

**Project Proposal: Innovation for Growth and Capacity Building**

<b>Key Action</b>	<p>Erasmus Plus - <b>Key Action 2</b> – Strategic partnerships in the field of education and training</p> <ul style="list-style-type: none"> <li>• Strategic Partnerships aim to support the development, transfer and/or implementation of innovative practices as well as the implementation of joint initiatives promoting cooperation, peer learning and exchanges of experience at European level</li> </ul>
<b>Deadline of submission</b>	21 <sup>st</sup> March 2018
<b>Contact Person</b>	Milan Jezic von Gesseneck ( <a href="mailto:jezic.von.gesseneck@octa-innovation.eu">jezic.von.gesseneck@octa-innovation.eu</a> )
<b>Lead Partner</b>	<p><b>OCTA</b>, an association of the Overseas Countries and Territories of the European Union works with 25 Overseas Countries and Territories (OCTs) as members. They established the OCTA Innovation project to work on bringing innovation to the OCTs: their mission is to contribute to sustainable development through innovative solutions for economic diversification, improve regional and global competitiveness and promote green growth. The process of defining the innovation strategy, and facilitating regional cooperation and networking is supported by:</p> <ul style="list-style-type: none"> <li>• Enhancing and promoting synergies with EU funded regional projects</li> <li>• Support the creation of regional projects for EU funding</li> <li>• Supporting OCTs in developing expertise which will be of regional interest</li> </ul>
<b>Project Management Experience</b>	<ol style="list-style-type: none"> <li>1. OCTA has managed projects such as: BEST, Integre Programme, COSME and OCTA Innovation</li> <li>2. Milan Jezic von Gesseneck has been managing the OCTA Innovation Project</li> </ol>
<b>Summary of Project Idea</b>	<p>The project involves the implementation of the <b>Three Pillars Blended Learning (3P-BL)</b> system, an approach to education using an interwoven system of three educational components: face-to-face education, learning-by-doing and distance/ online learning. The concept development is a result of OCTA's work on capacity building and developing systemic innovation in the OCTs. The system is designed to:</p> <ul style="list-style-type: none"> <li>• Facilitate knowledge sharing between the European Union and the OCTs</li> <li>• Assist in capacity building and develop systemic innovation in the OCTs</li> <li>• Support innovation and creativity across all sectors of energy, education, agriculture etc across the public and private sector in the OCTs</li> <li>• Increase the contributions of higher education institutions in the OCTs</li> <li>• Promoting the cooperation and networking of universities through best practices, partnership and inter- and transdisciplinary approaches</li> <li>• Facilitating the recognition and validation of the acquired knowledge, skills and competences through the 3P-BL system.</li> </ul>
<b>Relevance</b>	<u>Relevance of proposal to needs and constraints of OCTs</u>

	<p>All OCTs are islands and face issues of dispersion and isolation, making them vulnerable and exposed to impacts of climate and climate change, limitations of human and financial resources and shortages of energy supply. As they are often situated far from the big knowledge centres, they have a large economic dependency which also affects educational systems and institutions. As a result, their current education system faces many shortfalls, such as a shortage of locally available high-quality staff (e.g. specific knowledge professors or lecturing staff) insufficient resources or time to travel from OCTs to knowledge centres. Often there is a general lack of knowledge, skill or familiarity with the internet and online learning and limited capacities and engagement of qualified staff.</p> <p>The <b>3P-BL</b> has been developed to address the needs of the OCTs. It is organized to enhance learner's understanding of key aspects of value-creating innovation, enabling improvement of business and government practices, and ensuring islands economic growth.</p> <p><b>It involves:</b></p> <ul style="list-style-type: none"> <li>• Fine-tailored curricula for each individual OCT</li> <li>• Provision of high-quality professors or lectures to bring their expertise</li> <li>• recognition and validation of knowledge, skills and competences acquired through formal, non-formal and informal learning</li> <li>• Increasing motivation through a strong guidance system and clear structure</li> <li>• Giving hands-on practice and experience to strengthen their own understanding</li> <li>• Exchange of good practice between EU and OCT</li> </ul> <p><b>... and aims at:</b></p> <ul style="list-style-type: none"> <li>• Enhancing learner's knowledge on innovation and knowledge sharing while assisting in capacity building and development of systemic innovation</li> <li>• Supporting innovation and creativity across all sectors of energy, education, agriculture, etc. across public and private sector</li> <li>• Increasing the contributions of higher education institutions to regional innovation by creating stronger cooperation and networking between universities and other educational institutions</li> <li>• Improving communication between teacher and student</li> </ul>
<p><b>Experience of Organisation &amp; Partners with issue to be addressed</b></p>	<p>OCTA Innovation and several of its partner OCTs, such as Vanuatu, New Caledonia and Aruba have already successfully addressed these issues by implementing the 3P-BL system in their territories.</p> <p>Face-to-face has allowed for direct contact with the Head of Studies or other experts and thorough guidelines, distance learning allowed for flexible timing of studies and facilitating interaction over larger distances, while learning-by-doing has been a stimulating and life-long learning method, helping to develop direct skills from hands-on activities.</p> <p style="text-align: right;"><i>(See attached file for more information on the specific cases)</i></p>

<p><b>Objectives</b></p>	<p><u>General Objectives:</u></p> <ul style="list-style-type: none"> <li>• <b>innovative approaches for addressing their target groups</b>, by providing more attractive education and training programmes, in line with individual needs and expectations; use of participatory approaches and ICT-based methodologies; new or improved processes of recognition and validation of competences; new or improved practices to cater for the needs of disadvantaged groups and to deal with differences in learning outcomes linked to the geographical and socio-economic disparities; new approaches to address social, ethnic, linguistic and cultural diversity; new approaches to better support competitiveness and employment in particular at regional and local level;</li> <li>• <b>a more modern, dynamic, committed and professional environment inside the organisation</b>: ready to integrate good practices and new methods into daily activities; open to synergies with organisations active in different fields or in other socio-economic sectors;</li> <li>• <b>increased capacity and professionalism to work at EU/international level</b>: reinforced cooperation with partners from other countries, other fields of education, training and/or other socio-economic sectors; increased allocation of financial resources (other than EU funds) to organise EU/international projects in the field of education and training, increased quality in the preparation, implementation, monitoring and follow-up of EU/international projects.</li> </ul> <p><u>Field specific objectives:</u></p> <ul style="list-style-type: none"> <li>• Encouraging training and exchange to enhance the quality of teaching, particularly supporting the use of digital technologies and online delivery to improve pedagogies and assessment methods; setting up transnational teacher training courses and strengthening cooperation between teacher training centres;</li> <li>• Promoting and rewarding excellence in teaching and skills development, including through developing effective incentive structures and human resources policies at national and institutional levels, training of academics in new and innovative pedagogical approaches, new curriculum design approaches and sharing of good practices through collaborative platforms;</li> <li>• Ensuring higher education institutions and research institutes contribute to innovation by: a) developing, implementing and testing the effectiveness of approaches to promote creativity, entrepreneurial thinking and skills for applying innovative ideas in practice; b) ensuring education and research are mutually reinforcing, including through partnerships and inter- and trans-disciplinary approaches, and through strengthening the role of higher education institutions and research institutes in their local and regional environments; c) supporting the transfer of latest research outputs back into education as input for teaching and encouraging undergraduates and master students to get involved in opportunities to help them explore contemporary research problems and develop their research skills to become a researcher</li> </ul>
<p><b>Project Activities</b></p>	<p>The studies are designed as a combination of practical, result-oriented work on innovation, learning-by-doing, and structured learning through dedicated distance/online courses and face-to-face education. There is an emphasis throughout</p>

	<p>the programme on independent and self-reflective learning, with structured support through OCTA.</p> <p><b>Face-to-face education</b> – main activities include:</p> <ul style="list-style-type: none"> <li>• working directly with the Team Leader or other external experts</li> <li>• innovation workshops</li> <li>• skype face-to-face guidelines</li> <li>• training at EU programmes</li> <li>• participation of international events &amp; OCTA Innovation events and conferences</li> </ul> <p><b>Learning-by-doing</b> – this part is dedicated to hands-on activities, including:</p> <ul style="list-style-type: none"> <li>• project management</li> <li>• innovation project management</li> <li>• working directly with the innovation council</li> <li>• organizing thematic workshops</li> <li>• using the OCTA Innovation platform</li> <li>• presentation at an event</li> <li>• writing a journal article</li> <li>• writing of a final report or thesis</li> </ul> <p><b>Distance/ Online learning</b> - this part of the project includes the completion of 8 compulsory online courses offered by OCTA Innovation on their website:</p> <ul style="list-style-type: none"> <li>• Innovation Studies Introduction</li> <li>• Innovation Basics</li> <li>• Systemic Innovation</li> <li>• Basics of Knowledge Sharing</li> <li>• Implementing Knowledge Sharing</li> <li>• Virtual Collaboration</li> <li>• Knowledge Management</li> </ul>
<p><b>Sustainability</b></p>	<p><b>Sustainability &amp; multiplier effect:</b></p> <p>The 3P-BL system aims at creating stronger long-term cooperation between universities and other educational institutions, involving key stakeholders in the program and providing the participants with the necessary skills and knowledge needed to ensure innovation in their OCT. Over time more institutions will cooperate, and the students can apply their skills and share their new knowledge in the OCTs, spreading their expertise. The 3P-BL education system broadens the opportunities of the inhabitants of the OCTs, and fuels economic growth by providing people with the skills needed to thrive in a sustainable economy and working areas (agriculture, renewable energy, etc.). The system teaches about the importance of innovation and knowledge sharing, which can bring a fundamental shift in how people in the OCTs will think and act, and can reshape people's value's systems.</p>
<p><b>Funding</b></p>	<p>100% funding by Erasmus+ possible</p>

	<p><b>Please note:</b> The grant awarded is the most economical and based on prior estimations. Some of the actual costs of the associated project during implementation can be higher (e.g. the travel band requested for the distance 100-499 km is granted 180 EUR per participant, however the actual cost of the flights per participant in 210 EUR). In this case, the beneficiary should be able to fund the remaining costs.</p> <p>For more information, please refer to the 2018 Erasmus+ Guide:  <a href="https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/files/resources/erasmus-plus-programme-guide_en.pdf">https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/files/resources/erasmus-plus-programme-guide_en.pdf</a></p>
<p><b>Project Duration</b></p>	<p>24 Months</p>