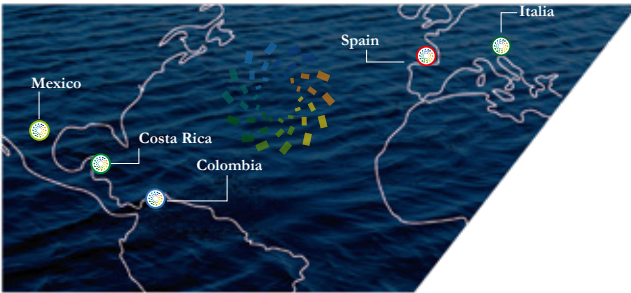


## The partners

The SUS-TER project is coordinated by the University of Florence and co-funded by the Erasmus + program of the European Union, "Capacity Building in higher education" action.



### Coordinator

Università degli Studi di Firenze (Italia)

### Socios

Universitat de Barcelona (España)  
 Diversités & Développement (Francia)  
 Universidad de Caldas (Colombia)  
 Universidad del Quindío (Colombia)  
 Universidad Nacional (Costa Rica)  
 Universidad de Costa Rica (Costa Rica)  
 Universidad Iberoamericana (México)  
 Universidad Nacional Autónoma de México (México)

SUS-TER counts on a vast and important collaboration between European and Central-South American partners. Eight universities and a non-governmental organization take part, representing three Latin American countries and three European countries.

The project benefits from a vast network of associated partners. These are institutions and organizations of national and international importance, that contribute to the implementation of specific project activities, in terms of analysis of training needs, support their dissemination and their sustainability and at the same time are direct and indirect beneficiaries.

**FAO:** Food and agriculture organization

**UNIDO:** United Nations Industrial development organization

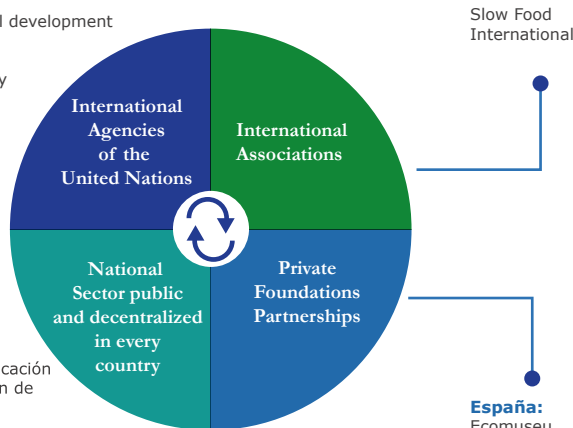
**WIPO:** World Intellectual property organization

**Costa Rica:** INDER Instituto Nacional de Desarrollo Rural

**Colombia:** MEN Ministerio de Educación Nacional y Secretaría de Educación de la Gobernación de Caldas

**México:** CONABIO Comisión Nacional para el Conocimiento y Uso de la Biodiversidad  
 SECTUR Secretaría de Turismo  
 INAES Instituto Nacional de Economía Social

**Italia:** Regione Toscana



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# sus-ter

Networking Knowledge, Skills and Competencies for an Inclusive and Sustainable Territorial Valorization of Cultural Heritage, Origin Products and Biodiversity.

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



## SUS-TER

Networking Knowledge, Skills and Competencies for an Inclusive and Sustainable Territorial Valorisation of Cultural Heritage, Origin products and Biodiversity (SUS-TER)



Coordinator



Partners



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



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## Why the SUS-TER Project?

Europe and Latin American countries share an invaluable biocultural heritage, based on material and immaterial resources such as nature, agrobiodiversity, landscapes, culture, traditions and know-how. However, this heritage is often underutilized, or exploited according to short-term logic and to the benefit of few people.




Biocultural rural resources can be the pivot for developing sustainable and inclusive processes of economic, social and territorial development, based on high-quality agriculture and diversification, generating an image of quality for product and territory able to build a specific long-term differential advantage. Local actors, and in particular small farmers, play a key role in the preservation and mobilization of these resources, but they often do not benefit in economic terms, in work opportunities and in general as far as positive benefits in the quality of life are concerned.

The activation of a virtuous development circle, inclusive and sustainable, based on local specific resources asks for specific competences at level both of enterprises and of private and public collective bodies operating in rural areas, activating a systematic interaction between them and the world of academic research, education and training.

## What are the objectives?

SUS-TER intends to develop the knowledge, skills and abilities necessary to elaborate and manage sustainable and inclusive processes of territorial enhancement of cultural heritage, products of origin and biodiversity in rural areas. The recipients of the SUS-TER activities are both students and territorial operators from different fields, such as: development agencies and public administrations; firms and producer organizations; indigenous and afro-descendants peasant communities and cooperatives; women's and youth organizations. In particular, SUS-TER intends to develop a new interdisciplinary profile of "Territorial Enhancer", able to facilitate these sustainable valorization processes.

The Territorial Enhancer will be able to design, animate and coordinate:

-  local forms of interaction between resources, society and the local economy, applying a paradigm of territorial development based on sustainability and inclusion;
-  local systems of territorial governance, mobilizing knowledge and good practices aimed at promoting forms of dialogue and interaction and building networks and alliances with external actors;
-  territorial marketing plans, applying methodologies that allow local firms to access markets in a competitive, sustainable and inclusive way.

## Which methodology?

SUS-TER will achieve these objectives through the design and experimentation of an innovative course, based on the concepts of modularity, integration of theoretical and practical knowledge, combination of various learning methods.

The course entails the organization of territorial laboratories that will play a key role in the methodology, allowing to build shared learning spaces that, starting from local experiences, activate a dialogue between students, teachers, territorial actors and local teachers.

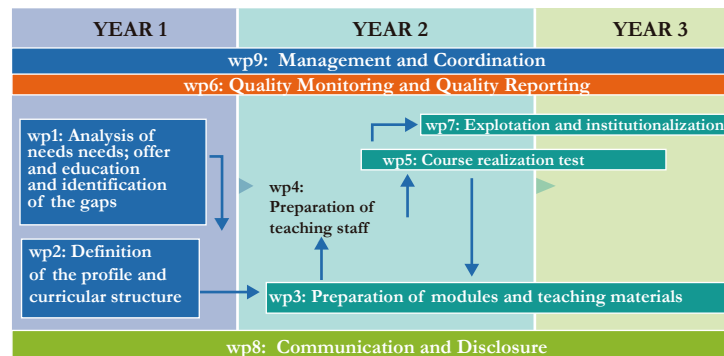
The course will be organized and taught internationally and in each university. It will be recognized by the universities according to their institutional rules, as such or as part of existing curricula. The course and teaching material will be in Spanish.

SUS-TER will have an impact on students, universities, small and medium enterprises, territorial communities, national and local public policy areas, non-governmental organizations and international, national and local development agencies, enabling inclusive and sustainable valorization processes of rural heritage.



## SUS-TER Project Activities

SUS-TER is developed with the support of the European Union - Erasmus + Program, from January 15, 2019 to January 14, 2022. The project activities are organized into 9 Work packages:



The project starts with an **analysis of the needs and current educational offer** and the subsequent identification of the gaps to be filled in terms of knowledge, skills and competences necessary for the activation of sustainable and inclusive processes, aimed at the territorial valorisation of cultural heritage, products of origin and biodiversity in the project partner countries.

These activities will be followed by the **definition of the Territorial Enhancer profile and the design of the curriculum structure** through which the innovative course will be designed. Teaching modules and teaching materials will be prepared and specific training will be given to the teaching staff. At this point the SUS-TER course will be tested twice at international level. Each test will also include a territorial laboratory, in order to validate its structure, contents and teaching materials.

At the end the SUS-TER partners will be able to institutionalize the training contents of the SUS-TER course within their educational programs.

The SUS-TER course will represent a heritage for all those working in the framework of rural development based on biocultural resources. The communication and dissemination activities carried out throughout the project will make the results of the project available to all institutions and interested bodies outside the partnership.

## An innovative project

The content of the project and the methodology are highly innovative.

The content contributes to filling two important gaps: the lack of knowledge and experience among the partners and the need for a greater awareness of educational institutions with respect to territorial requests for specific and multidisciplinary skills, in order to make education and training closer to economic, environmental, cultural and social needs of rural populations.

From the methodological point of view, innovation is based on the construction of a curriculum that benefits from the skills of a transnational partnership and uses an approach of "intercultural territorial learning" in which the classroom goes into the territory, thanks to the territorial laboratory based on concrete experiences and the presence of "local masters".

