previous opportunities report (D6.7). In short, they entailed:

1. Pilot testing: 2 SAPs (Circular Design with Plastics; Game Changing Games) piloted the dimensions and tools described in D6.3, notably:

i) group learning reflection facilitated by a representative of the institutional FASA using a Miro board;

ii) Individual Learning Reflection Report (ILRR) sent to the participants by email at the end of the SAP.

Refinement and integration: A pilot program was implemented in six Strategic Action Plans (SAPs), which included Future Explorations, Go for a Digital Product, Preventing the Social Exclusion of Young People, Smart Everything, How to Navigate Through Unfamiliar Contexts, Challenging Game Development, and Design of Cold Formed Steel Structures.

During this second stage, the ILRR was combined with the Mobility Report suggested by WP4 (Work Package 4) to enhance response rates.

The third stage can be seen as an evolutionary step, which involved implementing the Learn Well questionnaire and discussing the results in real-time. With this addition, the process was revised to prevent students from being overwhelmed.

As a result, all institutions are now utilizing the essential tools, and the majority of them have also incorporated Learn Well into their practices. The overall data processing and analysis for Learn Well is managed by the institutional FASAS and WP3 (Work Package 3) in relation to learning-related issues. When it comes to mobility concerns and the scientific organization of the SAP the analysis is carried out collaboratively by WP4, WP6, and WP3.

1.1.2 Catalogue of completed SAPs and Ongoing SAPs

In this subchapter, we present the majority of SAPs carried out so far by the alliance. A brief summary description of the SAPs, the graphic flyers, as well as the learning outcomes will unfold.

All the SAPs will be introduced in chronological order.

2023

1.Conflict Resolution Mediation in Action

SAP 'Conflict Resolution – Mediation in Action' | RUN-EU

Mediation is an alternative dispute resolution (ADR) mechanism based on the dialogue between parties, facilitated by a mediator, aimed at the construction of an agreement that satisfies their interests.
It empowers individuals, families and communities by providing them with the necessary knowledge, resources and strategies to create meaningful solutions that will work for all parties involved. With the right support, mediation can be a powerful and transformative tool for resolving conflicts and improving relationships.
With this course it is intended that the students become familiar with the characteristics of mediation, its procedure and its practical application.

Students will also acquire communication and conflict management techniques and will develop ethical and cultural awareness, emotional sensitivity, personal empathy, creativity, and balance.

2.Critical Thinking

SAP 'Critical Thinking' | RUN-EU

Critical thinking is the analysis of available facts, evidence, observations, and arguments to form a judgment. It is the art of making a judgment through the use of rational, skeptical, unbiased, and scientific thinking when analysing or evaluating factual evidence.

Employers value employees who possess these skills, as they contribute to the growth and success of the company.

The RUN-EU Short Advanced Programme (SAP) 'Critical Thinking' will enable students to analyse information objectively, identify problems and find effective solutions, improve communication skills, and think creatively.

3. Engineering Applications in Python, 2nd Edition

SAP 'Engineering Applications in Python' – 2nd Edition | RUN-EU

This SAP aims to give an initial introduction to programming for undergraduate and postgraduate students with some knowledge of a programming language and is oriented to engineering applications. We will use the Python programming language, which is an object-

oriented, high-level programming language with dynamic semantics, will be used. It is open-source and available for all major platforms and is being used by a large and supportive community of users.

Since Python supports modules and packages, programme modularity and code reuse are encouraged. Contributors have made many Python modules and packages available, expanding Python capabilities and applications.

4. Living Playground in Finland

SAP 'Living Playground in Finland' | RUN-EU

The SAP Living Playground proposes the knowledge and enhancement of the social and environmental heritage of the chosen territory and setting up proposals for the intervention in the public space that promote individual and collective wellbeing, creating dynamics of living space that involve the community, encouraging their direct participation in its preservation and development. The programme's strategic approach is based on the knowledge of the site's identity, within its various dimensions (native flora and fauna, land conditions, current and past uses, sun exposure, hydrographic index, winds, e.g.), as the genesis of a plan, restoring and establishing ecosystems, from a micro to a macro scale.

5. Hack Your Device, Explore an Island – Fundamentals of Cyber Security

SAP 'Hack Your Device, Explore an Island – Fundamentals of Cyber Security' | RUN-EU

This SAP is coordinated by NHL Stenden, Polytechnic of Leiria, IPCA, TUS and FHV. Work in groups to perform a penetration test on an "Internet of Things" device of your choice. Learn how to hack the device, showcasing your creativity and problem-solving skills. Final deliverables include a pen testing report, presentation, and plenty of fun. Basic computer knowledge and comfort with technology required. Focus on diagnosing IoT-related threats, detecting current and future attacks, effective communication for information security, and applying business principles for analysis and decision-making. Introduction to cybersecurity, network security, cryptography, and intercultural competence in (neuro)diverse teams. Gain practical insights on IoT, Cyber Security, and pen testing for the future job market.

6. RUN-EU Research Challenge SAP "Tourism"

SAP Research Challenge 'Tourism' | RUN-EU

This SAP Research Challenge aims to promote the development of in-person R&D activities focused on the field of Marketing, Hospitality and Tourism. The SAP program is divided into two components: training and group research. The training component will be based on the short thematic workshops taught by experts. These workshops will focus on emerging topics namely, Digital Marketing, Consumer behavior in a digital world, Human Resources in tourism, Territorial

Marketing, Sustainable tourism, creative tourism, and training in basic research components, namely, Research Methodologies, Data Analysis, Scientific Writing, Preparations of Scientific Pitches, and Funding Opportunities.

7. RUN-EU Research Challenge SAP "Accounting and Finance CCISF"

SAP Research Challenge 'Accounting and Finance CCISF' | RUN-EU

This SAP Research Challenge aims to promote the development of in-person R&D activities focused on the field of New Perspectives in Accounting and Finance Research. The SAP program is divided into two components: training and group research. The training component will be based on the short thematic workshops taught by experts. These workshops will focus on emerging Accounting and Finance related topics, namely, digital and dialogic accounting, accountability and reporting on SDGs, green tax, finance topics, entrepreneurship, and communication, and training in basic research components, namely, Research Methodologies, Data Analysis, Scientific Writing, Preparations of Scientific Pitches, and Funding Opportunities.

8. RUN-EU Research Challenge SAP "Artificial Intelligence 2AI"

[SAP Research Challenge 'Artificial Intelligence 2AI' | RUN-EU](#)

This SAP Research Challenge aims to promote the development of in-person R&D activities focused on the field of Artificial Intelligence (AI). The SAP program is divided into two components: training and group research. The training component will be based on the short thematic workshops taught by experts. These workshops will focus on emerging AI-related topics namely, Natural Language, Processing, Deep Learning for Computer Vision, Tiny AI, Collaborative Robots, Simulation and Additive Manufacturing and training in basic research components, namely, Research Methodologies, Data Analysis, Scientific Writing, Preparations of Scientific Pitches, and Funding Opportunities.

9. RUN-EU Research Challenge SAP "Design ID+"

[SAP Research Challenge 'Design ID+' | RUN-EU](#)

This SAP Research Challenge aims to promote the development of in-person R&D activities focused on the field of Design (ID+I). The SAP program is divided into two components: training and group research. The training component will be based on the short thematic workshops taught by experts. Project coordinators presenting current projects. Also, we will have training in basic research components, namely, Research Methodologies, Data Analysis, Scientific Writing, Preparations of Scientific Pitches, and Funding Opportunities.

10. Numerical Methods in Python Programming

[SAP 'Numerical Methods in Python Programming' | RUN-EU](#)

This SAP aims to introduce numerical methods to undergraduate students with some basic Python programming language skills and some mathematics skills in differentiation and integration. Students should have some prior knowledge of working with a computer, editing files, and downloading and installing software. The students will acquire general skills in elementary numerical analysis, and knowledge and techniques associated with problems and engineering sciences applications. In this SAP we propose the use of the Python framework provided by Anaconda and the classes will be supported by Jupiter Notebook. It is assumed that if students use their own computers in classes, they will already have installed the Anaconda framework in their computers.

11. SAP CHALLENGE FOR STAFF RUN-EU PATH

[SAP Challenge for Staff 'RUN-EU Path' | RUN-EU](#)

RUN-EU is an alliance of higher education institutions drawn from all regions of Europe. The EU and RUN-EU both aim to foster common understanding, further development, and trust amongst its members. This brings with it certain challenges. This SAP will help prepare staff for those challenges by addressing questions such as: What is this world of RUN-EU? What does it mean to promote a European University that embodies the values of sustainability, multiculturalism, and inclusiveness in all its work? How can I navigate my way through it? How can I operate and work effectively in such a multicultural and multilingual context among the alliance regions? The aim of this SAP is to develop staff awareness among RUN-EU that

contributes to its mission, aims and goals. Supported by mobility, innovative pedagogies and blended learning activities, the programme also aims to contribute to societal needs, lifelong learning, and training in the work environment.

11. Sustainable Footwear Futures

SAP 'Sustainable Footwear Futures' | RUN-EU

Sustainable Footwear Futures is a skill enhancing and sustainable practice-based programme enabling participants from design, fine art and engineering degrees to explore creative applications for regenerative fibers and digital fabrication techniques for textiles, pattern drafting, technical footwear production techniques and innovative digital design processes. Each of the partners comes from a strong background in Fashion, Textiles and Footwear Design.

12. RUN-EU Research Challenge SAP Delivering on the Socio-Economic Transition within the EU

SAP 'Delivering on the Socio-Economic Transition within the EU' – Research Challenge | RUN-EU

RUN-EU Research Challenge SAPs will bring together research students from all members of RUN-EU to develop joint innovative approaches and research project proposals focused on addressing the EU priority areas of socio-economic challenges. As part of this SAP program

research students will be provided with master classes in the EU priority areas, innovation and educators of the RUN_EU community.

13. RUN-EU Research Challenge SAP Delivering on the digital transition within the EU

The participants will get a general insight into the main paradigms of Industry 4.0. After the general overview, some sub-topics will be discussed in more detail. The concept of digital twins, industrial modelling and high-performance computing, image processing with medical applications, robotics, and automation are also covered during the week. Lectures involving internationally recognized professors from the field of innovation, design, sustainability and green future enhance future collaboration and responsible problem-solving.

14. RUN-EU Research Challenge SAP Delivering on the Green Transition within the EU

SAP 'Delivering on the Green Transition within the EU' – Research Challenge | RUN-EU

In this challenge of delivering on the Green Transition within the EU, the participants will get the opportunity to learn about the cutting-edge sustainability topics essential for the green transition in our economy. They can acquire this knowledge through sub-topics closely connected to this SAP's goal. The subject of green products cities, architecture, and mobility will be incorporated. During the week, the participants get insights into the relevant and up-to-date results of sustainability research from internationally recognized professors.

15. Stress and Stress Management in Educational Contexts
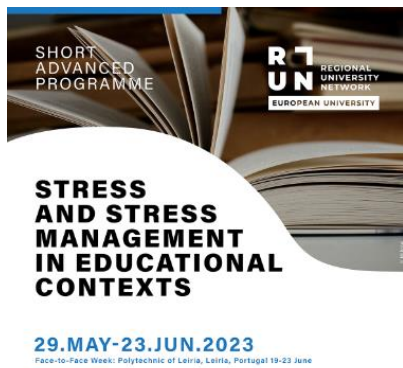
[SAP 'Stress and Stress Management in Educational Contexts' | RUN-EU](#)

This SAP offers an active learning journey and approach from the understanding of stress to how to cope with it, particularly in educational contexts. The programme comprises 4 weeks of online workshops and 1 intensive in-person workshop week.

The objective is to provide participants with practical resources to better manage stress and increase participant skills to manage emotional and social well-being, as well as an understanding of when and how to seek support.

16. Engineering Applications in Python

[SAP 'Engineering Applications in Python' | RUN-EU](#)

This SAP aims to give an initial introduction to programming for undergraduate and postgraduate students with some knowledge of a programming language and is oriented to engineering applications.

To accomplish this goal, we will use the Python programming language (https://www.python.org/). The Python programming language is an object-oriented, high-level programming language with dynamic semantics. It is open source and available for all major platforms. Python is being used by a large and supportive community of users.

17. Sustainable Tourism Destinations

SHORT ADVANCED PROGRAMME

SUSTAINABLE TOURISM DESTINATIONS

10-28.APRIL.2023
Face-to-Face Week: IPCA, Campus, Portugal, 24-28 April

[SAP 'Sustainable Tourism Destinations' | RUN-EU](#)

Sustainability in tourism is an inevitable path and is being embraced with increasing awareness by stakeholders in the sector worldwide. Sustainable tourism must make appropriate use of environmental resources, respect the socio-cultural authenticity of communities and ensure that economic activities are viable in the long term.

This course provides an insight into the social, cultural, economic and environmental perspectives of tourism. It aims to raise awareness of sustainability and circularity, reflect on good sustainability practices related to the tourism sector, and train the students in applied research and consultancy in the field of sustainable development.

18. Ethics & Values in Hospitality and Tourism Management

SHORT ADVANCED PROGRAMME

ETHICS & VALUES IN HOSPITALITY AND TOURISM MANAGEMENT

19.APR-17.MAY.2023
Face-to-Face Week: TUS, Athlone, Ireland, 8-12 May

[SAP 'Ethics & Values in Hospitality and Tourism Management' | RUN-EU](#)

This module will introduce students to the latest research, issues and challenges in the hospitality and tourism industry in the context of ethics and values. The United Nations Sustainable Development Goals provide a framework for the module.

The aim of the module is to develop in students a critical understanding of ethical and value related research relevant to hospitality management and to provide experience of learning in a field-based setting.

19. Smart Everything: A Collaborative Process – 2nd Edition

SAP 'Smart Everything: a Collaborative Process' – 2nd edition | RUN-EU

Co-creation has proven to be one of the most successful ways to generate value, enrich consumers' experiences, and ultimately create products that seamlessly solve real problems sustainability and ethically. The course introduces students to how new technological developments, interconnectedness, and product development with visual programming and AI, IoT, or AR are applied. It will do so with an industry-focused curriculum across multiple sectoral domains.

This course invites us to fulfill the urgent coordination between the makers (IT) and the marketers. It rethinks the practice of design, development, and consumer relationship into a more collaborative process.

20. Supportive Care in Loss, Grief, and Bereavement: An Interdisciplinary Approach

SAP 'Supportive Care in Loss, Grief, and Bereavement: an Interdisciplinary Approach' | RUN-EU

This SAP will consolidate learning, drawing on previous knowledge and skills to develop confidence and competence in managing holistic support of people during the process of loss, death and dying. The content of this module is such that students will be able to be more confident and competent in working with people who are experiencing a loss or have been bereaved. The support of those experiencing loss, including the ones suffering from traumatic losses (suicide, homicide, overdose...) and bereavement is a fundamental principle to deal with suffering and existential issues. Students will be encouraged to routinely reflect on the work undertaken throughout the module and to apply this into practice to enhance compassion and competence when working with bereaved people who are experiencing a loss.

21. Person-Centred Social and Health Services in Finland

SAP 'Person-Centred Social and Health Services in Finland' | RUN-EU

The traditional model of care is transitioning from an acute hospital-based model to a socially driven wellbeing model. This requires health and wellbeing faculties delivering nurse and wellbeing education programmes across Europe to include the social needs of people utilising health and social care services in the modern era. This SAP will help prepare students for that future.

22. Social and Community Engagement in the Irish Health and Social Sector

SAP 'Social and Community Engagement in the Irish Health and Social Sector' | RUN-EU

The traditional model of care is transitioning from an acute hospital-based model to a socially driven wellbeing model. This requires health faculties delivering nurse education programmes across Europe to include the social needs of people utilising health and social care services in the modern era. Many of these services are delivered by both government-sponsored and non-governmental organisations and it is therefore essential that students develop an understanding of these changing services in diverse regional contexts as they are impact by national and regional factors.

23. Six-Sigma Manufacturing Processes Improvement

SAP 'Six-Sigma – Manufacturing Processes Improvement' | RUN-EU

Six-sigma is a method to improve the performance and capability of business processes to consistently provide compliant product parts.

Objectives

- Learn the fundamentals of Lean and six sigma to define and lead a process improvement project.

- Acquire statistical skills to measure, analyse, improve and control Six Sigma projects.

- Gain knowledge of methods to implement changes in production processes ensuring that those changes have had the desired effect and are sustainable.

24. Who Are We? Mapping the Identity of the RUN-EU-er – 2nd Edition

SAP 'Who are we? Mapping the identity of the RUN-EU-er – 2nd edition' | RUN-EU

The aim of this SAP is to develop students' intercultural competence to enable them to operate within several cultures at the same time. By promoting multiculturalism and multilingualism among the alliance regions, supported by student mobility, innovative pedagogies and blended learning activities, the programme also aims to contribute to societal needs and lifelong learning.

25. Preventing the Social Exclusion of Young People – 2nd Edition

SAP 'Preventing the Social Exclusion of Young People – 2nd edition' | RUN-EU

Young people are among the most vulnerable in society. 1 out of 5 children live in families that are at risk of poverty, and one third of young adults in Europe are currently unemployed, not in education or training and face social exclusion. Creating an inclusive community was a primary goal in the process of European integration from its start and the economic crisis places new weight on this objective. It's important to ensure the inclusion of all young people in a society in which they are environmentally active, educated and able to make a difference. Social service can provide innovative and creative approaches to build inclusive and sustainable communities for youth and to minimise social and climate inequalities.

26. The Power of the Dutch Social and Health System

SAP 'The Power of the Dutch Social and Health System' | RUN-EU

The traditional model of care is transitioning from an acute hospital-based model to a socially driven wellbeing model. This requires health and wellbeing faculties delivering nurse and wellbeing education programmes across Europe to include the social needs of persons utilising health and social care services in the modern era. This SAP will provide a mechanism for students to gain an insight into the delivery of services at both national, Dutch and wider European level through a collaborative cross-faculty approach in the delivery and assessment of this SAP. It is essential for all involved, participants and organisations, this SAP to develop internationalisation for nursing students at this time to meet the professional regulatory requirements and ensure the quality of student learning towards 2030 in line with the WHO guidance.

27. Impactful Content Creation – Making Media That Matters

SAP 'Impactful Content Creation – Making Media That Matters' | RUN-EU

Any impactful content has three pillars: timelessness, relevance, and engagement. Therefore, each piece of content must have an endearing message that people can connect with for years to come. This has emerged as a key pillar in today's dynamic media environment.

Therefore, the purpose of this SAP is to gain knowledge regarding the creation of value for all stakeholders through impactful (meaningful) content.

Design Based Education centers around design, because design is about co-creating value.

Media has a great impact on our world, our society, on communities and individuals. With the Creative Business media platform, Matters, core of SAP, we explore how to co-create value for our direct local environment with media content, products & services.

28. Living Playground in Portugal

SAP 'Living Playground in Portugal' | RUN-EU

The SAP Living Playground proposes the knowledge and enhancement of the social and environmental heritage of the chosen territory and setting up proposals for intervention in the public space that promote individual and collective well-being, creating dynamics of living space that involve the community, encouraging their direct participation in its preservation and development.

The programme's strategic approach is based on the knowledge of the site's identity, within its various dimensions (native flora and fauna, land conditions, current and past uses, sun exposure, hydrographic index, winds, e.g.), as genesis of a plan, restoring and establishing ecosystems, from a micro to a macro scale.

29. Sustainable & Inclusive Marketing Strategies

SAP 'Sustainable & Inclusive Marketing Strategies' | RUN-EU

The objective of this SAP is to provide interdisciplinary students from across the RUN EU network (future graduate global citizens) with an awareness of an ethical and sustainable approach to designing and implementing marketing strategies within the organisations they will work with and for that contributes to the triple bottom line of planet, people and profits. In the future it is hoped that all organisations will adapt socially responsible marketing practices and our students will be leaders in this area. This SAP will not only identify current tools and models of marketing strategy, but it will also apply these to a real-life non-profit organisation/Public Sector Institution. The SAP will be delivered using principles of Universal Design Learning (UDL).

2022

30. Circular Design with Plastics – 2ⁿᵈ Edition

SAP 'Circular Design with Plastics' – 2nd Edition | RUN-EU

This is an introductory course aimed at those interested in becoming familiar with Circular Design (specifically with Plastics), Circular Economy, and Circularity. Participants will be introduced to the topic of Circular Design, starting from a variety of concepts, passing through several important approaches and methodologies, and finally covering some specific tools (in terms of their purpose and how they are employed, and not learning to use them in detail).

31. Aspects of Wellbeing Societal Challenge

SAP 'Aspects of Wellbeing – Societal Challenge' | RUN-EU

Businesses nowadays are becoming more concerned about the sustainable future of our planet and society. But in order for changes to start happening, it needs leaders who understand that actions taken have to also consider people. A sustainable planet includes a sustainable population. The economy done with purpose is focusing on the wellbeing of society and environment. Valuable meaning has to be added to this shift, companies need to enable personal growth and cultivate supportive mindset for a greener future.

32. Aspects of Wellbeing Financial Challenge

SAP 'Aspects of Wellbeing – Financial Challenge' | RUN-EU

Businesses nowadays are becoming more concerned about the sustainable future of our planet and society. But in order for changes to start happening, it needs leaders who understand that actions taken have to also consider people. A sustainable planet includes a sustainable population. The economy done with purpose is focusing on the wellbeing of society and environment. Valuable meaning has to be added to this shift, companies need to enable personal growth and cultivate supportive mindset for a greener future.

33. Aspects of Wellbeing Personal Challenge

SAP 'Aspects of Wellbeing – Personal Challenge' | RUN-EU

Businesses nowadays are becoming more concerned about the sustainable future of our planet and society. But in order for changes to start happening, it needs leaders who understand that actions taken have to also consider people. A sustainable planet includes a sustainable population. The economy done with purpose is focusing on the wellbeing of society and environment. Valuable meaning has to be added to this shift, companies need to enable personal growth and cultivate supportive mindset for a greener future.

34. Aspects of Wellbeing Ecological Challenge

SAP 'Aspects of Wellbeing – Ecological Challenge' | RUN-EU

Businesses nowadays are becoming more concerned about the sustainable future of our planet and society. But in order for changes to start happening, it needs leaders who understand that actions taken have to also consider people. A sustainable planet includes a sustainable population. The economy done with purpose is focusing on the wellbeing of society and environment. Valuable meaning has to be added to this shift, companies need to enable personal growth and cultivate supportive mindset for a greener future.

35. Simulating Complex Realities with Serious Gaming

SAP 'Simulating Complex Realities with Serious Gaming' | RUN-EU

The purpose of the program is to introduce students to a design-based research approach to the development of serious games for dealing with complex issues of change and sustainability. The focus will be on the questions of how to develop serious games for learning and research of sustainability issues and how to ensure that serious games deliver the expected value to the stakeholders involved.

36. Game Changing Games

SAP 'Game Changing Games' – 2nd Edition | RUN-EU

The complexity of global challenges is constantly rising. Can we change the game with games?

Taking this question as a starting point, in this short-advanced program our goal is to understand how game designers can address these complexities to incite change, fostering the sustainable co-existence of humans and the ecological systems. Creating games that motivate people to engage with these topics in a playful way could be one way of making critical issues intelligible and experienceable.

37. Drawing and Technology: The role of drawing and technology towards the preservation of cultural heritage

SAP 'Drawing and Technology' | RUN-EU

In today's technologically driven society what role does traditional drawing have in the preservation of our cultural heritage? Discover how these traditional values intersect with contemporary art & design practice and technological sophistication.

Exploring the rich culture of the city of Barcelo's, students are encouraged to make architectural studies, examine museum artifacts, and create renderings of the living presence of the city's inhabitants. These traditional approaches to drawing and illustration are to be finalised in a digital format, where student's work will be displayed in an augmented reality exhibition walk.

This course aims to provide an in-depth analysis of visual note taking and the methodology of thinking on paper, the process of making visual and contextual observations, and the subsequent stages involved in establishing connections for a meaningful narrative and composition.

38. Who are we? Mapping the Identity of the RU-EU-er

SAP 'Who are we? Mapping the identity of the RUN-EU-er' | RUN-EU

The aim of this SAP is to develop students' intercultural competence to enable them to operate within several cultures at the same time. By promoting multiculturalism and multilingualism among the alliance regions, supported by student mobility, innovative pedagogies and blended learning activities, the programme also aims to contribute to societal needs and lifelong learning.

In this context, students will:

- explore their own culture and learn about other cultures

- characterise the ideal RUN EU-er

- develop a critical cultural awareness of their immediate, regional, global environments (e.g., RUN-EU)

- develop cross-communication skills when exchanging ideas with others from different backgrounds.

- 'taste' the languages of RUN-EU by participating in language taster session.

39. Design Expedition Arctic Super Food Challenge

SAP 'Design Expedition – Arctic Super Food Challenge' | RUN-EU

Design Expedition is blended project and challenge-based learning experience, where both multidisciplinary and multinational student teams aim to create solutions to task provided by a business partner. The Design Expedition includes lectures, workshops and project work. The Design Expedition project also includes a final pitching event and a reflective session, where the students will assess their own learning during the course. Coaches from RUN-EU partner universities will be aiding the student teams during the project period.

In Design Expedition students will learn design thinking and doing and business design in an authentic real life business challenge. Students will discover, define, develop, deliver and evolve problems and solutions. Various design thinking and business design tools are used.

40. Design of Cold-Formed Steel Structures

SAP 'Design of Cold-Formed Steel Structures' | RUN-EU

This SAP aims to address the design of cold-formed structures according to the Eurocodes. Special attention is given to the specific challenges involved, particularly concerning structural principles of stability and failure modes not found in the design of hot-rolled and fabricated steel structures.

Due to its sustainability the use of the Light steel framing (LSF) systems is increasingly growing. Today light steel members are used for purlins and other secondary elements in steel construction. The complexity of design of these structures/ members makes this a hugely relevant short course for the industry.

41. How to Navigate Through Unfamiliar Contexts

SAP 'How to Navigate Through Unfamiliar Contexts' | RUN-EU

To face the challenges demanded by a changing and uncertain world, we need a variety of skills to navigate through unfamiliar contexts. These kinds of skills are called generic competences or future skills. These skills include, for example collaborating with others, problem solving, flexibility, and taking responsibility. Also, balancing with contradictory demands requires empathy, compassion and respect towards oneself and others. Moreover, skills to learn in a self-directed manner and reflecting on own development play an increasingly important role in the future of work. Overall, future skills are important for employability and success in the world of work and most importantly, they have the potential to enhance individual and coll ective wellbeing. The aim of the SAP is that the participants recognise the importance of future skills and set goals for developing their own future skills.

42. Challenging Game Development

SAP 'Challenging Game Development' | RUN-EU

This Short-Advanced Programme is an introductory course for digital game development, covering the whole game development lifecycle, from the idealization to its analysis, creation of a storyboard, preparing assets, codifying the game logic, and testing. These topics will be addressed at a high level, allowing attendees to understand the different development phases, and how they integrate into a game project.

The Challenging Game Development course will not teach programming basics or advanced animation techniques. The main goal is to allow participants to know how to communicate inside heterogeneous teams.

Therefore, and although some programming basics would be preferable, the course aims at allowing a team composed of individuals with different backgrounds and knowledge to work together learning and developing a digital game.

43. Preventing the Social Exclusion of Young People

SAP 'Preventing the Social Exclusion of Young People' | RUN-EU

Young people are among the most vulnerable in society, particularly during a serious economic downturn 1 out of 5 children live in families that are at risk of poverty, and more than one third of young adults (18 and 24) in the European Union are currently unemployed and not in education, employment or training. Social exclusion doesn't just affect people who are materially deprived. Approximately 1 out of every 3 people in Europe face social exclusion. Creating an inclusive community was a primary goal in the process of European integration from its start and the latest economic crisis placed new weight on this objective.

44. Smart Everything: A Collaborative Process

[SAP 'Smart Everything' | RUN-EU](#)

Co-creation has proven to be one of the most successful ways to generate value, enrich consumer' experiences, and ultimately create products that seamlessly solve real problems sustainably and ethically. During this course the makers (IT students) and the marketers (business students) will enhance the understanding of multiple viewpoints and expertise to create a more collaborative process.

45. Go for a Digital Product: Biosensing Health

[SAP 'Go for a Digital Product' | RUN-EU](#)

Featuring a design challenge for a digital product for advancing physical health, this Short-Advanced Programme (SAP) brings together engineering and design students to improve people's lives. The programme invites students to explore possibilities of digital technology to advance physical health.

Students will learn how to apply design thinking in digital product development and how to run an innovation process in an international multidisciplinary team. The students gain knowledge of the specific technology to be used in the design challenge and learn critical elements in the nexus of technology and design. The programme consists of two mobility weeks (Finland, Portugal) and online period with teamwork.

46. Future Explorations

7.MAR-23.APR.2022
Face-to-Face Contact Week: 19-13 April

[SAP 'Future Explorations' | RUN-EU](#)

Global challenges form the starting point of this Short-Advanced Program, which draws on methods of future assessment, design and innovation development to explore pathways to ecologically and socially sustainable futures. Each "edition" of "Future Explorations" focuses on one challenge area, the first being mobility and transport.

How can mobility be imagined and conceptualized in a new way?

How can we foster more sustainable modes of transport?

Concrete challenges will be developed with the involvement of cooperative partners. Based on the examination of different future scenarios, we will develop technologically supported as well as communicative solutions fostering sustainable development in this field. Starting with an online week, an interdisciplinary team of lecturers and coaches will give input and guide the students in developing their concepts. The online week will be followed by a four-week period of remote teamwork and coaching focusing on elaborating the concepts, which will then be realized in the presential week in Dornbirn.

Within the frame of "Future Explorations" the students are expected to develop a prototype (proof of concept) (e.g., of a service, application or community model).

2021

47. RUN-EU Sustainable Development – Social Enterprise Challenge

[SAP 'RUN-EU Sustainable Development – Social Enterprise Challenge' | RUN-EU](#)

There are a number of communities implementing positive changes when it comes to building local resilience. Sometimes this change is being implemented in the face of or as a result of unsuitable policies stemming from a top-down central approach rather than policies that consider local particulars or the needs from bottom-up approach in certain policy areas. More can be done to empower communities by building their capacity to implement changes. This could then allow them to have a positive impact on their community in terms of maintaining a sustainable and pro-active community. Increased awareness is needed around the beneficial

impacts of such an approach and help is needed for communities to identify and equip themselves with the knowledge, skillsets and competencies to develop sustainable communities that are best set to adapt, maintain and protect their environment and make places that people will be able to live, work and visit.

48. RUN-EU Bioplastics SAP Challenge

SAP 'RUN-EU Bioplastics Challenge' | RUN-EU

Bio-based plastics can make a strong contribution as they use sustainably sourced biomass as feedstock for their production. They help to diminish the dependency on fossil resources and reduce the emission of greenhouse gases. Mechanical or chemical recycling of those bio-based plastics further adds to the reduced environmental footprint of these products. The same applies for biodegradable and compostable plastics as they increase recyclability-options by adding composting and helping to create clean organic waste streams. European Bioplastics (EUBP) also focuses on sustainable products as well as on packaging. In this regard, EUBP looks forward to closely working together with the new Commission in order to create a sound regulatory framework for the use of biobased as well as for biodegradable and compostable plastics.

49. RUN-EU Food SAP Challenge

SAP 'RUN-EU Food Challenge' | RUN-EU

The RUN-EU Food Challenge seeks applications from interdisciplinary teams proposing novel, potentially disruptive, sustainable solutions to reduce food loss and waste across the full breadth of the food supply chain from "farm to fork". Under this challenge, we are asking teams to propose cutting edge solutions to this global challenge. This could be through the creation and development of cutting-edge and disruptive technologies in a range of areas or through radical public policy formation. The Food Challenge should be visionary, drawing on insights relating to current trends and future possibilities where Europe and the world could benefit significantly. The Food Challenge should be inspirational and provide the basis for strong engagement between public and private sector stakeholders, and with the public and address barriers to innovation, which, if overcome, can create significant benefits for society.

50. RUN-EU Eco-innovate Challenge

SAP 'RUN-EU Eco-innovate Challenge' | RUN-EU

The RUN-EU ECO-Innovate Challenge seeks applications from interdisciplinary teams proposing novel, potentially disruptive, sustainable solutions to replace peat horticultural products for plant growth. Under this challenge, we are asking teams to propose organic based solutions from current food services or food manufacturing industries to address this global challenge. Millions of tons of dried organic biomass are produced by EU member states annually which

may through the creation and development of cutting-edge and disruptive technologies or processes be suitable for use as peat alternatives. The ECO-Innovate Challenge should be visionary drawing on insights relating to current trends and future possibilities where Europe and the world could benefit significantly. The ECO-Innovate Challenge should be inspirational and provide the basis for strong engagement between public and private sector stakeholders, and with the public and address barriers to innovation, which, if overcome, can create significant benefits for society.

51. How to Navigate Through Unfamiliar Contexts: Develop your skills for the future

SAP 'How to Navigate Through Unfamiliar Contexts' | RUN-EU

To face the challenges demanded by a changing and uncertain world, we need a variety of skills to navigate through unfamiliar contexts. These kinds of skills are called generic competences or future skills. These skills include, for example, collaborating with others, problem solving, flexibility, and taking responsibility. Also, balancing with contradictory demands requires empathy, compassion and respect towards oneself and others. Moreover, skills to learn in a self-directed manner and reflecting on own development play an increasingly important role in the future of work. Overall, future skills are important for employability and success in the world of work and most importantly, they have the potential to enhance individual and coll ective wellbeing. The aim of the SAP is that the participants recognise the importance of future skills and set goals for developing their own future skills.

52. Game Changing Games

SAP 'Game Changing Games' | RUN-EU

The complexity of global challenges is constantly rising. How can designers address these complexities to incite change fostering a sustainable co-existence of human and ecological systems? Creating games motivating people to engage with a topic in a playful way could be one way of making critical issues intelligible and experienceable. But can we exchange the game with games? Taking this question as a starting point, this module focuses on the following questions of analysis, design and application of games:
- Game Cultures
- Dimensions of sustainability
- Best practice (project presentations)
- Playful methods in future design (e.g. speculative design)
- Approaches to and methods of game design
- Designing digital games, urban games, social impact games, serious games, mixed reality games, alternate reality games
- Design and implementation of social interaction in games
- Game content and design considerations to evoke motivation
- Creation of immersive environments and affective infrastructures (e.g. for exhibitions and/or

in the museum context)

- Motivation to play vs. motivation to change beliefs, attitudes, and behaviors.

53. Circular Design with Plastics

SAP 'Circular Design with Plastics' | RUN-EU

Circular Economy is a hot topic and a trendy term. However, what does it really imply for industry, for society, and for development? What are the existing and the emerging challenges?

Every drop of water on the planet has been here for millennia, in a constant cycle of renewal. The aim of circular plastics is to take this approach to plastics and earth's finite resources. The broad picture of the circular economy is defined by (Murray et al., 2017) as "an economic model wherein planning, resourcing, procurement, production and reprocessing are designed and managed, as both process and output, to maximise ecosystem functioning and human well-being". The revised Waste Framework Directive (WFD), adopted on 30 May 2018, sets out a greater ambition for prevention, preparation for reuse and recycling than ever before, acknowledging that a more Circular Economy could significantly reduce greenhouse gas emissions associated with resource extraction and production as well as creating many new jobs. The Environmental, social and economic benefits of circular based process and output operation are significant: Firstly, these activities keep goods within the economy and thereby reduce waste production, leading to a reduction in raw material extraction, manufacturing and transport. Secondly, these activities avoid the creation of recalcitrant wastes and the need for elaborate waste management. Thirdly, the EU acknowledges that circular economic implementation has the potential to positively impact social and economic benefits including jobs and growth, the investment agenda, the social agenda and industrial innovation.

54. Design Expedition: Emotional Intelligence Meets Artificial Intelligence in Business Design

SAP 'Design Expedition: Emotional Intelligence Meets Artificial Intelligence in Business Design' | RUN-EU

The Design Expedition: Emotional Intelligence Meets Artificial Intelligence in Business Design is a RUN-EU Short Advanced Programme, jointly coordinated by HAMK and IPCA, offering an experimental learning journey to emotions and artificial intelligence during a 1 week. Participants will be grouped into multidisciplinary and multicultural teams.

The Challenge is to create a solution for the interactive future customer experience of a grocery store visitor. Participants must create a solution to encompass the possibilities connected but not limited to computer vision, emotional intelligence and artificial intelligence applications.

1.2.3 Students vision: feedback from Students on SAPs

Students' commitment to the Short Advanced Programmes (SAPs) has been nothing short of extraordinary since the onset of the pandemic. As a result, we approached the students to request testimonials. We created digital flyers and produced short videos, which also helped promote and raise awareness about RUN-EU on social media platforms.

It's worth noting that students primarily obtain information through social networks, which are their preferred communication channels. WP8 is actively involved in disseminating this information. Additionally, we sought the support of the Student Councils of our partner institutions, who promptly communicate through WhatsApp and Instagram messages.
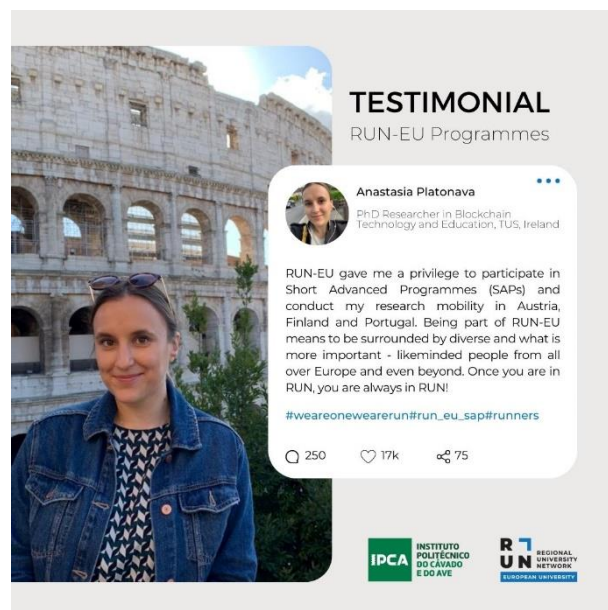
TESTIMONIAL
RUN-EU Programmes

Caroline Soares
Master in Design and Product Development, IPCA, Portugal

Participating in RUN-EU SAP's was the best opportunity to do things I wouldn't have another chance to do in my life. In the last year I significantly increased my English and communication skills, traveled to a lot of different countries, met people from all over the world and worked on topics that I didn't even know how useful it would be to apply design methods.
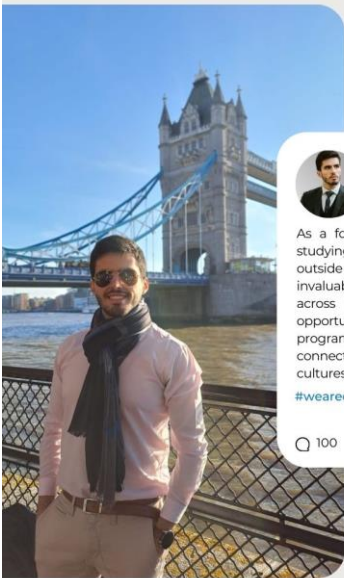
#weareonewearerun#run_eu_sap#runners

120   20k   100

TESTIMONIAL
RUN-EU Programmes

Joaquin Dillen
Master of Science in Electronics and Computer Engineering, IPCA, Portugal

As a foreign student, I had the privilege of studying in various universities within and outside the EU. These experiences offered invaluable interactions with diverse individuals across Europe, fostering new connections, opportunities, and challenges. Through these programs, I developed a strong sense of connectivity, an appreciation for different cultures, and a global perspective on society.

#weareonewearerun#run_eu_sap#runners

100   25k   50

TESTIMONIAL
RUN-EU Programmes

Florian Tagwerker

Bachelor in Engineering and Management, FHV, Austria

RUN-EU allowed me to travel to new countries, meet interesting new people, and gain knowledge in various topics. One major advantage is that you work in groups with people from different fields and therefore get the ability to see the topics you work on together from different angles. I am very happy that the RUN-EU Program gives students the chance to be a part of an exciting network.

#weareonewearerun#run_eu_sap#runners

199   15k   100

TESTIMONIAL
RUN-EU Programmes

Jay Uttama Patel

Bachelor in Mechanical engineering and production technology, HAMK, Finland

I recently finished the Run-EU Program in December, and it was one of the best experiences of my life. The curriculum not only offered me great skills and knowledge, but it also assisted me in understanding diverse cultures and perspectives. The staff was really helpful and always accessible to answer any queries I had. I would strongly suggest this program to anyone wishing to extend their minds and obtain fresh ideas.

#weareonewearerun#run_eu_sap#runners

150   20k   50

TESTIMONIAL
RUN-EU Programmes

Orsolya Pintes
Bachelor in Commerce and Marketin,
SZE, Hungary

I have taken part in six RUN-EU events, during these events, I got the opportunity to travel to 4 countries, get to know lots of ambitious and talented people from various study fields and programmes, learn about multiple interesting topics and make new friends from all over the world. For me, to be a part of RUN-EU is to part take in a big international network, and have an insight into the possible outcomes of our future.

#weareonewearerun#run_eu_sap#runners

234   15k   100

TESTIMONIAL
RUN-EU Programmes

Saúl Carvalho
Master in Electrical Engineering –
Electronics and Telecommunications,
Polytechnic of Leiria , Portugal

Participating in Short Advanced Programmes holds immense value for me as it offers a unique opportunity to delve deeper into a specific theme, expanding my knowledge and understanding. Not only do I have the chance to immerse myself in the subject matter, but I also benefit from the diverse perspectives and experiences of my fellow participants. One of the remarkable aspects of SAPs is the chance to venture beyond the confines of my country.

#weareonewearerun#run_eu_sap#runners

250   20k   100

2. New Potential SAPs

2.1. Methodology for Identifying the Potential RUN-EU SAPs

As described in the previous deliverables, as well as in the Standard Guidelines, the methodology for identifying the Potential RUN-EU SAPs implemented through ongoing institutional surveys in all the institutions of the alliance.

The surveys, as stated in the D6.1 RUN-EU SAPs Opportunities Report have a 2-step process. Initially, the survey is shared with the academic staff, such as researchers, Deans, Directors of Pedagogical or Research Units in the partner institutions and all the information collected is aimed at identifying potential RUN-EU SAPs.

Once the list of potential RUN-EU SAPs is processed, validated and the partnership confirmed, the SAPs proceed and are invited to the second phase of joint development and implementation, where the SAP coordinators jointly agree on the format and jointly develop the detailed programme.

The final data collected from all partners are analyzed and compiled by the WP leader into an internal Excel report available to all the relevant members in the internal Teams Channel. The instant access provides the possibility to assess and design the identified SAPs. This task is focused on searching for quick-win opportunities to create SAPs from the degrees and activities of the RUN-EU network.

By now, 3 surveys have been carried out. The 3rd survey was concluded on the 15th of March of 2023. The results of the 3rd survey can be consulted in this document.

Considering that in addition to the Surveys, WP6 has been available to receive proposals during the rest of the year, the results of the third survey were not as numerous as the previous surveys.

However, we believe that this way of working - an Open Call approach - in addition to the annual Surveys - ensures flexibility and versatility, which sustains the motivation of the teachers as well as the WP6 team. The team is always willing to coordinate and support the development of the SAPs.

In addition to raising new SAPs, WP6 focused on the realisation of second and third editions of the most popular SAPs among students and teachers. In terms of the project, the learning path throughout the SAPs allows us to improve each edition, add new partners, introduce updates and above all we are able to reach more students.

2.2. Third Survey on Potential RUN-EU SAPs: Results

As mentioned before, WP6 has launched 3 Surveys to identify the relevant topics of the potential SAPs. Each WP6-coordinator (WP6c) has conducted these launched surveys in their own institutions and then presented the results of the Surveys on potential SAPs.

All data has been organized on a single file which englobes all the potential SAPs considering the scientific/pedagogical area, connection with the RUN-EU Future European Innovation Hubs, ECTS Credits, foreseen duration, mode of delivery, typology, target audience, etc. This data is a work in progress since the SAPs are always in development and new data is continuously added. A summary of this work is presented in Table 3. SAPs from 3rd Survey.

RUN-EU Partner	Title	Scientific/Pedagogical Area	Connection with the RUN-EU Future European Innovation Hubs (if applicable)	Brief Description	ECTS Credits
(IPCA) Polytechnic of Cávado and Ave	Introduction to Machine Learning	Computer Engineering	Future Industry and Sustainable Regional Development	• Datasets, training set, validation set and test set • Evaluation and metrics • Normalization LINEAR REGRESSION AND LOGISTIC	2
(IPCA) Polytechnic of Cávado and Ave	Creativity for Wellbeing	Communication Design / Drawing		expression and communication that promote well-being.	2
(IPCA) Polytechnic of Cávado and Ave	A creative approach to development of tourism products: gastronomy	Tourism and Leisure	Social Innovation	Gastronomic heritage Profile, motivations and markets of gastronomic tourism.	2
(IPCA) Polytechnic of Cávado and Ave	Tiles and more – visual experimentation of pattern and materials	Design - Communication and Ceramics		On the one hand, the SAP seeks to be a pedagogical experience that articulates the interpretation of design with the process of visual experimentation of pattern	5
(IPCA) Polytechnic of Cávado and Ave	Design Fundamentals : the power of visual language in the communication process	Communication Design, Graphic Design	Social Innovation	Often the 'visual voice' of a company, an event, an object or a brand is not communicated in a way that is coherent with the values it seeks to project to the	2
(IPL) Polytechnic of Leiria	Steel structures: connections (provisional name)	Engineering (Civil and Mechanical)	Future Industry and Sustainable Regional Development	(structural analysis), simple connections, bolt force analysis, welded connections, weld stress analysis,	2
(IPL) Polytechnic of Leiria	Technology and applications of phytochemicals	Bio-Economy	Bio-Economy	This proposal focus on technology and applications of phytochemicals in different contexts, such as clinical infections.	2
(IPL) Polytechnic of Leiria	SAP Living Playground	Finland	Sustainable Development (Design, Landscape and Built Environment)	Social Innovation	This SAP will explores physical and social environments	3
(NHL Stenden) NHL Stenden University of Applied Sciences	Shared Spaces	Spatial Development/ Spatial Sciences (Built Environment)	Social Innovation	- Introduction into traffic & environmental psychology (waarneming, cognitive, interventies)	4
(NHL Stenden) NHL Stenden University of Applied Sciences	Geopolitics	Public Administration	Social Innovation	companies, citizens, etc)? How can we anticipate on this?	3
(NHL Stenden) NHL Stenden University of Applied Sciences	Critical Events Perspectives	Tourism/ Leisure	Social Innovation	is able to explain and analyse the strategic framework in which events are positioned. Understands the meaning and importance of utilising	3
(SZE) Széchenyi István University	Legal Framework for the Security Aspects of Cyberspace	Law; Social Sciences, International Relations	Social Innovation	The aim of the training is to enable the participants to identify the processes that constitute potential threats to the government, economic and social subsystems	1
(SZE) Széchenyi István University	Provisional title: "Ceramics and graphics"	Design	Future Industry and Sustainable Regional Development	In this course we will explore the relationship between ceramics and graphics.	5
(SZE) Széchenyi István University	The Global Economy and Supply Chains	Business and Economics	Future Industry and Sustainable Regional Development	TOPICS: • Municipal and regional regulation of urban and rural landscape change, built-up area expansion and climate	2
(SZE) Széchenyi István University	International Business Practices	Business and Economics	Future Industry and Sustainable Regional Development	TOPICS: • Marketing Strategy • International Commercial Transactions	2
(TUS) Technological University of the Shannon: Midlands Midwest (Athlone)	Financial Literacy: Making sound financial decisions	Financial Management/Finance	Future Industry and Sustainable Regional Development	1. Introduction to financial literacy and its main components 2. Importance of financial literacy	2
(TUS) Technological University of the Shannon: Midlands Midwest (Athlone)	Product development routing: Turning ideas into product	Product Design	Future Industry and Sustainable Regional Development	The aim of the course is to deliver the fundamentals of product design and the modern methodologies utilized in the process of product design, so that the	2
Technological University of the Shannon	Travel Sustainability and Tourism Sustainability	Sustainable Development	Future Industry and Sustainable Regional Development	This SAP will investigate the positive and negative impa	2.5

Table 3. SAPs from 3nd Survey

3. New Opportunities on WP6: YES! Youth Exchange School.

Given the success of the Short Advanced Programmes among students, we aimed to establish an additional learning opportunity. This new opportunity, alongside promoting mobility and knowledge acquisition, would offer greater flexibility in the acquisition of European values and local culture.

Youth Exchange Schools are Autumn/Winter Schools that bring together groups of young people from different countries of the alliance to meet, live and work together on shared projects for short periods in the following EU priority areas:

- European Green Deal;
- Europe fit for the digital age;
- An economy that works for people;
- A stronger Europe in the world;
- Promoting our European way of life and Social Inclusion;
- A new push for European democracy.

Considering lessons learned it's relevant to have a common approach and a focus on multiculturalism and multilingualism.

Youth Exchange Schools will take place both within and outside the learning environment. In a Youth Exchange School, students can expect to participate in activities such as workshops, exercises, debates, roleplays, outdoor activities and more.

YES programmes only require one partner to develop them, they do not have to be jointly developed by partners of the alliance.

YES implies Physical short-term mobility with the same grant for Students as a SAP.

Staff and Professors Mobility should be decided by each partner.

Filling the List of elements bellow:

(annotated version)

YES Title

YES Overview

about the YES, Description.

Organised by	Name of the Institution
YES Coordinator(s)	Name of the Coordinator(s) from the Institution
RUN-EU Future EIH	Future Industry & Sustainable Regional Development Bio-Economy Social Innovation
Language of Instruction	English (by default) Other languages may be used
Date (minimum 1 week)	From the 1st day to the last day
Effort and Workload Breakdown	**Workload breakdown / typology of activity** Live Sessions (Lectures / Keynotes /Learning Reflection) Team Building Site visits I Placements Presentations

YES Schedule	Programme at a Glance / Day by Day
YES Team Leader(s) I Lecturers & Coaches	Names, Institutions and if possible, hyperlink to email and short bios
Target Audience I Eligible Participants	*RUN-EU students from any study cycle*
Venue/Location	
Special Conditions (if any)	Material, equipment, or software, for example
Physical Mobility/Scholarship Available	**For students** **Travel:**
How to Apply Entry Requirements I Application Guidelines	**Application Deadline:** **Contact Details for further Information:**
Selection Criteria and Process	**All RUN-EU Students**
Certification Students I Teaching Staff I Coaches	**Certificate for a YES programme provided by the organizer**
Further Information	If applicable

3.1 Planned YES until December 2023.

YES Programme - Communication: The Key to Social Inclusion at Polytechnic of Leiria

YES Overview

Effective communication is the key to social inclusion and a more inclusive European way of life. This Youth Exchange School aims to equip participants with skills and knowledge that promote inclusivity in communication, ensuring accessibility and engagement for all. Through workshops and debates on accessibility techniques for document design and dissemination, as well as through site visits and shared living experiences within and outside the learning environment, participants from the different countries of the alliance can learn how to communicate effectively and inclusively. Together, we can bridge barriers, amplify diverse voices, and foster social inclusion where everyone has the opportunity to participate and be included.

YES Programme - HUNG(a)RY FOR CULTURE at Széchenyi István University

YES Overview

Széchenyi István University's YES programme, titled "HUNGaRY for Culture" aims to provide participants with an immersive experience in Hungarian culture and language, fostering intercultural understanding, linguistic awareness and personal growth. By exploring the vibrant city of Győr and engaging in a variety of educational and recreational activities, students will gain a deeper appreciation for Hungarian heritage while connecting with their peers from diverse backgrounds.

YES Programme - The Analog Strikes Back at Polytechnic of Cávado and Ave

YES Overview

During this program, students will be taken to a distant moment in space-time. A time without computers, oh yes, not a single one in sight! And as for this wondrous thing called the Internet, it remains a mere figment of the imagination. Imagine a world untouched by the enigmatic allure of smartphones, where the only telephonic wonders we recognize are those strange devices that adorn our console table.

In this temporal flight, the melodies we hear only come from radio waves, the nostalgic crackling of tapes and the soothing tunes that spin eternally on records. Television, in its humble presence, remains confined to the present moment, offering nothing but live transmissions.

On this transformative journey, students will confront a profoundly new reality that immerses them in an analog-dominated environment. This domain of analog will be explored through various media such as music, imagery, photography, design.

During this week, students will explore the field of analog tools and techniques, venturing into the multi-dimensional essence of physical objects. Weight, texture, shape, and volume will guide this process, transcending the one-dimensional constraints of the digital domain.

This in-depth experience will extend beyond the boundaries of learning environment, as workshops and outdoor activities will be promoted to facilitate debate and reflection on the role of digital technologies and tools in today's society, particularly in education.

Above all, this adventure aims to foster creativity, authenticity and originality. Students will be actively encouraged to engage in hands-on experimentation, embrace new mindsets, and step out of their comfort zones through the connections and intersections of analog processes.

YES Programme - AI for a Sustainable Future: Unleashing Interdisciplinary Innovations at Vorarlberg University of Applied Sciences

YES Overview

The YES AI is a week-long journey where students explore AI's potential in addressing important challenges from various domains. Participants lead their own projects, innovating sustainable solutions while improving leadership and collaboration skills. This program simultaneously nurtures AI skills, ethical understanding, and career development opportunities.

This YES program will explore how Artificial Intelligence can be harnessed to address the major challenges of the 21st century, from environmental preservation and social inclusion to digital advancement and democratic governance. The event will provide a platform for university students from various fields to exchange ideas, enhance their

understanding of AI, and collaborate to develop innovative, AI-powered solutions for a sustainable future. By fostering an interdisciplinary approach, the program seeks to empower the next generation of leaders, innovators, and thinkers to navigate the AI-centric world.

YES Programme - Design Based Education – the Future of Mobility in the Region at NHL Stenden University of Applied Sciences

YES Overview

Students and teachers will experience becoming a Future Thinker and Future Doer by tackling a wicked problem that also occurs in their region. Both will learn that students can take ownership in and contribute to a changing world. In one week, the students will develop their communication and problem-solving skills through a cyclical design approach in small multidisciplinary project groups. The teachers will experience Future Design tools how to facilitate this process. The wicked problem through which both learn is focussed on solving accessibility in peripheral areas. How can we cleverly combine various elements to increase efficiency and reduce costs to retain essential services in the long term? A booklet of all created solutions will be published for common use for all stakeholders within RUN-EU.

YES Programme - How to understand others and yourself at Häme University of Applied Sciences

YES Overview

The primary cause of disagreements often lies in different communication approaches. During this program, students will gain valuable knowledge about how to understand others, but most of all how to understand themselves. In your regular life, you often end up spending time with those who resemble you or with whom you share a good understanding. However, in scenarios like beginning a new job, taking up a hobby, or commencing your studies, the people around you may not be of your choice. You still need to come up with a solution how to work together and at least get along.

You most likely have heard about different colored people – red, blue, green and yellow. We dig a little deeper and with fun activities and workshops try to teach a new way to appreciate the differences. Students might even have some Eureka moments to help them gain more confidence in who they are and how they experience things. During this week, students will have interactive workshops, insightful lectures and mini challenges.

Because the week will be focusing on understanding others and yourself, is self-wellbeing in a big role as well. This is why we plan to have outdoor excursions as well as fun activities during the days. Psychological well-being constitutes a significant aspect of self-awareness.

4. Concluding Remarks

These 33 months of activity were very intensive and full of developments. WP6 delivered 61 SAPs and 1 YES with the support of several professors / teachers from all RUN-EU partners. By now, approximately 1600 students (approximately 25 students per SAPs) and 400 staff (approximately 8 teaching and non-teaching staff per SAP) have been involved.

Considering the extension of RUN-EU until the end of 2023, we intend to develop more than 70 SAPs and at least 7 YES programmes.

In addition to the creation of the 3 Opportunities Report Deliverable, WP6 has also formulated D6.3, which comprises Standard Guidelines. These guidelines are intended to facilitate the collaborative design and development of SAPs by all partners, addressing the requirements for effective SAP implementation. They include an overview of the SAP programmes as well as a detailed programme for future reference and recognition of SAPs by RUN-EU partners.

To enhance communication and operational efficiency, a "Step by Step" infographic has been devised as a part of the Standard Guidelines. This tool serves as a checklist for

teachers engaged in SAP development, aiding WP Coordinators in providing support during the SAP construction process.

WP6 has additionally created a Digital Platform designed to facilitate the management, execution, and distribution of SAPs, which includes a portal housing all SAPs in one place.

Through the testing of assessment models, it has become evident that enhancements in SAP implementation are an ongoing process. This improvement encompasses the constant evaluation of the most effective methodologies, pedagogical innovations, and ensuring that training aligns with the specific needs of the regions where RUN-EU institutions are established.

We have also produced a collection of promotional materials, including digital flyers and videos, with the assistance of RUN-EU's Student Council. Their steadfast support has consistently been available for all our endeavours, especially in organizing cultural programs.

Learning is an ever-present factor, each SAP we carry out is a learning moment in preparation and implementation. The challenges to overcome are still many and we are working on several fronts.

SAPs are expected to be responsive to local industry and community, in the future SAP's should address to emerging trends and fill knowledge and skills gaps, becoming part of a lifelong learning broad strategy.

We plan to pursue our goals in a more secure manner within the newly approved RUN-EU 2.0.

5. Annexes

5. 1. WP6 Team Members

Partner	Main Contact / WP Coordinators	Secondary contact
IPCA WP Leader	Paula Tavares	Rosa Magalhães, Ana Catarina Silva
HAMK	Saara Lindén	Saija Sokka, Miia Stålberg
SZE WP CoL.	Júlia Szőke	Sarolta Kóbori
TUS	Madeline Cummins	Joanne Prout, Patrick Murray
NHL Stenden	Peter de Boer	Estelle Almasan
FHV	Markus Ilg	Lisa Wagner
IPL	Sandrina Milhano	Filipe Santos

5.2. Survey on Potential RUN-EU SAPs

Check the template here.