



**ILCA**  
Innovation Laboratories  
for Climate Actions



# CASE STUDY

## Engagement of Students and Academic Staff in Climate Action Activities at University of Forestry (Bulgaria)

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## INTRODUCTION

The EIT Climate-KIC project “Innovation Labs for Climate Action” (ILCA) is an international project that brings together six higher education institutions (HEIs) and three research institutes from five countries to urgently address the challenges posed by climate change the same solution. The vision of the project is to raise awareness among groups of people, academic professionals and climate management concerns in climate change and digital applications. , to nurture a long-term impact towards an inclusive society It has purpose

The main objectives of the project are to establish training and mentoring programs, establish climate innovation workshops, and use ecological actors to support innovation Through the provision of necessary tools and skills to participants to promote climate innovation, ILCA seeks to drive meaningful change at the institutional and community levels. This case study focuses on student and professional engagement in these processes, and examines how their participation in the ILCA project contributed to the project’s broader goal of creating climate innovation and productivity have improved.

One of the biggest challenges of the project was to focus the attention of students, academic and non-academic staff on the problems that the project solves. This is the activity with the greatest added value because it engages the knowledge, experience and ideas of a wide range of participants who have not encountered similar problems before this project. Climate, innovation, high technologies and their binding in policies and way of thinking is a paradigm and the ILCA project provides an approach to its solution.

## CONTEXT AND CHALLENGES

The ILCA project operates within a diverse educational and research landscape, involving institutions from Finland, Lithuania, Romania, Ukraine, and Bulgaria. Each country brings its unique academic and socio-

economic context, making it essential to tailor engagement strategies to local needs. The diversity of disciplines and institutional backgrounds created both opportunities and challenges for integrating climate innovation into academic curricula and research agendas.

One of the primary challenges was the initial lack of awareness and understanding of the ILCA project's objectives among students and staff. While climate change is a global concern, many participants were unfamiliar with the specific focus on innovation and entrepreneurship in the context of climate action. Furthermore, the multidisciplinary nature of the project required collaboration across academic fields, which posed difficulties in aligning methodologies and priorities.

Another challenge involved the engagement of small and medium-sized enterprises (SMEs) in climate transition and digitalization. Many SMEs were hesitant to participate due to limited knowledge of climate innovation and concerns about the potential costs associated with transitioning to sustainable practices. The project had to address these concerns through targeted communication and outreach, demonstrating the long-term benefits of engaging in climate innovation.

One of the most difficult challenges is overcoming mistrust among students and staff. In Bulgaria, projects encounter many difficulties of a similar nature. The project initially had to overcome distrust of projects in general. The nature of climate change should then be emphasized, and that it is very real and not the result of conspiracy theories.

Despite these challenges, the ILCA project saw significant interest from students, particularly in Bulgaria, where programs on Circular Economy, Strategic Thinking, and Entrepreneurship sparked enthusiasm. The "Innovation Week," hosted by the University of Forestry in Sofia, brought together various stakeholders, including business representatives, government agencies, and non-governmental organizations, for discussions on climate action, waste management, and eco-entrepreneurship. This event played a crucial role in raising awareness and motivating both academic and non-academic staff to engage with the project.

## DESIGNING ENGAGING PROGRAMS

Designing programs that effectively engage both students and staff within the ILCA project was essential to ensuring the success of its ambitious goals. The programs were crafted with a focus on hands-on learning, interdisciplinary collaboration, and real-world application, aiming to foster systemic thinking and problem-solving in climate innovation. The development process involved close collaboration between academic staff from different disciplines, ensuring that the content was adaptable to a variety of educational contexts while also remaining relevant to the diverse needs of students and participating institutions.

In the first phase of the project, training and mentoring programs were designed to focus on climate innovation and entrepreneurship. These programs incorporated modules that covered key topics such as Circular Economy, Strategic Thinking, Entrepreneurship, Innovations, and ESG (Environmental, Social, and Governance) standards. In Bulgaria, for instance, these programs provided students and staff with essential

knowledge about domestic composting, which helped to connect theoretical learning with practical, sustainable solutions in everyday life. By addressing local and regional needs, the programs ensured that participants could immediately apply what they had learned in a meaningful way.

Another important aspect of program design was the establishment of Climate Innovation Laboratories. These laboratories were designed as physical and digital spaces where students, staff, and external stakeholders could come together to collaborate on innovative solutions to climate-related challenges. The ILCA project aimed to involve ecosystem actors, such as SMEs and local authorities, in the design and implementation of these labs, ensuring that the projects developed within these spaces were both innovative and practical. For example, Bulgarian participants engaged in Innovation Week activities such as the round table discussion on "Management of Waste Wood," where industry professionals and government representatives provided insights into the application of sustainable business practices.

The flexibility of the ILCA training programs was also a key factor in their success. Programs were designed to be adaptive, allowing institutions to tailor them according to their unique needs and areas of expertise. For example, each participating HEI in the consortium had the opportunity to further develop and refine their programs based on feedback and regional priorities, such as forestry in Bulgaria or digitalization in Finland. This approach not only ensured that the content was relevant to participants but also encouraged a high level of engagement from both students and staff.

By integrating multidisciplinary content and fostering active learning, the ILCA programs were successful in creating a more dynamic educational environment. These programs moved beyond traditional lectures and seminars, emphasizing collaborative projects, peer learning, and the application of knowledge to real-world problems. The result was a robust framework that supported the development of climate innovation and entrepreneurship while engaging participants in meaningful and productive ways.

## PROMOTING AWARENESS AND PARTICIPATION

Promoting awareness and participation was a critical component of the ILCA project's success. Given the project's broad scope—spanning multiple countries, institutions, and disciplines—it was essential to develop targeted strategies that would resonate with diverse groups of students, staff, and external stakeholders. The ILCA team recognized that building awareness would require not only effective communication but also the creation of meaningful opportunities for participants to engage with the project's goals.

One of the most effective strategies for promoting awareness was organizing high-profile events, such as the "Innovation Week" held in Bulgaria. This event, organized by the University of Forestry in Sofia, brought together academic staff, students, business representatives, and government authorities for a series of discussions, presentations, and workshops focused on climate action and innovation. Participants had the opportunity to hear from innovative start-up companies like "Carboni" and "Carbonsafe," which presented their sustainable business models and showcased how entrepreneurship could contribute to climate solutions. Additionally, the round table on "Management of Waste Wood" provided an interactive forum for stakeholders to share ideas and best practices, further demonstrating the practical applications of the project's themes.

These events were carefully designed to be inclusive, ensuring that both academic and non-academic staff, as well as students, had opportunities to participate. For students, the chance to interact with real-world professionals and government representatives added a tangible dimension to their learning, helping them to see the immediate relevance of the knowledge they were acquiring. For staff, events like the Innovation Week helped bridge the gap between theoretical teaching and practical application, motivating many to become more deeply involved in the project.

The ILCA project also made use of digital platforms to promote participation, leveraging online communication channels to reach a broader audience. Webinars, online workshops, and virtual collaboration spaces allowed participants from different countries and institutions to connect and share insights. This digital outreach was particularly important for involving remote participants and SMEs that might not have had the resources or time to attend in-person events. By providing flexible participation options, ILCA ensured that a wider range of individuals could engage with the project, regardless of their location or professional commitments.

Furthermore, targeted outreach efforts were made to engage small and medium-sized enterprises (SMEs) in the climate transition and digitalization aspects of the project. Surveys were conducted to identify the specific needs and concerns of SMEs regarding climate innovation. The results of these surveys were then used to create a tailored portfolio of support services that would help SMEs adapt to sustainable practices and become more competitive in a carbon-neutral economy. By addressing the practical concerns of businesses, ILCA succeeded in bringing industry partners on board, further strengthening the project's impact.

To sustain engagement over the long term, ILCA also focused on building a sense of community among participants. Regular feedback loops were established, allowing students, staff, and external partners to provide input on the project's progress and suggest improvements. This iterative approach not only helped to refine the project's activities but also ensured that participants felt a sense of ownership and investment in the outcomes. By fostering an inclusive and collaborative environment, ILCA was able to maintain high levels of engagement throughout the project's lifecycle.

## COLLABORATIVE PROJECTS AND INITIATIVES

Collaboration is at the heart of the ILCA project, and the creation of collaborative projects and initiatives has been crucial for driving innovation and achieving the project's objectives. The ILCA consortium, composed of six higher education institutions (HEIs) and three research institutes from five different countries, worked closely with external stakeholders such as small and medium-sized enterprises (SMEs), local authorities, and non-governmental organizations (NGOs) to develop innovative solutions to climate challenges. These collaborations not only enhanced the project's reach but also provided participants with the opportunity to work on real-world problems in diverse contexts. One of the most significant collaborative efforts was the establishment of Climate Innovation Laboratories in each participating country. These laboratories served as hubs for innovation, where students, staff, and external partners could come together to work on research-and-innovation (R&I) projects that addressed specific climate action goals. For example, in Bulgaria, the Climate Innovation Laboratory focused on issues related to waste management and eco-entrepreneurship. This collaboration involved students, faculty, local government agencies, and businesses, creating a platform for developing practical solutions to local environmental problems. One standout initiative was the round table on "Forest Fire Management," held during Innovation Week at the University of Forestry in Sofia. This event brought together representatives from the Forestry Executive Agency, State Forestry Enterprises, fire safety experts, volunteers, and students. The round table facilitated a critical discussion on forest fire prevention and management strategies, with participants sharing knowledge and experiences from different regions. This cross-sectoral collaboration helped to identify innovative approaches to forest fire management, combining academic research with practical expertise from government agencies and businesses. Students gained valuable insights into how academic research could be applied to solve pressing environmental challenges, while industry partners benefited from fresh perspectives and new ideas.

Another collaborative initiative involved partnerships with start-up companies that specialize in climate innovation. Start-ups such as "Carboni" and "Carbonsafe" showcased their innovative business models during presentations at Innovation Week, providing students and staff with a first-hand look at how

entrepreneurship can drive sustainable solutions. These collaborations between HEIs, start-ups, and SMEs offered participants the opportunity to engage directly with entrepreneurs who are at the forefront of climate innovation. This type of industry-academia collaboration was a key element of ILCA's strategy, as it allowed students and staff to contribute to projects that had real-world applications while gaining insights into the entrepreneurial process.

In addition to these specific projects, the ILCA project also fostered cross-border collaborations between HEIs and research institutes. Each institution had the opportunity to develop its own research agenda within the broader framework of climate innovation, and the resulting projects often involved partnerships with institutions in other countries. For example, researchers from Finland and Lithuania worked together on projects related to digitalization and climate data analysis, combining expertise from different disciplines to tackle complex environmental challenges. These international collaborations helped to broaden the scope of the project and provided participants with the chance to work in diverse, multicultural teams.

Ultimately, the collaborative projects and initiatives developed through ILCA have created a strong foundation for continued cooperation between academia, industry, and government. By bringing together stakeholders from different sectors and countries, the project has demonstrated the power of collaboration in driving meaningful change in climate action and innovation. These partnerships not only advanced the project's goals but also provided students and staff with invaluable experience in working across disciplines and sectors, preparing them for future leadership roles in climate innovation.

## INTEGRATION INTO CURRICULUM

A key objective of the ILCA project was to ensure that the knowledge and skills gained through the various training and mentoring programs, as well as the collaborative projects, were integrated into the academic curriculum of the participating institutions. By embedding climate innovation and entrepreneurship into the curriculum, the project aimed to create a lasting impact on students' educational experiences and ensure that future generations of learners are equipped with the tools necessary to address climate challenges.

In the first phase of the project, participating HEIs began to integrate elements of the ILCA programs into existing courses. This process involved redesigning curriculum content to include a focus on systemic problem-solving, climate innovation, and entrepreneurship. For instance, modules on Circular Economy, Strategic Thinking, and Environmental, Social, and Governance (ESG) principles were introduced in undergraduate and graduate courses. These modules not only covered theoretical concepts but also included practical case studies and hands-on projects, which allowed students to apply what they had learned to real-world problems.

The integration process was guided by the development of "climate microcredentials." These microcredentials were designed to align with the Common Microcredential Framework and were tailored to the specific needs of each institution. They provided students with a flexible, modular approach to learning, enabling them to gain expertise in climate-related topics while pursuing their primary fields of study. For example, a student studying forestry in Bulgaria could earn a microcredential in climate entrepreneurship by completing ILCA-specific coursework and participating in collaborative projects like the "Management of Waste Wood" initiative. This approach ensured that students could customize their educational experience to suit their interests and career goals, while also building relevant skills for climate action.

At the institutional level, the integration of ILCA content into the curriculum required collaboration between faculty across different departments. In many cases, this involved breaking down traditional academic silos and encouraging interdisciplinary teaching and learning. Faculty members from engineering, business, environmental sciences, and social sciences worked together to co-develop courses that reflected the interdisciplinary nature of climate innovation. This collaborative approach not only enhanced the curriculum but also enriched the learning experience for students by exposing them to diverse perspectives and methods of problem-solving.

By integrating climate innovation and entrepreneurship into the curriculum, the ILCA project has helped to create a more dynamic and forward-thinking academic environment. Students now have the opportunity to develop the skills and knowledge necessary to become leaders in climate action, while faculty members are better equipped to teach interdisciplinary subjects that reflect the complex nature of climate challenges. This integration is also expected to have a lasting impact beyond the duration of the ILCA project, as institutions continue to build on the foundation established through the project's curriculum innovations.

## CAPACITY BUILDING AND SKILL DEVELOPMENT

Capacity building and skill development were central goals of the ILCA project, with a focus on equipping students, academic staff, and non-academic staff with the tools and knowledge necessary to address complex climate challenges. The ILCA project recognized that fostering climate innovation required not only the development of technical expertise but also the cultivation of entrepreneurial mindsets and systems-thinking approaches. To achieve this, the project implemented a wide range of training programs, mentoring initiatives, and hands-on learning opportunities. For students, the ILCA project offered numerous opportunities for skill development through both formal coursework and extracurricular activities. Training programs in areas such as climate entrepreneurship, circular economy, and strategic thinking were designed to provide students with the practical skills they would need to navigate the challenges of climate transition and digitalization. These programs emphasized experiential learning, encouraging students to engage in real-world problem-solving through case studies, collaborative projects, and simulations. By working on projects such as waste management, composting, and eco-entrepreneurship, students were able to apply their theoretical knowledge to practical situations, developing skills in project management, teamwork, and critical thinking. Mentoring played a crucial role in capacity building for both students and staff. The ILCA project provided mentoring programs that connected students with faculty members, industry professionals, and entrepreneurs, allowing them to gain insights from experienced practitioners in the field of climate innovation. For example, during Innovation Week in Bulgaria, students had the opportunity to interact with representatives from start-up companies like “Carboni” and “Carbonsafe,” gaining first-hand knowledge about how to launch and scale sustainable businesses. This mentorship not only helped students build technical skills but also inspired them to think creatively about how they could contribute to climate solutions through entrepreneurship.

For academic staff, the ILCA project offered professional development opportunities aimed at enhancing their capacity to teach interdisciplinary subjects and integrate climate innovation into their research and teaching practices. Workshops and seminars were organized to provide faculty with training in areas such as systems thinking, climate data analysis, and digital innovation. These training sessions also helped academic staff learn how to incorporate the ILCA's interdisciplinary approach into their existing curriculum, enabling them to foster a more integrated learning environment. The collaboration between different disciplines was particularly beneficial in expanding staff expertise, allowing them to contribute to research-and-innovation projects that addressed complex climate-related challenges from multiple angles. Non-academic staff were also an important focus of the ILCA's capacity-building efforts. In Bulgaria, for instance, non-academic staff were trained in domestic composting and waste management, providing them with practical knowledge that they could apply in their personal and professional lives. This type of training not only helped staff contribute to the sustainability goals of the institution but also created a sense of ownership and engagement in the overall objectives of the ILCA project. By involving non-academic staff in capacity-building initiatives, the project fostered a more inclusive approach to institutional climate action.

One of the key outcomes of the capacity-building initiatives was the development of a set of “climate microcredentials,” which allowed students and staff to gain formal recognition for their skills in climate innovation and entrepreneurship. These microcredentials were designed to comply with the Common Microcredential Framework and provided participants with a flexible, modular approach to learning. By earning microcredentials in areas such as climate entrepreneurship or circular economy, participants could



demonstrate their expertise to future employers and contribute to the growing demand for climate-focused skills in the job market. Overall, the capacity-building and skill development efforts of the ILCA project have empowered students and staff to become leaders in climate innovation. By providing them with the skills, knowledge, and confidence to engage in systemic problem-solving, the project has laid the foundation for a new generation of climate innovators who are equipped to drive meaningful change in their communities and beyond.

## IMPACT AND SUCCESS STORIES

The ILCA project has had a profound impact on both its participants and the broader ecosystems involved in climate innovation. The success of the project is evident in its tangible outcomes, including the adoption of climate-focused educational programs, the establishment of collaborative research-and-innovation (R&I) projects, and the empowerment of small and medium-sized enterprises (SMEs) in climate transition and digitalization. These impacts, however, extend beyond quantitative metrics, as the project has also inspired a cultural shift toward greater awareness of climate issues and a commitment to sustainable practices within participating institutions and communities.

One of the most significant impacts of the ILCA project has been the adoption of “climate microcredentials” by at least four higher education institutions (HEIs). These microcredentials, which were developed, tested, and refined during the project, have provided students with formal recognition of their expertise in climate innovation and entrepreneurship. The introduction of microcredentials has allowed institutions to integrate climate-related topics into their curricula in a flexible and modular way, ensuring that students can gain the skills they need to succeed in a rapidly evolving job market focused on sustainability. The success of the microcredential program has led to plans for continued expansion and adoption across other HEIs, creating a lasting legacy for the ILCA project. Another key impact has been the successful development of eight climate and social innovation projects across four smart-specialization-based innovation ecosystems. These projects, which were created in collaboration with ecosystem actors such as businesses, local authorities, and non-governmental organizations (NGOs), have tackled a range of climate-related challenges, from waste management to eco-entrepreneurship. In Bulgaria, for example, the project on waste wood management, which was discussed during Innovation Week, provided a concrete solution for reducing waste and promoting sustainability in the forestry sector. This project not only raised awareness about sustainable forestry practices but also brought together diverse stakeholders to collaborate on practical solutions.

The project’s impact on SMEs has been equally significant. At least 32 start-ups and scale-ups have improved their capacity for climate transition and digital transformation through ILCA’s support programs. These businesses were provided with tailored training and mentorship to help them adopt sustainable practices and become more competitive in a carbon-neutral economy. Companies like “Carboni” and “Carbonsafe” emerged as success stories, demonstrating how climate-focused entrepreneurship can drive both environmental and economic benefits. By helping these companies grow and thrive, ILCA contributed to regional growth and competitiveness, ensuring that climate innovation becomes a key driver of economic development in the participating countries.

The cultural shift that the ILCA project has inspired within participating institutions is also a testament to its success. Faculty and staff have become more engaged with interdisciplinary approaches to climate innovation, integrating these ideas into their teaching and research. Students, too, have become more aware of the urgent need for climate action and are increasingly seeing themselves as active participants in solving these challenges. The enthusiasm generated by events like Innovation Week in Bulgaria highlights how ILCA has not only provided participants with the skills and knowledge to address climate challenges but has also motivated them to take action in their communities.

Perhaps one of the most inspiring success stories from the ILCA project is the transformation seen among non-academic staff in Bulgaria. The training they received in domestic composting and waste management not only equipped them with practical skills but also empowered them to contribute to sustainability efforts at their institution. Their engagement in the project reflects ILCA's commitment to inclusivity, ensuring that all members of the academic community, regardless of their roles, are involved in the climate action movement.

In conclusion, the ILCA project's impact can be seen in the capacity it has built among students, staff, and SMEs, as well as in the collaborative projects and initiatives it has sparked. The project's success lies not only in the numbers but in the cultural shift it has inspired, promoting a deeper understanding of and commitment to climate innovation across all levels of the participating institutions and ecosystems.

## LESSONS LEARNED

The ILCA project has provided valuable insights into the complexities of fostering climate innovation and entrepreneurship across diverse educational institutions, research centers, and regional ecosystems. Throughout the project's implementation, several key lessons were learned that can serve as guidance for future initiatives aimed at addressing climate challenges through collaborative, interdisciplinary approaches.

### 1. The Importance of Interdisciplinary Collaboration

One of the most important lessons learned from the ILCA project is the critical role that interdisciplinary collaboration plays in tackling climate-related challenges. Climate change is a multifaceted issue that requires input from a variety of disciplines, including environmental science, economics, engineering, and social sciences. The success of the Climate Innovation Laboratories and the projects developed through them demonstrated that collaboration across academic and professional boundaries leads to more innovative and comprehensive solutions. However, fostering such collaboration required intentional efforts to break down silos between departments and encourage faculty, students, and external partners to work together. In the future, early and consistent efforts to promote interdisciplinary collaboration will be essential for the success of similar initiatives.

### 2. Flexibility and Adaptability in Program Design

Another key lesson learned is the need for flexibility and adaptability in the design of training and mentoring programs. Each participating higher education institution (HEI) and research institute involved in the ILCA project operated within its own unique academic and cultural context, which meant that a one-size-fits-all approach to program design would not have been effective. The ILCA project succeeded in part because it allowed each institution to tailor its programs to meet local needs and interests while still adhering to the overarching goals of climate innovation and entrepreneurship. This flexibility enabled institutions like the University of Forestry in Bulgaria to focus on specific issues such as waste management and eco-entrepreneurship, ensuring that the programs were relevant and impactful. Future projects should incorporate similar adaptability to allow for customization based on local contexts.

### 3. The Role of External Stakeholders

Engaging external stakeholders, including SMEs, local government agencies, and NGOs, was critical to the success of the ILCA project. The involvement of these ecosystem actors helped to ensure that the projects developed through the Climate Innovation Laboratories were not only academically rigorous but also practical and aligned with real-world needs. For example, the collaboration with SMEs during Innovation Week in Bulgaria allowed students and staff to engage directly with entrepreneurs and government representatives, gaining insights into the practical challenges of implementing sustainable business practices. Moving forward, initiatives aimed at climate innovation must continue to involve external stakeholders early in the process, as their involvement adds both credibility and practical value to academic efforts.

#### 4. Challenges of Engaging Non-Academic Staff

While the ILCA project made strides in engaging non-academic staff, particularly through training on practical issues such as domestic composting and waste management, one of the challenges encountered was ensuring sustained engagement from this group. Non-academic staff often face different time constraints and responsibilities compared to students and faculty, making it more difficult to involve them in ongoing projects and activities. However, the project's success in motivating non-academic staff in Bulgaria through targeted, practical training suggests that future projects could benefit from offering more flexible, relevant training opportunities that align with staff members' personal and professional interests. Finding ways to more deeply engage this group will be key to achieving holistic institutional change in the future.

#### 5. The Value of Early Awareness Campaigns

One of the challenges faced by the ILCA project was the initial lack of awareness among students and staff regarding the project's objectives and potential benefits. While events like Innovation Week eventually helped to raise awareness and enthusiasm, the project would have benefited from earlier and more consistent communication efforts. In future projects, it will be important to implement comprehensive awareness campaigns from the outset, using digital platforms, social media, and in-person events to ensure that all potential participants are fully informed and excited about the opportunities available to them. Building early momentum is critical for sustaining high levels of engagement throughout the project's lifecycle.

#### 6. Microcredentials as a Catalyst for Long-Term Change

The success of the ILCA project's "climate microcredentials" program highlights the potential of such credentials to drive long-term change in climate innovation education. By offering students and staff a flexible, modular approach to learning, microcredentials provided a pathway for participants to gain formal recognition for their expertise in climate-related topics. This approach not only helped to motivate participants but also positioned them for success in the job market, where climate-focused skills are increasingly in demand. Future projects should consider developing similar credentialing programs that align with current educational trends and market needs, as they can serve as powerful tools for both academic and professional development.

## CONCLUSION

The ILCA project has demonstrated that fostering climate innovation and entrepreneurship in higher education institutions is both possible and necessary for addressing the pressing challenges of climate change. By integrating climate-related topics into the curriculum, engaging students and staff through dynamic, interdisciplinary projects, and involving external stakeholders from business and government, the project has succeeded in creating a model for climate action that can be replicated and scaled in the future.

The project's impact has been wide-reaching, from the development of climate microcredentials to the success stories of collaborative initiatives like the Climate Innovation Laboratories. Moreover, the lessons learned from the project—including the importance of interdisciplinary collaboration, flexibility in program design, and early awareness campaigns—will provide valuable insights for future initiatives aimed at addressing complex global challenges through education, innovation, and entrepreneurship.

As the ILCA project draws to a close, its legacy will continue to shape the way that higher education institutions approach climate action. The project has laid the groundwork for a new generation of climate innovators who are equipped with the knowledge, skills, and passion to drive meaningful change. Through its focus on capacity building, ecosystem integration, and regional growth, the ILCA project has not only contributed to the preparedness and competitiveness of participants but has also positioned them to become leaders in the global movement toward a carbon-neutral, sustainable future.

