

## REthinking and FOstering Competence and skills for sUustainable transport, Shipping, and logistics

### REFOCUS



## D2.1 – Report on structuring the Learning Communities of Practice (CoP)

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## D2.1 – Report on structuring the Learning Communities of Practice (CoP)

## Executive Summary

*"We all know something.*

*We all ignore something.*

*That's why we always learn"*

Paulo Freire

REFOCUS (REthinking and FOstering Competence and skills for sUustainable transport, Shipping, and logistics) is an ERASMUS + project (2023-2025) in higher education aimed at co-designing a future-oriented curriculum and innovative training material on sustainability and climate resilience for transport, shipping and logistics sectors. Through learning Communities of Practice (CoPs), REFOCUS aims to engage academia (learners and educators), companies and organisations (labour market) in an interactive co-design process. CoPs are spaces for researching, generating, and sharing practice-oriented knowledge among people who share a concern or passion about something they do and who learn how to do it better through the interaction in CoPs. Based on the gaps identified in existing educational programs and good practices in education and training, REFOCUS CoPs will explore the knowledge needs in the transport, shipping and logistics sectors and provide the basis for developing a sustainable educational and training program, as well as the mechanism to monitor and assess its performance.

REFOCUS is organised in 5 Work-Packages (WPs) following the different stages of a design-thinking process: Empathise & Define – WP2, Ideate and Prototype – WP3, Test – WP4 (WP1 and 5 relate to management and dissemination respectively). This deliverable represents the report from REFOCUS Task 2.1 on structuring the learning CoPs and aims to address how to develop and sustain CoPs in order to stimulate innovation and socio-economic development in the area of transport, shipping and logistics. It will be used to guide the following tasks, 2.2 and 2.3, which relate to the actual organisation and analysis of REFOCUS CoPs. It is structured in 5 main sections including section 1 to introduce the REFOCUS project and WP2 tasks and objectives, section 2 to define the basic characteristics of CoPs, section 3 to describe the CoPs in REFOCUS, section 4 to provide detailed guidelines for the organisation of CoPs and their application in the REFOCUS project and section 5 to synthesise the main conclusions and next steps.

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## Definitions, Acronyms and Abbreviations

Acronym/Abbreviation	Description
CoP	Community of Practice
NGO	Non-Governmental Organisation
y.o.	years old
WPs	Work-packages



# 1 Introduction

## 1.1 The REFOCUS project

REFOCUS (REthinking and FOstering Competence and skills for sUustainable transport, Shipping, and logistics) is an ERASMUS + project in higher education aimed at co-designing a future-oriented curriculum and innovative training material on sustainability and climate resilience for transport, shipping and logistics sectors. Through the application of an innovative, engaging design-thinking approach, REFOCUS aims to stimulate innovative learning and teaching practices, ensure inclusiveness and accessibility to education and training, and raise awareness about climate change among students from different backgrounds and disciplines. The consortium of REFOCUS includes 6 partners from 4 European countries: (1) University of the Aegean (project coordinator, Greece) (UAEGEAN), (2) University of Antwerp (Belgium) (UANTWERP), (3) The American College of Greece Research Center (Greece) (ACG), (4) CAMBIAMO non-profit organisation (Spain) (CAMBIAMO), (5) Andaira cooperative company, (Spain) (ANDAIRA) (6) Delft University of Technology (The Netherlands) (TU DELFT).

REFOCUS is organised in 5 Work-Packages (WPs) following the different stages of a design-thinking process: Empathise & Define – WP2, Ideate and Prototype – WP3, Test – WP4 (WP1 and 5 relate to management and dissemination respectively). In particular, WP2 “Identification of Market Needs and Educational Gaps (Empathise & Define)” aims to:

- Engage educators, stakeholders and learners in an interactive co-design process
- Develop a transdisciplinary learning space, as the learning Communities of Practice (CoP), where different educators from academic and real-life world create knowledge for the challenging climate change issues and address how these issues can be reflected into educational programs
- Review the needs, best teaching practices, and existing programs.

Through the creation of learning CoPs, REFOCUS will connect with people in academia (learners and educators), companies and organisations (labour market), while sharing ideas, knowledge and experiences to understand existing needs. REFOCUS will ideate and co-design within the learning community the new curriculum aiming to cover contemporary issues (sustainability, resilience, digitalization, green operations) of the transport, shipping and logistics sectors.

The main tasks (T) and results (deliverables, D) of WP2 will be the following:

- **T2.1: Report on structuring the learning Communities of Practice (CoP).** TASK LEADER: Cambiamo. OBJECTIVE: to report on how to develop and sustain CoPs in order to stimulate innovation and socio-economic development in the area of transport, shipping and logistics. To create an incubator to breed new ways of thinking and doing. To develop a detailed plan of activities - action items that will ensure the engagement of participants throughout the project. RESULT: D2.1: Report on structuring the learning Communities of Practice (CoP).
- **T2.2: Implement and run the Communities of Practice (CoP).** TASK LEADER: Andaira. OBJECTIVE: to implement, coordinate and monitor the various CoPs. To structure communities in all four partners' countries and thus covering different

disciplinary/sectoral positions (e.g. climate change activists, economists, public sector representatives, policy makers, transportation planners, logistic service providers, etc.). To clarify roles, expectations and agendas aiming at establishing an arrangement designed to provoke debate and reflection among participants. RESULT: D2.2: Implement and run the Communities of Practice (CoP).

- **T2.3: Report on best teaching practices and needs, existing programs and co-designing the curriculum.** TASK LEADER: UAegean. OBJECTIVE: To identify and review the best teaching practices and needs, and specify the methodology/process for co-designing the curriculum. To use the insights from previous tasks as a reference for other parties, such as educators, academic institutions that are interested on revising their curriculum by applying an innovative approach such as the one that REFOCUS will implement, as well as for reviewing existing teaching practices that are considered to be successful and student-centred. RESULT: D2.3: Report on best teaching practices and needs, existing programs (content, duration, location, fees, etc.) and co- designing the curriculum.

Based on the gaps identified in existing educational programs and good practices in education and training, this WP will explore the knowledge needs in the transport, shipping and logistics sectors and provide the basis for developing a sustainable educational and training program, as well as the mechanism to monitor and assess its performance. The indicators that will be used to measure the quality of the project's results include both qualitative and quantitative indicators: meeting the specified deadlines and objectives, number of REFOCUS CoPs (at least 1 per country), number of stakeholders involved into the CoPs (at least 25), share of non-academic stakeholders involved in the CoPs (at least 50%), number of similar existing programs reviewed (at least 3).

## 1.2 Aim and structure of this deliverable

This deliverable represents the report from T2.1 on structuring the learning CoPs and aims to address how to develop and sustain CoPs in order to stimulate innovation and socio-economic development in the area of transport, shipping and logistics. It will be used to guide the following tasks T2.2 and T2.3.

It is structured in 5 main sections including section 1 to introduce the REFOCUS project and WP2 tasks and objectives, section 2 to define the basic characteristics of CoPs, section 3 to describe the CoPs in REFOCUS, section 4 to provide detailed guidelines for the organisation of CoPs and section 5 to synthesise the main conclusions and next steps.

## 2 What is a Community of Practice?

CoPs can be defined as:

*“groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly”<sup>1</sup>*

The underlying idea is that knowledge is not an object that is stored and transferred, nor an already constructed idea of the world that is transmitted from an instructor to a learner. Instead, knowledge is built in a social interaction. It is a creative process which implies sharing and exchanging with other participants, within a setting that facilitates it. It is based on the idea that we all know some things and we all ignore some others. By sharing information, we build new ideas and behaviours.



Figure 1: Words cloud with keywords about CoPs

In particular, CoPs:

- represent spaces for researching, generating, and sharing practice-oriented knowledge among participants of CoPs.
- allow members to share a concern or passion about something they do and to learn how to deal with it through the interaction with peers.
- enable knowledge production through peer-to-peer learning within the group, which is

<sup>1</sup> Wenger, Etienne, McDermott, Richard and Snyder, William. Cultivating Communities of Practice. Boston: Harvard Business School Press. 2002.

built up on the experience and knowledge of the group members and supported with some external knowledge and experience inputs.

- draw on the knowledge and experience of their members to propose solutions adapted to their needs and interests, empowering CoP members through a peer-to-peer learning process.
- can have different aims such as to develop productive services, to create common knowledge, to empower a group of people in some specific capabilities.
- can be organised as online events, in-person events or by combining both online and in-person settings.
- are spaces to create common perspectives through group dynamics, debates, and simulations along with other co-creation techniques.
- are adequate environments to transfer experiences of different geographical and idiosyncratic settings.
- are coordinated and moderated (rather than being spontaneous encounters of people) in order to render productive results and knowledge creation.
- define agendas for each of the CoP meetings with a clear thematic focus and collect the outcomes from the interaction in the form of minutes.
- lead and encourage a dialogue with the support of specialists on the topics, who provide their own valuable inputs.

There are different **types of CoPs** with different purposes:

1. **Supporting communities:** whose goal is to contribute solving the every day's problems and difficulties that practitioners find in the field;
2. **Good practices communities:** their purpose is to identify and share good practices related to the practitioner's activity;
3. **Knowledge management communities:** in some areas where there is a great amount of information produced, this type of CoP has the goal of sharing how to access the information, how to store it or make it available in a tidier way.

CoPs follow several **stages of development**:

- **Committing:** There's always one or more people who take the initiative, decide that getting together is a good thing to do and set out to do it.
- **Start up:** The goals of the CoP are set and framed, practitioners are recruited and roles start to emerge and be negotiated.
- **Operating:** It includes all the activities of sharing knowledge, putting experiences in common, solving problems, building skills and enhancing everyday practice. It is probably the moment of top commitment, when the link and effect on the practitioner's activities is clearly seen.
- **Winding down:** As time goes by and problem-solving takes place and the practice is enhanced, the value of commitment slows down and the worth of the organisation starts to decline.
- **Shutting down:** Either because the agenda of meetings was successfully complied with, or because the purpose was tackled across the meetings, the organisation can proceed to close the CoP. It is suggested that practitioners are anticipated that the

CoP will come to an end (it shouldn't take anybody by surprise, or be decided from one session to the following) and there is a moment for a closing meditation of what the CoP has left and a moment for gratefulness with all those who participate in it.

### 3 REFOCUS Communities of Practice

The CoPs in REFOCUS have the objective of connecting people (learners and educators), companies and organisations (labour market), and facilitating that ideas, knowledge and experiences are shared among them in order to understand the skills and competences required in the labour market in the adaptation to climate change. They are established in each of the 4 countries represented in REFOCUS partner organisations, and are numbered as follows:

- **CoP 1, Spain: CAMBIAMO/ANDAIRA**
- **CoP 2, Belgium: UANTWERP**
- **CoP 3, Greece: UAEGEAN & ACG**
- **CoP 4, The Netherlands: TU DELFT**

With CAMBIAMO and ANDAIRA acting as facilitators in all the CoPs, and local partners in each of them supporting the organisation, e.g. inviting relevant stakeholders, communicating with participants, addressing translation needs during the CoPs; with the commitment to achieve equal representation between women and men.

In particular, REFOCUS CoPs bring together external stakeholders from different groups and we would aim at achieving a 50% representation between women and men:

- **Students**, in particular covering 3 typologies:
  - 16-18 years old (y.o.), representing teenagers from high school level;
  - 18-22 y.o., who are currently studying courses;
  - 22-25 y.o., who have recently graduated.
- **Educators**: University teachers
- **Organisations**, including:
  - Business representative
  - Persons in charge of organising “real-life” work experiences for students
  - Climate change non-governmental organisation (NGO)

Each of the 4 REFOCUS local CoPs will consist of 4 online sessions of about 1 hour duration that will be held in the months of April, May, June, and September 2023 respectively.

## 4 Guidelines for the organisation of Learning Communities of Practice in REFOCUS

The guidelines presented in this section are built upon the CoP report from the INDIMO EU project<sup>2</sup> which was led by CAMBIAMO. The CoP guidelines are divided into three main sub-sections, according to a timeline which identifies three key moments: before, during and after running CoP meetings. They are firstly presented in general terms and then completed for the REFOCUS CoPs specifically, so that they can be used in the actual organisation of the different CoPs of the REFOCUS project.

### 4.1 Before running CoP meetings

#### 4.1.1 BEFORE - General guidelines

Before running the meetings of the CoP, a **set of definitions** describing the desired practice need to be provided, namely addressing the 5 Ws:

- **Why:** clear purpose of the community, stated as a sentence in reply to why there is the need to share experiences from a given field of practice.
- **What:** type of CoP that will be built up (on the basis of the types described in [section 2](#)).
- **Who:** target participants to the CoP, i.e. profiling the expected participants by replying to questions such as who are the people that can make the most of the CoPs? Who are those who can contribute the most to their realisation? Under this point, it is important to take care of:
  - **Selecting the profiles based on experience, interest and the level of commitment** they are willing to give. All the items that build a profile should be defined with clear parameters that may take the shape of quantitative parameters. For example, experience (experience in the field of cognitive accessibility), interest (interested in topics of mobility), commitment willing to give (possibility of hours devoted to sessions and post-sessions tasks). An interesting thing to consider: it is not only a matter of selecting the right profiles, but to have a combination of profiles that is valuable as a group. As Sociology teaches us, a group is more than the addition of individuals, it is something different. The combination of a wide variety of profiles renders a “plus”, which is not attained by individual strengths.

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<sup>2</sup> INDIMO. D3.2: Communities of practice report (Draft). Available at: <https://www.indimoproject.eu/resource/d3-2-communities-of-practice-report-draft/>. 2021.



- **Establishing a transparent selection process** by clearly stating a deadline for replying and/or sending an application or any requested detail and providing feedback in due time on whether they had been selected or not.
- **Anticipating (when deemed appropriate) the respective contributions that each participant can make to the collective**, even if there is no need to assign beforehand formal roles to each of the participants (as it is understood, learning from the Social Psychology discipline, that roles are spontaneously taken by participants in the course of group dynamics). Some of them might be good advising, some other accompanying, or encouraging others to communicate in an emotional way, or helping others in practical matters. In the end, the group generates a feeling of co-responsibility where everybody fits in from a different profile and approach. But when referring to CoP, we tend to emphasise that it is a space of multiple leaders and multiple roles.
- **Which:** precise contents and topics that will be covered in the CoPs. But the domain should not only be defined with accuracy, it also has to be presented in a way that encourages people to take part. To present the domain, and elaborate a bit about it, it is always useful to take into account the triangle of relevance (personal relevance, to the sector, to the world/ future generations). Another thing that will reinforce the value of the CoP is their clear link with the everyday practice of the organisations involved.
- **When:** time schedule of all CoP sessions, detailing their frequency and length. The different tasks that participants will have to complete in between meetings (if any) should also be added. The creation of a schedule can be a way of assigning hours spent on the project and having a clear idea of the level of commitment that is expected from the participants. The time framework which is desired is to keep regular and sustained interactions over time. There should be a continuity in interactions without large gaps, which lead to a disturbance in the learning process. A defined frequency (e.g., the first Tuesday of every month, or of every odd month) helps to give the CoP consistency and to generate fidelity.

Once all the definitions are settled and clear, it is a good practice to state them in a sort of **Chart or Manifesto**, which will be the conceptual guide of the process provided as a written and shared document. The Chart/Manifesto:

- gives the community a sense of direction and helps clarify ideas, provides access to those who wish to know more about the community and allows to benchmark the results against the original expectations.
- can be available to new members and participants who may be interested in joining an existing CoP, and updated with the information and level of experience acquired throughout the CoP.
- may contain:
  - a detailed work plan generated by consensus of the group in the first meetings.
  - statements about rotation of roles if some roles are actually assigned.
  - basic arrangements and commitments of participants.
  - definitions on the degree of openness and welcome protocols for new members.



- a definition to incorporate the gender perspective to equalise the involvement of all people, with attention to inclusiveness.

Each participant will be requested to complete and sign an informed consent form.

Another relevant aspect to consider before starting the process is the identification of:

- inputs (i.e. materials being provided) and
- outputs (i.e. the deliverables).

This identification implies reviewing all the elements that may arise during the meetings, without taking anything for granted. For example, it means checking the accessibility and inclusivity of all the elements proposed. Will some participants have physical constraints to carry out this activity? In the case of a digital CoP, do all people have in their computers or in their homes the elements to carry out this activity? Will all people connect from a computer or some will do from another type of device? Is the proposed platform fit for any kind of device? In case of any doubts about the availability of certain material elements, organisers may contact participants in advance to check their actual possibility of participating in certain activities.

#### 4.1.2 BEFORE - REFOCUS CoPs

##### 4.1.2.1 Definitions: Why, What, Who, Which, When

###### Why

REFOCUS CoPs aim to share ideas, knowledge and experiences from the climate change field of practice in relation to the transport, shipping and logistics sectors, because there is a need to:

1. Create knowledge for the challenging climate change issues and address how these issues can be reflected into existing and future educational programs (Purpose 1).
2. Stimulate innovation in learning and teaching practices, based on best practices in education and with focus on ensuring inclusiveness and accessibility to education and training opportunities and maintaining students' engagement throughout learning processes (Purpose 2).
3. Raise awareness about climate change among students from different backgrounds and disciplines in the area of transport, shipping and logistics and stimulate their interest in pursuing careers in this field (Purpose 3).
4. Explore the needs and aspirations in relation to contemporary issues such as sustainability, resilience, digitalisation, green operations, etc. of the transport, shipping and logistics sectors (Purpose 4).
5. Understand the specific skills and competences which are being / will be requested by different educators and stakeholders from academic and real-life world in all four partners' countries and coming from different disciplinary/sectoral positions (e.g. climate change activists, economists, public sector representatives, policy makers, transportation planners, logistic service providers, etc.) (Purpose 5).
6. Foster the creation of new collaborations and career opportunities (Purpose 6).

###### What

REFOCUS CoPs can be classified as Knowledge management communities, as their main focus is to share and organise the available information about education in the field of climate change and in relation to the transport, shipping and logistics sectors.

## Who

In the case of REFOCUS CoPs, the expected participants are:

- **Students**, in particular covering 3 typologies:
  - 16-18 years old (y.o.), representing teenagers from high school level;
  - 18-22 y.o., who are currently studying courses;
  - 22-25 y.o., who have recently graduated.
- **Educators**: University teachers
- **Organisations**, including:
  - Business representative
  - Persons in charge of organising “real-life” work experiences for students
  - Climate change non-governmental organisation (NGO)

*Table 1: Target stakeholder groups in relation to the specific purposes in REFOCUS CoPs*

SPECIFIC PURPOSES OF REFOCUS CoPs	TARGET STAKEHOLDERS
PURPOSE 1: Create knowledge for the challenging climate change issues and address how these issues can be reflected into existing and future educational programs	EDUCATORS
PURPOSE 2: Stimulate innovation in learning and teaching practices, based on best practices in education and with focus on ensuring inclusiveness and accessibility to education and training opportunities and maintaining students’ engagement throughout learning processes	EDUCATORS
PURPOSE 3: Raise awareness about climate change among students from different backgrounds and disciplines in the area of transport, shipping and logistics and stimulate their interest in pursuing careers in this field	STUDENTS
PURPOSE 4: Explore the needs and aspirations in	STUDENTS, EDUCATORS and ORGANISATIONS

relation to contemporary issues such as sustainability, resilience, digitalisation, green operations, etc. of the transport, shipping and logistics sectors	
PURPOSE 5: Understand the specific skills and competences which are being / will be requested by different educators and stakeholders from academic and real-life world in all four partners' countries and coming from different disciplinary/sectoral positions (e.g. climate change activists, economists, public sector representatives, policy makers, transportation planners, logistic service providers, etc.)	STUDENTS, EDUCATORS and ORGANISATIONS
PURPOSE 6: Foster the creation of new collaborations and career opportunities	STUDENTS, EDUCATORS and ORGANISATIONS

Table 2: Stakeholders in REFOCUS CoPs

	STUDENTS	EDUCATORS	ORGANISATIONS		
REFOCUS COPs	Students - 3 typologies (1/typology): 16-18 y.o.- teens-High school level; 18-22 y.o. currently studying courses; 22-25 y.o. recently graduated	University teachers: 2	Business / Organisation (e.g. municipalities, local authorities) representative: 1-2	Persons in charge of organising "real-life" internships management: 1	Climate change NGO: 1
<b>CoP 1:</b> CAMBIAMO/AN DAIRA					
<b>CoP 2:</b> UANTWERP					

CoP 3: UAEGEAN & ACG					
CoP 4: TU DELFT					

Invitation letters addressing the 3 main target groups of stakeholders have been prepared, personalised to highlight the added value from their participation:

- **Students:** By participating in the CoPs, students will be able a) to share their aspirations, ideas and experiences, b) receive valuable information on the skills and competences that are required by different private and public organisations and c) network with professionals and experts, which can lead to new career opportunities and collaborations.
- **Educators:** By participating in the CoPs, educators will be able to share their needs, ideas and experiences. Specifically, they will be able to discuss today's challenges such as students' engagement, inclusiveness and resilience, etc. This experience will also hopefully inspire them as they will be exposed to new ideas and perspectives of different stakeholders dealing with sustainability, resilience, digitalisation, green operations.
- **Organisations:** By participating in these CoPs, organisations will be able to share their knowledge, ideas and experiences. They will contribute to create common knowledge related to sustainability, resilience, and digitalisation. Moreover, they will connect with students and stakeholders to discuss the main required skills and competences to design new solutions in sustainability and environmental performance.

Refer to [Appendix 1. Invitation Letters](#).

## Which

The precise contents and topics that will be covered in REFOCUS CoPs are related to the following key questions (each of which corresponds to one of the REFOCUS CoPs purposes):

- How to address climate change challenges in existing and future educational programs? (linked to Purpose 1)
- How to stimulate innovation in learning and teaching practices? How to ensure inclusiveness and accessibility to education and training opportunities? How to maintain students' engagement throughout learning processes? (linked to Purpose 2)
- How to raise awareness about climate change among students from different backgrounds and disciplines in the area of transport, shipping and logistics? How to stimulate their interest in pursuing careers in this field? (Purpose 3)
- What are the needs and aspirations of different actors in the transport, shipping and logistics sectors, in relation to contemporary issues such as sustainability, resilience, digitalisation, green operations, etc.? (Purpose 4)
- Which specific skills and competences are being / will be demanded by different educators and stakeholders from the academic and real-life world? (e.g. climate

change activists, economists, public sector representatives, policy makers, transportation planners, logistic service providers, etc.) (Purpose 5)

- In which ways can we foster new collaborations and career opportunities? (Purpose 6)

## When

4 online sessions of about 1 hour duration that will be held in the months of April, May, June, and September 2023 respectively.

### 4.1.2.2 REFOCUS Manifesto

The REFOCUS Manifesto will be co-defined with the different REFOCUS stakeholders during the first CoP sessions. It will state the mission and goal of the group, and the outcomes or deliverables that are expected to be produced out of the CoP process (see outputs in Table 3). It will also include a work plan generated by group consensus.

### 4.1.2.3 Inputs and outputs

*Table 3: Inputs and Outputs in REFOCUS CoPs*

	INPUTS	OUTPUTS
	What is needed in order to participate in REFOCUS CoPs?	What will be produced as a result of REFOCUS CoPs?
REFOCUS CoPs	<ul style="list-style-type: none"> <li>• Prior to the CoPs, we will address potential accessibility constraints such as: availability of necessary equipment and tools, accessibility to proposed data sharing platform, etc.</li> <li>• Agenda of each CoP meeting (<a href="#">Appendix 2. Agenda template</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of each CoP meeting, including conclusions, actions, recommendations (<a href="#">Appendix 3. Minutes template</a>).</li> <li>• Certificate of attendance to acknowledge the involvement of participants in this activity and serve as an incentive to encourage their participation throughout the whole CoP process.</li> <li>• Deliverable D2.2: Implement and run the Communities of Practice (CoP).</li> <li>• Deliverable D2.3: Report on best teaching practices and needs, existing programs and co-designing the curriculum.</li> </ul>

Each participant will be requested to complete and sign an informed consent form prior to the first meeting ([Appendix 4. Informed consent](#)).

## 4.2 During CoP meetings

## 4.2.1 DURING - General guidelines

The proposed activities in CoPs need to be adapted to either the digital scenario and/or to an in-person setting, depending on the meeting modality chosen. When meetings are organised online, different digital tools can be used, such as Zoom, GoToMeeting, Teams or Google Meet. These tools offer different functionalities to support online interactions and their use is more widespread compared to a few years ago, as a result of the COVID-19 pandemics which significantly reduced in-person meetings.

### Stages of the CoP: DURING the meetings

The most important CoP meeting is the first one, since it deals with the presentation of the topics to be addressed, introduces the participants and includes agreeing on intervention modalities and other aspects. The following meetings after the 1st one should have their own dedicated agendas according to the specific objectives and plans. A suggested agenda for the first meeting of the CoP is presented below:

*Table 4: Possible agenda for the 1st CoP meeting*

AGENDA - 1st CoP meeting	
DURATION	TOPICS
5 min	<p><b>Welcome to the community, using a catchy title to attract the group's attention and synthesise the main concept of the CoP</b></p> <p>There should be a motivating title which easily attracts the attention of the group (it may have a word pun) and that synthesises in few words the concept of the CoP.</p> <p>The moderator should communicate if the CoP meeting will be audio/video recorded and should ask participants for their agreement in using images where she or he is included (participants will have already signed an informed consent prior to the meeting).</p>
10 min	<p><b>Tour de table on motivation and expectations of participants about your CoP</b></p> <p>Each participant introduces her or himself in 1-2 minutes, focusing on her/his motivation and interests on the CoP.</p>
10 min	<p><b>Warm-up / Ice breaker</b></p> <p>Once the CoP is introduced, it is the moment for a playful activity to build up a warm interaction among participants. Possible games and recreational activities include:</p> <ul style="list-style-type: none"> <li>• <i>Personal object game</i>: Everybody chooses a personal object and explains why the object represents them.</li> <li>• <i>Off topic</i>: Everybody has to comment on 1) something new in their lives; 2) something new they recently discovered, with no relation with the topic of the CoP. It is an opportunity for a little bit of self-revealing and connection, while still being fun.</li> <li>• <i>People map</i>: Participants can introduce themselves saying either where they are from or where they have lived. The different locations are placed onto a virtual map.</li> <li>• <i>Using the context</i>: A good introduction, which takes notice of the things going around in the world, is everybody telling a skill they learned or a hobby they took up during the COVID-19 lockdown.</li> </ul>

AGENDA - 1st CoP meeting	
DURATION	TOPICS
5 min	<p><b>Group arrangement</b></p> <p>At this point, there is a collective effort to establish the rules of participation. The moderator proposes items which can be discussed and negotiated altogether. The objective is to create a safe, healthy and productive work environment. This implies a space that is free of aggression, offensive remarks, rudeness, sexist or racist comments. It has to be an horizontal space where all the voices are equally valuable and everybody is encouraged to participate.</p> <p>The dynamic should be interactive and not limited to writing things. But the rules should be agreed by everybody. So, the moderator should propose rules considering:</p> <ul style="list-style-type: none"> <li>• <i>length of each speech / participation;</i></li> <li>• <i>forms of interrupting or making remarks on other's words;</i></li> <li>• <i>forms of debating;</i></li> <li>• <i>things that are considered rude or aggressive;</i></li> <li>• <i>non-verbal signals:</i> e.g. as visual ways of communicating given in web meetings platforms. For people to catch these signs, everybody should have the Gallery view of all the screens (e.g. Zoom option). Non-verbal signals should be few (in order to remember them) and agreed at the beginning so they are clear for everyone.</li> </ul>
20 min	<p><b>Launch of key ideas, narrative of the CoP</b></p> <p>In a digital setting, it is important to use a platform that allows to visually present key ideas in a plenary room and manage questions and answers (Q&amp;A), e.g. via a chat function. It should also enable the division into breakout rooms in order to work in smaller groups (which encourages participation). A few key aspects to consider are the following:</p> <ul style="list-style-type: none"> <li>• <i>Technical resources:</i> Zoom &gt; allows to have breakout rooms and control their dynamic. Allows for a Gallery view with screens of the same size. Mural &gt; works as a giant blackboard. Its size is infinite and you may zoom in and zoom out of portions. Users can divide areas, use a good number of icons and allow voting. Google doc &gt; is useful when many participants need to be working on the same document at the same time.</li> <li>• <i>Moderator's role:</i> The moderator should try to limit her/his interventions and leave room for participants to speak. Facilitators should encourage those who remain silent to give their inputs and present everybody's opinions as valuable. She/he has to moderate interventions in a gentle way to make sure that they do not take longer than 2-5 minutes, depending on the stage. The moderator should repeatedly remind participants of the principle of WAIT (Why Am I Talking).</li> <li>• <i>Interactive activities:</i> to attract the attention of participants. Using a range of different activities will enable more people to stay involved. Some possible interactive activities are: <ul style="list-style-type: none"> <li>○ <i>Brainstorming:</i> Ask people to call out all their ideas as fast as possible – without censoring them. Another variation is doing the same with rotating stations (breakout groups, each station a topic)</li> <li>○ <i>Go-round:</i> Everyone takes a turn to speak on a subject without interruption or comment from other people.</li> <li>○ <i>Split in smaller groups:</i> Allow time for everyone to speak and to feel involved efficiently.</li> <li>○ <i>Roleplay and simulations:</i> as opportunities to enact a scenario, practice skills around that scenario, and explore emotional reactions to it. If people</li> </ul> </li> </ul>



AGENDA - 1st CoP meeting	
DURATION	TOPICS
	<p>are taking on a specific role within the scenario it is a roleplay. If they are exploring a scenario as themselves it is a simulation.</p> <ul style="list-style-type: none"> <li>○ <i>Evaluation of a group dynamic</i> (auto reflexive): to give participants and observers the chance to assimilate and analyse what has happened and how well they put their skills into effect.</li> </ul>
5 min	<p><b>Wrap-up</b></p> <p>A collective summary of the items explored during the different discussions and activities. There are alternatives to the go-round, such as the <i>appreciation circle</i>. In the appreciation circle, everybody in turns says what they are proud of about how the group is moving forward. At this time, it will also be decided which activities and topics will be addressed in the next session, trying to increase the feeling of belonging and motivation to the CoP.</p>
5 min	<p><b>Closing remarks</b></p> <p>The moderator thanks all participants for what has been experienced and shared, and lets others speak freely about the way they have felt and what they have learned. To agree on the day and hour for the next CoP, it is important to consider conciliation aspects with one's family and taking into account the needs of all participants.</p>

## 4.2.2 DURING - REFOCUS CoPs

Table 5: Possible agenda for the 1<sup>st</sup> REFOCUS CoP meeting

AGENDA - 1st REFOCUS CoP meeting	
DURATION	TOPICS
5 min	Welcome to the community, using a catchy title to attract the group's attention and synthesise the main concept of the CoP
10 min	Tour de table on motivation and expectations of participants about your CoP
10 min	Warm-up / Ice breaker
5 min	Group arrangement
20 min	<p><b>Launch of key ideas, narrative of the CoP</b></p> <ul style="list-style-type: none"> <li>● As a student, educator or organisation, what are the issues that concern you the most? Which ones do you address in your daily practice?</li> <li>● From a broader perspective, what are the priority issues related to Transport, shipping and logistics?</li> </ul>



AGENDA - 1st REFOCUS CoP meeting	
DURATION	TOPICS
	<ul style="list-style-type: none"> <li>If you have an example of good practice or analysis of the problem, you could share it with the community in virtual space (share videos, short articles, news) in a Drive folder.</li> </ul>
5 min	Wrap-up
5 min	Closing remarks

REFOCUS CoPs will be monitored throughout the whole duration of the activities and will be discussed during the monthly project meetings and in dedicated discussions at WP level as needed. As previously described, the REFOCUS CoP sessions will follow a dedicated agenda ([Appendix 2. Agenda](#)) and will produce minutes of each of them ([Appendix 3. Minutes](#)). Participants will give their consent prior to their participation in the sessions ([Appendix 4. Informed Consent](#)).

## 4.3 After CoP meetings

### 4.3.1 AFTER - General guidelines

In order to keep the energy of the CoP rolling and stay focused on the objectives to be addressed, organisers should complete and share the minutes document within 3-5 days after the meeting. Minutes should include all the relevant topics, suggestions from participants, comments and content that may help understand what happened during the meeting. This may help in the future to understand what direction the CoP has taken and how to update the manifesto accordingly, if needed. There is also a section to include the names of the attendees of the past meeting in order to keep track of their attendance.

To nourish a CoP, after each meeting and in preparation of the next one, the following aspects should be considered:

- In between meetings, it is necessary to define the agenda of the following session, that all participants should receive in advance.
- It is expected that participants change their level of participation and commitment over time. CoPs are self-organising, and their members have the freedom to determine their own level of engagement that is different from other working groups.
- Going through the first meeting outcomes might imply realising that the actual results are different from the expectations and the initial push and thrill of the practitioners may also have experienced ups and downs. The organisers should be open and sympathetic with different energies in order to account for them in the arrangement of the next meeting.

- The second meeting and the following ones must have a different maturity than the first one. While the first one was more about trust building and shaping the community, the following ones imply that practitioners have homework to do and things to meditate on in between meetings. The second session is more about knowledge and the wake of new ideas. With time, members will acquire the feeling of belonging to the CoP, the relevance of being part of a community.
- When the CoP process is reaching its end, it will be a good idea to ask the members to assess the CoP, so also the impressions related to the activity are put in common.
- In order to move forward in the implementation of different meetings, one should bear in mind the several stages of development of a CoP (described in [Section 2](#)).

### Dynamics to keep the sessions active and oriented

Keeping the process in movement is one of the greatest challenges after finishing the first meeting. So, here are some ideas to keep participants connected and build a dynamic from one meeting to the following one:

- *Taking notes in between the sessions:* From one session to the following, practitioners could be asked to keep notes of two elements. The first one is “*Experiences of the daily practice that I would like to comment on or bring into the CoP meetings*”. The second element they could be asked to track is “*Learnings of the CoP that I implemented in the daily practice*”. This is a sort of feedback to the group, a dialogue from the daily practice to the CoP and from the CoP to the daily practice. At the beginning of each of the following sessions practitioners could share their notes with the plenary and discuss the implications and possible improvements. The moderator could also ask for the input of those who had a similar experience or those who have a different feeling.
- *Balancing between euphoria and routine:* Although the first meeting is all about excitement, over the time this feeling subdues and gives place to different emotions. So, the organiser should be able to handle the balance between comfort and euphoria. Routine activities provide stability for relationship building connections; exciting events provide a sense of common adventure. CoPs need spaces of trust and security where they can share knowledge without fear or risk. And they need, at the same time, exciting events that challenge what they are doing. All the meetings should have routine activities that are planned to keep constant throughout the meetings (for example, Go-Rounds to share our experience of the “in-between” or learnings applied then) and activities which are proposed by organisers and hold a good amount of surprise. Another important thing to keep in mind when moving forward, from meeting to meeting, is to keep a good pulse. This is, not all the practitioners move at the same rhythm; individual learning has its own pace. So, the moderator, at every new meeting, should ask for input with regards to whether the rhythm is correct and everybody is satisfied with it.

### Evaluating the CoP

As previously mentioned, when the process is reaching its end, it is a good idea to ask the members to assess the CoP, so also the impressions related to the activity are put in common. This could be done in different ways:

- Asking in a Go-Round to participants to express their feelings and final comments,

giving them some minutes to organise their thoughts.

- Providing a space for criticism of the activities, so that everybody can write down their comments on a piece of paper which will be eventually read. This should be arranged in full respect of the privacy of participants by keeping their answers anonymous.
- Producing an evaluation questionnaire (with open-ended and closed-ended questions) and distributing it among participants for them to reply.
- Reviewing any document, poster or wall produced at the beginning of the meetings, to check the fulfilment of the expectations and hopes of the participants.
- Using visual graphs (such as Venn diagrams, or synthetic charts) to map how people are distributed with regards to their feelings and opinions about the CoP. For example, some people might feel confident about the future of the practice, others confident but with some scepticism, others feel confident and also grateful.

#### 4.3.2 AFTER - REFOCUS CoPs

After each REFOCUS CoP meeting, a document containing the minutes will be produced, including conclusions, actions, recommendations ([Appendix 3. Minutes](#)). Additional actions will be identified at the time of starting the actual CoPs.

## 5 Conclusions and next steps

This report provides guidance on how to develop and sustain CoPs to stimulate innovation and socio-economic development in the area of transport, shipping and logistics as part of the REFOCUS Erasmus + project. It emphasises that CoPs are built upon the underlying idea that knowledge is built through social interaction. CoPs facilitate a creative process which implies sharing and exchanging with other participants to jointly build new ideas and behaviours. In REFOCUS, CoPs will engage diverse actors including students from different age groups and education levels/stages, educators such as university teachers, organisations including business representatives, persons in charge of managing internships and climate change NGOs. The aim being the creation of learning CoPs as transdisciplinary learning spaces, to co-create knowledge for the challenging climate change issues and address how these issues can be reflected into educational programs, based on current needs, best teaching practices and existing programs.

REFOCUS CoPs will be organised in the 4 countries represented in the consortium (with lead local partners in brackets and CAMBIAMO/ANDAIRA supporting with a facilitation role in all of them), namely: CoP 1 in Spain (CAMBIAMO/ANDAIRA), CoP 2 in Belgium (UANTWERP), CoP 3 in Greece (UAEGEAN & ACG) and CoP 4 in the Netherlands (TU DELFT). Each of the 4 REFOCUS CoPs will hold 4 online meetings between April and September. In principle, first CoP meetings are planned for April, second CoP meetings in May, third ones in June and finally the fourth ones in September. Specific dates for the CoP meetings in the various countries are currently being identified along with sending out invitations to the target stakeholders identified in each CoP.

To support the organisation of REFOCUS CoPs, this report details a set of CoP guidelines, which are based on past experiences in running CoPs. They are grouped according to three key time moments: before, during and after running CoP meetings. They are firstly presented in general terms and then completed for the REFOCUS CoPs specifically, so that they can be used in the actual organisation of the different CoPs of the REFOCUS project. Templates and examples of materials are provided in the appendixes. The guidelines will support the actual implementation of REFOCUS CoPs in all 4 countries and the review of best teaching practices and existing programs. After the whole CoP running process, the outcomes of all REFOCUS CoPs will feed into the future-oriented curriculum and innovative training material on sustainability and climate resilience for transport, shipping and logistics sectors.

## 6 References

Reference	Name of document
[REF 01]	Wenger, Etienne, McDermott, Richard and Snyder, William. Cultivating Communities of Practice. Boston: Harvard Business School Press. 2002.
[REF 02]	INDIMO. D3.2: Communities of practice report (Draft). Available at: <a href="https://www.indimoproject.eu/resource/d3-2-communities-of-practice-report-draft/">https://www.indimoproject.eu/resource/d3-2-communities-of-practice-report-draft/</a> . 2021.

## Appendix 1. Invitation letters



### **REFOCUS - RETHinking and FOstering Competence and skills for sUustainable transport, Shipping, and logistics**

**City, Country, XX.03.2023**

**To:** XXX

**Subject:** REFOCUS: Invitation to participate as a member of the REFOCUS Community of Practice (CoP)

Dear XXX,

We are pleased to invite you to participate in the **local Communities of Practice (CoPs) organised by the REFOCUS project** related to higher education in the fields of **transport, Shipping and logistics**. The CoPs in REFOCUS have the objective of connecting people (learners and educators), companies and organisations (labour market), and facilitating that ideas, knowledge and experiences are shared among them in order to understand the skills and competences required in the labour market to adapt to climate change.

REFOCUS is an ERASMUS + project in higher education along with a consortium of 6 European partners (1) University of the Aegean (Greece), (2) University of Antwerp (Belgium), (3) The American College of Greece Research Center (Greece), (4) CAMBIAMO non-profit organisation (Spain), (5) Andaira cooperative company, (Spain) (6) Delft University of Technology (The Netherlands). The project will develop an innovative, engaging design-thinking approach for nourishing a future-oriented curriculum. REFOCUS will elaborate new training material on sustainability and climate resilience for transport,

shipping and logistics. REFOCUS aims to face climate change challenges by raising awareness of the impacts of transport, shipping and logistics in climate change leaving no one behind.

In particular, the REFOCUS local CoPs consist of **4 online sessions of about 1 hour duration** that will be held in the months of **April, May, June, and September 2023** respectively. By participating in the CoPs, **you will be able a) to share your aspirations, ideas and experiences as a student, b) receive valuable information on the skills and competences that are required by different private and public organisations and c) network with professionals and experts, which can lead to new career opportunities and collaborations.**

We kindly ask you to **reply by confirming your interest** in supporting our REFOCUS project ambitions towards an improved educational program based on recent trends and developments in sustainability and resilience within the transport, shipping and logistics sectors.

Looking forward to cooperating with you,  
On behalf of the REFOCUS consortium,  
Kind regards,  
XXXX



## REFOCUS - REthinking and FOstering Competence and skills for sUustainable transport, Shipping, and logistics

City, Country, XX.03.2023

To: XXX

**Subject:** REFOCUS: Invitation to participate as a member of the REFOCUS Community of Practice (CoP)

Dear XXX,

We are pleased to invite you to participate in the **local Communities of Practice (CoPs) organised by the REFOCUS project** related to higher education in the fields of **transport, Shipping and logistics**. The CoPs in REFOCUS have the objective of connecting people (learners and educators), companies and organisations (labour market), and facilitating that ideas, knowledge and experiences are shared among them in order to understand the skills and competences required in the labour market to adapt to climate change.

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In particular, the REFOCUS local CoPs consist of **4 online sessions of about 1 hour duration** that will be held in the months of **April, May, June, and September 2023** respectively. By participating in the CoPs, **you will be able to**



**share your needs, ideas and experiences as an educator.** Specifically, you will be able to **discuss today's challenges such as students' engagement, inclusiveness and resilience, etc.** This experience will also hopefully **inspire you as you will be exposed to new ideas and perspectives** of different stakeholders **dealing with sustainability, resilience, digitalisation, green operations.**

We kindly ask you to **reply by confirming your interest** in supporting our REFOCUS project ambitions towards an improved educational program based on recent trends and developments in sustainability and resilience within the transport, shipping and logistics sectors.

Looking forward to cooperating with you,  
On behalf of the REFOCUS consortium,  
Kind regards,  
XXXX



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transport, Shipping, and logistics**

**City, Country, XX.03.2023**

**To: XXX**

**Subject:** REFOCUS: Invitation to participate as a member of the REFOCUS Community of Practice (CoP)

Dear XXX,

We are pleased to invite you to participate in the **local Communities of Practice (CoPs) organised by the REFOCUS project** related to higher education in the fields of **transport, Shipping and logistics**. The CoPs in REFOCUS have the objective of connecting people (learners and educators), companies and organisations (labour market), and facilitating that ideas, knowledge and experiences are shared among them in order to understand the skills and competences required in the labour market to adapt to climate change.

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In particular, the REFOCUS local CoPs consist of **4 online sessions of about 1 hour duration** that will be held in the months of **April, May, June, and September 2023** respectively. By participating in these CoPs, **you will be able to share your knowledge, ideas and experiences as an organisation**. You will contribute to **create common knowledge related to sustainability, resilience, and digitalisation**. Moreover, you will **connect with students and stakeholders to discuss the main required skills and competences to design new solutions in sustainability and environmental performance**.



We kindly ask you to **reply by confirming your interest** in supporting our REFOCUS project ambitions towards an improved educational program based on recent trends and developments in sustainability and resilience within the transport, shipping and logistics sectors.

Looking forward to cooperating with you,  
On behalf of the REFOCUS consortium,  
Kind regards,  
XXXX

## Appendix 2. Agenda template

### Community of Practice (CoP)

#### Session n# - Country

#### Agenda

Date:

Meeting organiser:

Type of meeting:

Note taker:

#### Agenda

#	Hour	Activity
1	17:00 - 17:05	Welcome to the REFOCUS CoPs
2	17:05 - 17:15	Tour de table on motivation and expectations of participants from REFOCUS CoP
3	17:15 - 17:25	Warm-up / Ice breaker
4	17:25 - 17:30	Group arrangement
5	17:30 - 17:50	Launch of key ideas, narrative of the CoP
6	17:50 - 17:55	Wrap-up
7	17:55 - 18:00	Closing remarks

## Appendix 3. Minutes template

### Community of Practice (CoP)

#### Session n# - Country

#### Minutes

Date:

Meeting organiser:

Type of meeting:

Note taker:

#### Agenda

#	Hour	Activity
1	17:00 – 17:05	1.
2		
3		
4		
5		

#### Participants

#	Name	Stakeholder
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

## Minutes

#	Activity	Notes
1		
2		
3		
4		
5		

## Actions

#	Date	Description	Person/institution in charge
1			
2			
3			
4			
5			

## Appendix 4. Informed Consent template

### Community of Practice (CoP)

#### Session n# - Country

#### Informed Consent Form

This Informed Consent Form has three parts:

- Part I: Information Sheet (to share information about the study with you)
- Part II: Statement of Privacy and confidentiality (to be signed by lead consultant)
- Part III: Certificate of Consent (for your signature if you choose to participate)

#### Part I: Information Sheet

You are asked to participate in a series of meetings organised within the project “*REthinking and FOstering Competence and skills for sUustainable transport, Shipping, and logistics*” (REFOCUS Project no. 2022-1-EL01-KA220-HED-000087737). Your participation is voluntary and you are therefore not obliged to participate in this study. If you do not wish to participate, this will not have any (negative) consequences.

You can ask the moderator questions at any time if something is not clear. Take enough time to decide whether or not you want to participate. You can stop your participation at any time (in writing or orally- see below for the contact details of the interviewer and lead consultant) and you do not have to give a reason.

Below you can find more information about these REFOCUS meetings and how they will be arranged. If you want additional information, you can contact the moderator/organisers.

The meetings are moderated by xxxNAME\_OF\_THE\_MODERATORxxx and the study is led by Floridea Di Ciommo, within the project consortium for this study.

#### Contact details

Moderator: xxxNAME\_OF\_THE\_MODERATORxxx

Address: xxx

E-mail: xxx

Telephone number: xxx

Consortium coordinator: Maria Lambrou (email: [mlambrou@aegean.gr](mailto:mlambrou@aegean.gr)), University of the Aegean (Greece).

### Purpose of the study

This study aims at sharing knowledge and experiences through the organisation of Communities of Practice (CoPs). The CoPs in REFOCUS have the objective of connecting people (learners and educators), companies and organisations (labour market), and facilitating that ideas, knowledge and experiences are shared among them in order to understand the skills and competences required in the labour market in the adaptation to climate change. They are established in each of the 4 countries represented in REFOCUS partner organisations, and will organise 4 meetings each of them:

CoP 1, Spain: CAMBIAMO/ANDAIRA

CoP 2, Belgium: UANTWERP

CoP 3, Greece: UAEGEAN & ACG

CoP 4, The Netherlands: TU DELFT

The CoP meetings do not have any commercial purpose. The involved participants will receive a certificate of attendance at the end of the full process. They participate on a voluntary basis and can withdraw from the activities at any time.

The results from these meetings may be published in project reports, journal articles, conference presentations, and via any other mode of knowledge exchange and dissemination considered appropriate, while protecting the participants' anonymity. Any data collected will be published in anonymous form.

If any audio/picture/video recording is made of the meetings, the participant can refuse without being excluded from the study. If informed consent is granted, audio/picture/video recordings taken during the interview activity may be used for dissemination purposes, while protecting the participants' anonymity and in the respect of the consent provided.

Participants' personal data (Name, Gender, Level of education, Current socio-professional category) will only be used by the consortium for the purposes of the project.

Personal data will be collected, processed and protected according to the General Data Protection Regulation (GDPR) (EU) 2016/679. Participants will have the right to request access to and rectification or erasure of personal data or restriction of processing concerning the data or to object to processing as well as the right to data portability just sending an email to the responsible of data treatment listed hereafter. They will also have the right to lodge a complaint with the supervisory authority indicated in Part II.

### Part II: Statement of Privacy and confidentiality

During this research, personal data will be collected from/about you. I, xxxNAME OF THE MODERATORxxx, am responsible for storing and processing these data correctly and I have an obligation to inform you about it. For this reason, I draw your attention to the fact that I will collect Name, Gender, Level of education and Current socio-professional category from/about you.



First of all, you must know that I have an obligation of confidentiality in regard to the data that are collected. This means that I, for example in the context of a publication or conference, will never reveal your name or other information that might identify you. Individual results are never published.

Secondly, your personal data will be processed in accordance with the principles imposed by the new European General Data Protection Regulation (GDPR) that has been in force since 25 May 2018. I (xxxNAME OF THE MODERATORxxx) and Floridea Di Ciommo are responsible for processing your personal data correctly and xxx, acts as the controller of the personal data.

#### **Data controller**

Name and surname

Address:

E-mail:

Telephone number: xxx

Your personal data is collected and processed in the context of the project “*REthinking and FOstering Competence and skills for sUustainable transport, Shipping, and logistics*” (REFOCUS Project no. 2022-1-EL01-KA220-HED-000087737). The collection and processing of your personal data is only possible if you give your explicit consent. I may only use your personal data for the purposes of this consultancy project.

You have the right to request access to and rectification or erasure of personal data or restriction of processing concerning the data subject or to object to processing as well as the right to data portability. If you have any questions, please contact the interviewer/ lead consultant (contact details mentioned in part I).

To guarantee your privacy, a number of protection measures will be taken:

The data and results that are collected from/about you are not anonymous in the first phase, therefore they are converted into codes or categories as quickly as possible. This means that a second data set is created. Only the project partners and the moderator have access to the key of this code and therefore to the non-anonymous data. This ensures that only the consultants can link this data to you as a person.

Audio recordings are converted to transcriptions as quickly as possible and then deleted.

Your data will be stored on SharePoint. This is an online platform that is highly secured and has strict access conditions. Your data will not be saved on the personal computer or on a USB stick of the researcher and will never be emailed.

Your data will (possibly) be shared with the consortium members of the project “*REthinking and FOstering Competence and skills for sUustainable transport, Shipping, and logistics*” (REFOCUS Project no. 2022-1-EL01-KA220-HED-000087737). These members are within the European Union. Access to data will be granted on a "need to know" basis and will not be extended any further than absolutely

necessary. The data is stored for 5 years and for not more than the project duration on the other platforms. They are then deleted.

If you want to exercise your rights and/or have further questions about your rights and the processing of your personal data, you can always contact the Data Protection Officer of the project, xxx (contact details above).

Finally, you also have the right to submit a complaint about how your personal data are processed. You can do this at the **National Data Protection Authorities** that are responsible for enforcing data protection legislation:

In Spain:

Agencia Española de Protección de Datos (AEPD)

Address: C/Jorge Juan, 6, 28001 Madrid

Telephone number: +34 91 266 3517

Email: [internacional@aepd.es](mailto:internacional@aepd.es)

Website: <https://www.aepd.es/>

In Belgium:

Name of the authority

Address: xxx

Telephone number: xxx

Email: xxx

Website: xxx

In Greece:

Name of the authority

Address: xxx

Telephone number: xxx

Email: xxx

Website: xxx

In the Netherlands:

Name of the authority

Address: xxx

Telephone number: xxx

Email: xxx

Website: xxx

### **Moderator**

I, the undersigned xxxNAME OF THE MODERATORxxx, declare that I have provided the required information about this study orally, as well as a copy of the information document to the participant.

I confirm that no pressure has been exerted on the participant to have them consent to participate in the study, the participant has the right to withdraw their consent and I'm willing to answer any additional questions.

I confirm that I work in accordance with the legal obligations regarding the correct processing of personal data as stated in "General Data Protection Regulation (GDPR).

Signature

Date: \_\_\_\_\_

### **Part III: Certificate of Consent**

Name and Surname of participant: \_\_\_\_\_

Organisation (if applicable): \_\_\_\_\_

E-mail address: \_\_\_\_\_

I declare that I'm informed about the nature, purpose, duration, potential benefits and risks of the study and that I know what is expected of me.

I confirm I am aged 16 or over.

I have had enough time to think and I have been able to ask all the questions that have come to mind and I have received a clear answer to my questions.

I understand that my participation in this study is voluntary, I have the right to withdraw my consent and that I'm free to stop my participation in this study without having to give a reason.



## D2.1 – Report on structuring the Learning Communities of Practice (CoP)

I understand that during my participation, personal data about me will be collected and that the moderators and organisers ensure the confidentiality of these data in accordance with the relevant National and European privacy legislation (GDPR).

I agree to the processing of my personal data in accordance with the modalities described in the "Privacy and confidentiality" section.

I also authorise the transfer to and processing of my encrypted data in countries other than the one I am based.

I'm aware that the meeting will be audio / video recorded. If I wish that no audio / video recording is made of my meeting, I can still participate in the study.

Choose what fits among the following two statements:

☐ I agree that the meeting will be recorded with an audio / video recorder.

☐ I do not agree that the meeting will be recorded with an audio / video recorder. I agree that notes will be taken instead.

I agree to participate in the study described and I have received a copy of the signed information and consent form.

Signature

Date: \_\_\_\_\_