



The background of the slide features a photograph of two women. On the left, a woman is seen from the side, wearing a black t-shirt, a striped beanie, and a light blue apron over her shoulders. She is holding a white shopping bag. On the right, a woman with short dark hair is smiling and looking towards the first woman. She is wearing a white long-sleeved shirt and a green apron. The background is a plain light blue wall with a small square object mounted on it. A large, light grey geometric shape, resembling a stylized 'A' or a triangle, is overlaid on the right side of the image.

# Impact Aurora Alliance

European University Alliance in het  
Nederlandse hoger onderwijs veld  
3 April 2025

# AURORA

Alliance



## SUSTAINABLE DEVELOPMENT GOALS



The background of the slide features a large, light gray triangle pointing downwards, centered on a white background. On the left side, there is a close-up photograph of a gold-colored pen resting on a piece of lined paper. The pen is angled diagonally from the top left towards the center. The lines on the paper are faint and horizontal.

## KEY PRIORITY AREAS

- Aurora Teaching and Learning for Societal Impact
- Aurora Excellent Challenge-Based Research and Innovation
- Aurora Collaboration and Engagement through Inclusive Communities
- Aurora Sustainability Pioneers

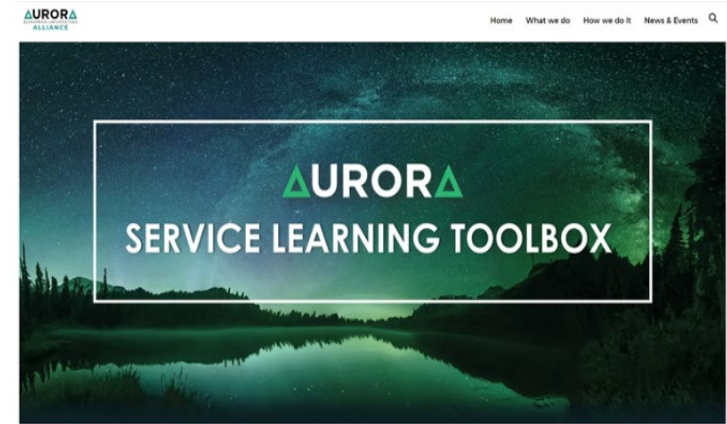
A man with short dreadlocks and glasses, wearing a maroon long-sleeved shirt, is standing and writing on a large whiteboard. The whiteboard is mounted on a yellow wall. The background of the slide features a large, light gray triangle pointing towards the top right, and a teal triangle in the bottom right corner.

## **TEACHING AND LEARNING FOR SOCIETAL IMPACT: ALIGNING EDUCATION WITH SDGS**

- Infusing innovative pedagogies and service learning into curricula
- Facilitating challenge-based co-creation for societal impact
- Developing SDG education platforms and dashboards

# Realize impact with engaged learning within Aurora

- Developing of a toolbox
- Inspiration sessions
- Learning labs
- Training sessions
- Identification of Champions
- International and interdisciplinary CSL



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Professor, Athena Institute, VU Amsterdam





## Training / inspiration sessions

**Blended Intensive Programme (BIP) on Service learning and Third mission of Universities URV, February**

**International Learning lab on Embedding Engaged Education in International Contexts, VU, May**



**International learning lab, Institutional experiences of Societal Engagement in Education, VU, June**

**AURORA**

# INTER AND TRANSDISCIPLINARY MASTERS' MODULE



iCSL1: *Defining challenges in multi-stakeholder context*

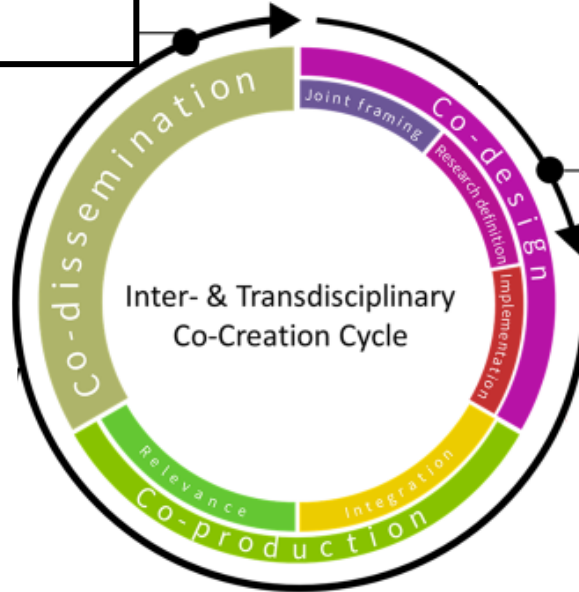
iCSL2: *Addressing challenges through transdisciplinary research*

	Period 1		Period 2		Period 3	Period 4		Period 5		Period 6
	Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	June
i-CSL course (AM_1254)										
i-CSL project (AM_1253)										

# The module inter- and transdisciplinarity through co-creation

Science with Society  
*FESTIVAL*

ICSL 2 course



Student  Society in Dialogue

ICSL 1 course



# INTERDISCIPLINARY CSL COURSE 1

*Defining challenges in a multi stakeholder context*



- Period 2 (Nov-Dec); 3EC
- Issue definition *with* society
- Blended learning approach online & face-to-face teaching
- 8 weekly meetings
- Students co-define issues with residents
- Builds up to public event;

# Student Society in Dialogue



# INTERDISCIPLINARY CSL COURSE 2

*Addressing challenges through transdisciplinary research*



- Period 4-6 (Feb-June); 6EC
- Disciplinary research projects and interdisciplinary integration
- Fits within the formal requirements of the master program
- Students deliver an interdisciplinary report and collaborate with residents in de research
- Builds up to public event;

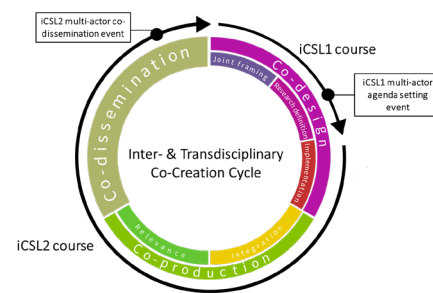
SCIENCE WITH  
SOCIETY FESTIVAL



# Blended Intensive Program on iCSL 2

ICSL 2 2025

-  Innovative & Cross-Disciplinary
-  Cross-Faculty & Cross-University (BIP Aurora)
-  36 students from VU Amsterdam
-  22 Master's Programmes from 8 out of 9 VU Faculties
-  11 students from AURORA Universities
-  9 Master's Programmes from 4 Universities:
  - University of Iceland IS
  - Universität Innsbruck AT
  - IAE Paris Est FR
  - LMU Munich DE



AURORA

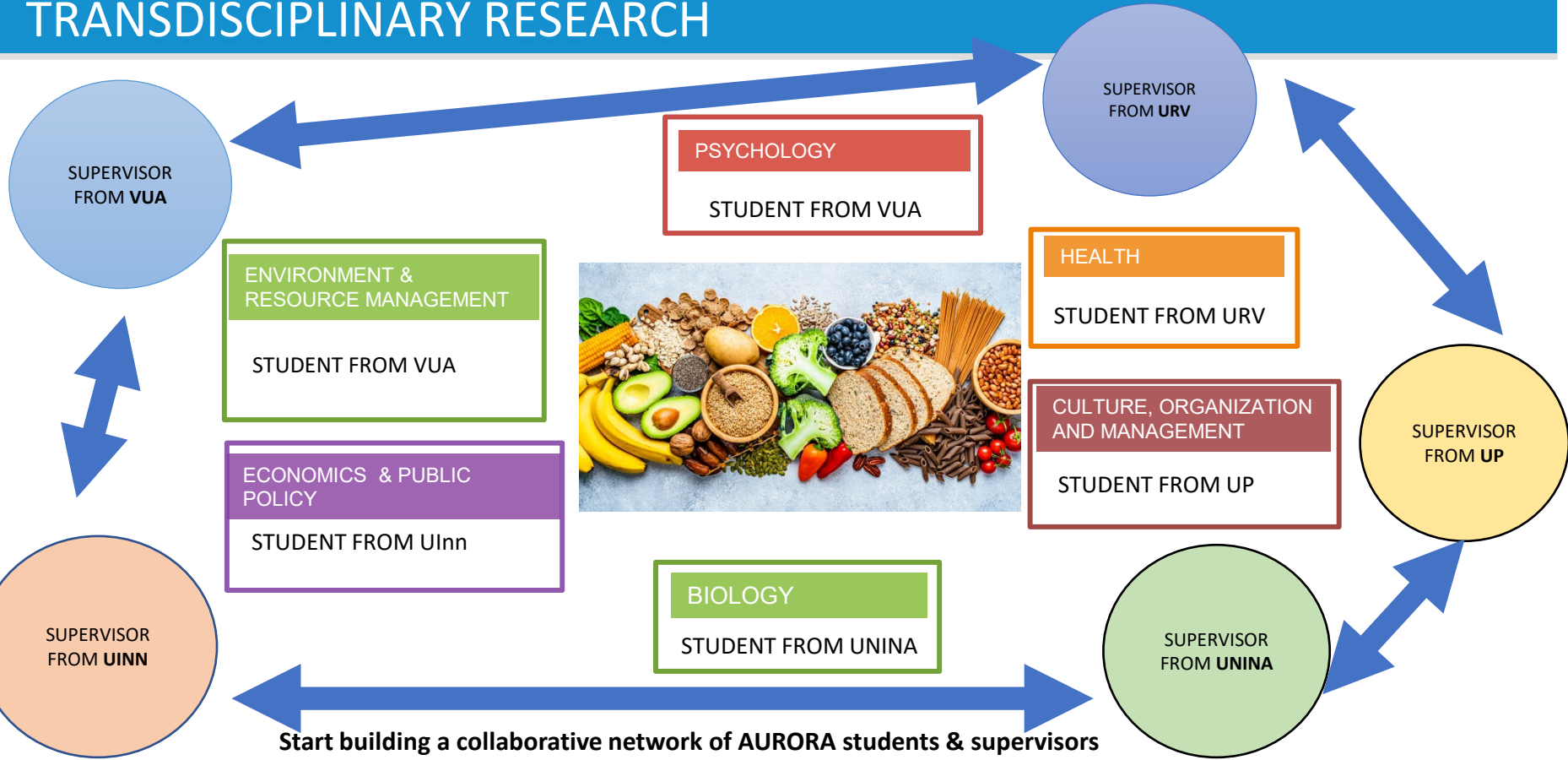


Co-funded by the Erasmus+ Programme of the European Union



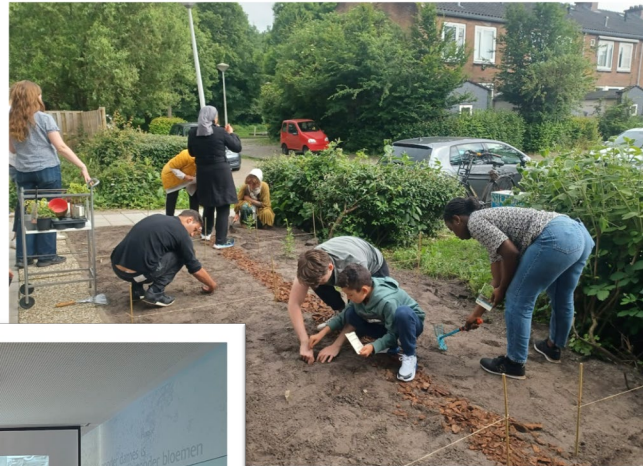
This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035804

# ICSL2 : ADDRESSING CHALLENGES THROUGH TRANSDISCIPLINARY RESEARCH



# SCIENCE WITH SOCIETY FESTIVAL

## local events



# SCIENCE WITH SOCIETY FESTIVAL

## central events

### Science with Society FESTIVAL

JUNE 20TH | 14:00 - 18:00 | OBA GOSTERDOEK AMSTERDAM

THE SCIENCE COMMUNICATION FESTIVAL 'SCIENCE WITH SOCIETY' BRINGS TOGETHER LOCAL RESIDENTS, WELFARE ORGANIZATIONS, POLICYMAKERS, STUDENTS AND SCIENTISTS TO FIND HONEST AND EFFECTIVE SOLUTIONS FOR COMPLEX SOCIAL ISSUES IN THE AREAS OF:



COME AND EXCHANGE KNOWLEDGE, LEARN FROM EACH OTHER AND MAKE NEW CONNECTIONS!



# ALL FINDINGS ON



openresearch.amsterdam

Artikel



23.11.2023

**WmdW festival HvA studenten: energie transitie**

Lees hier het eindverslag van de HvA studenten, met als thema energie...

Artikel



23.11.2023

**WmdW festival HvA studenten: mentaal welzijn**

Lees hier het eindverslag van de HvA studenten, met als thema mentaal...

Artikel



20.10.2023

**WmdW Festival 2023: VU Studenten Groene Leefomgeving**

Lees hier het eindverslag van de VU studenten, met als thema Groene...

Artikel



20.10.2023

**WmdW Festival 2023: VU Studenten Lokale Voedselproductie**

Lees hier het eindverslag van de VU studenten, met als thema Lokale...

Artikel



20.10.2023

**WmdW Festival 2023: VU Studenten Mentale Kracht**

Lees hier het eindverslag van de VU studenten, met als thema Mentale...

Artikel



20.10.2023

**WmdW Festival 2023: VU Studenten Energietransitie**

Lees hier het eindverslag van de VU studenten, met als thema...

Artikel



01.01.2023

**Student en Stad in Gesprek 2022: Studentproduct 4 Mentale Gezondheid**

Amsterdam-West

Artikel

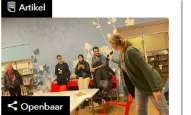


01.01.2023

**Student en Stad in Gesprek 2022: Studentproduct 4 Energietransitie**

Amsterdam-West

Artikel



01.01.2023

**Student en Stad in Gesprek 2022: Studentproduct 3 Energietransitie**

Amsterdam-Noord

Artikel



01.01.2023

**Student en Stad in Gesprek 2022: Studentproduct 2 Energietransitie**

Amsterdam-Oost

Artikel



01.01.2023

**Student en Stad in Gesprek 2022: Studentproduct 1 Energietransitie**

Amsterdam-Zuidoost

Artikel



01.01.2023

**Student en Stad in Gesprek 2022: Studentproduct 3 Mentale Gezondheid**

Amsterdam Nieuw-West

Artikel



01.01.2023

**Student en Stad in Gesprek 2022: Studentproduct 2 Mentale Gezondheid**

Amsterdam Oost

Artikel



01.01.2023

**Student en Stad in Gesprek 2022: Studentproduct 1 Mentale Gezondheid**

Amsterdam-Zuidoost





## **STRENGTHENING RESEARCH AND EDUCATION CAPACITY: GLOBAL PARTNERSHIPS FOR LOCAL IMPACT**

- Collaborating with partner universities in the Global South and North
- Establishing Real-life Learning Labs for practical experience



# Why a Task Team on South-South and Triangular Cooperation (SSTC) in research and education?



- EU eager to have a global outreach component in Alliances like Aurora
- Making use of existing networks of Aurora Partners: SSTC was an option
- Food systems and Climate Change: high priorities + link to multiple SDGs

## AURORA T4.3 SSTC: MATCHING FUNDS

- FAO seed funding for establishment of SSTC by **VU Amsterdam**
- INSSPIRE project (Erasmus CBHE funding) contributing to implementation of SSTC activities by **African universities**: Kenya (MSU, SEKU) and Uganda (MUST, MUK)
- FAO project to contributing to implementation of SSTC activities by **African universities**: Benin (UAC, UP) and Ghana (UDS, UENR), Kenya (MU), South Africa (RU, UWC)
- Aurora2030 project (TT4.3; Erasmus-EDU-2023-EUR-UNIV funding) contributing to implementation of SSTC activities by VU, UPEC and **Aurora University partners**
- Erasmus-KA171 funding

# SSTC / INSSPIRE Network (with FAO / EC funded projects)



**Netherlands:** VU Amsterdam (Coordinator) ★★

**Slovenia:** University of Ljubljana; Institute for Innovation and Development

**France:** Université Paris-Est Créteil

**Spain:** Rovira i Virgili University ★

**Ghana:** University for Development Studies; University of Energy and Natural Resources

**Benin:** Université d'Abomey-Calavi; University of Parakou

**Uganda:** Mbarara University of Science and Technology; Makerere University

**Kenya:** Maseno University; South Eastern Kenya University; Moi University

**South Africa:** Rhodes University; University of Western Cape



<https://www.insspire.net>



# Progress so far

- ✓ **Partners identification**
- ✓ **Curriculum enrichment workshops**
- ✓ **Development of modules content on food systems and climate change**
- ✓ **Real-Life Learning Lab (RLLL) Training of Trainers**
- ✓ **Design and implementation of RLLL at African partner universities**
- ✓ **Identification of entry points for Collaborative Online International Learning (COIL) in courses selected for enrichment**
- ✓ **COIL Training of Trainers**
- ✓ **Enrichment through gamification**

# Food Losses and waste (FLW)

## Key Issues

- Globally, 1/3 of all food produced is lost.
- In Ghana, about 3.2 million tons of food is lost annually, with estimated economic cost of US\$64.6 billion.
- FLW affects all agricultural products – crops, livestock, fisheries etc.
- Limited focus on it in policies, projects and programmes.
- Not considered adequately in agricultural training and research.



**Food loss:** Decrease in quantity and quality of food

**Food waste:** Discarding or alternative (non-food) use of food that is safe and nutritious

## RLL Set up

- Undergraduate students (UDS)
- Faculty member (UDS & UENR)
- Kusawgu Community members
- Extension staff



University for Development Studies (UDS) Tamale  
– Ghana  
&  
University of Energy and Natural Resources  
(UENR) Sunyani – Ghana

## Interaction of stakeholders



## Expected Outcomes

- ⇒ Create awareness of the seriousness of FLW
- ⇒ Gain deeper insights through indigenous and “scientific” FLW knowledge integration
- ⇒ Co-development of innovative and culturally appropriate solutions



## RLLL : Academic Internship in real rural environment

University of Abomey-Calavi Faculty of Agronomics Sciences (Benin)  
Elvire Line SOSSA, Afio ZANNOU, Mireille TOYI, Augustin AOUDJI



\*Correspondant: [elvas2@yahoo.fr](mailto:elvas2@yahoo.fr) / [sosvire@gmail.com](mailto:sosvire@gmail.com)

### 1. Generalities

- **Goal:** students learning and addressing communities' challenges ;
- **Courses involved:** Multidisciplinary
- **Target students:** First Year MSc and third year of agricultural engineer cycle.
- **stakeholders involved:** Rural communities
- **Duration/period of the RLLL:** April-June each year for 5 to 6 weeks.
- **Global methodology:** Individual and focus group discussion, learning by doing.....

### 2. RLLL implementation

- **Internship preparation:** Lecturers work with students and train them for internship (one week)



- **Introduction in village, Mapping, Transect, historical profile**



- **Work with communities in various field (crop production, animal production, processing, trading.....): learning by doing**



### Discussion with communities/ feedback



### Lectures' supervision



### Global Data collected/ learning outcome

- **Crop production:** Main crops, production technical practices..
- **Animal production:** types of animals raised, local feeding and disease management strategies..
- **Socio-economics:** Post-harvest operation carried out by producers, marketing technique..
- **Natural Resource Management:** Census of natural resources available in the village and description of their management...
- **Climate change:** Impact of climate change on production; local strategies for adaptation...
- **Nutrition:** Diet adopted by households and problems encountered...

### Real life problems often identified by the stakeholders

- Limited availability and accessibility to organic and mineral fertilizers
- Reduced crop yields
- Increased incidence of diseases and low animal productivity
- Cases of human malnutrition
- Crop vulnerability to pest and disease attacks
- Limited availability of improved or disease-resistant crop varieties
- Scarcity of local resources such as clean drinking water, forests, healthcare facilities, and rural access roads

# QUESTIONS?

