INTERNATIONALISATION AT HOME

CRITICAL FRAMEWORKS FOR INCLUSIVE GLOBAL LEARNING

TINE FRISTRUP AND LASSE SONNE (EDS.)

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Co-creating a Social Sustainable Future Through History and Heritage Education

A Practical Example of Internationalisation at Home Through a Nordic Development Project

Lasse Sonne

Abstract

The article examines the development of social sustainability in four countries in Northern Europe (Finland, Germany, Norway, and Sweden) through history and heritage education. The article suggests the development of new co-creative learning and development processes for schoolteachers and relevant employees at heritage institutions such as archives and museums. In Northern Europe, there are many programmes tailored for schools by heritage organisations with learning activities where schools visit cultural heritage institutions such as archives, libraries, and museums. Collaboration between schools and heritage institutions on developing these activities is, however, poor. A risk is that learning activities at heritage institutions may become irrelevant for school curriculums, the teaching activities at schools, and how learning outcomes are assessed at schools. This article therefore aims to encourage the development of co-creation processes between schoolteachers and relevant employees at heritage institutions who work with learning activities for schools. The aim of the project is to better understand the development of competencies in co-creation processes between teachers at schools and pedagogical staff at heritage institutions. The aim is furthermore to understand development of competencies in the areas of social sustainability, culture, and community resilience through history and heritage education. On an organisational level, the aim is to develop a better understanding of new methods regarding how schools and heritage institutions together work with education. The aim is furthermore to develop co-creation processes leading to social sustainable integration between the two types of history and heritage education organisations. This article's point of departure is a Nordplus Horizon project co-financed by the Nordic Council of Ministers.

Keywords: Co-creation, Heritage-school collaboration, Social sustainability, Cultural institution integration, Educational competency development

Introduction

A problem with collaborative learning between schools and heritage institutions is that these are separate institutions with differing formal and informal expectations of teaching and learning activities. This article addresses the development of new co-creative learning and development processes for schoolteachers and relevant employees at heritage institutions such as archives and museums. In Northern Europe, there are many programmes with learning activities tailored by heritage organisations for schools. Classes from primary schools, secondary schools and high schools visit cultural heritage institutions such as archives, libraries, and museums. However, the collaboration between schools and heritage institutions to develop these activities is not well-developed. This lack of collaboration is problematic in that learning activities at heritage institutions may become irrelevant to the school curriculums, the teaching activities at schools, and how learning outcomes are assessed at schools. This article therefore aims to encourage the development of co-creation processes between schoolteachers and staff at heritage institutions engaged in developing learning activities for schools.

This article's point of departure is a Nordplus Horizon project co-financed by the Nordic Council of Ministers. This development project aims, among other things, to better understand the development of competencies in co-creation processes between teachers at schools and pedagogical staff at heritage institutions. It also aims to understand development of competencies in the areas of social sustainability, culture, and community resilience through history and heritage education. On an organisational level, the development project aims to develop a better understanding of new methods in terms of how schools and heritage institutions work together with education. The final aim of the project is to develop co-creation processes that lead to the social sustainable integration of the two types of organisations regarding history and heritage education (NCK, 2025).

Nordplus and Horizon – cross-sectoral relevance

The Nordplus Programme, which is subordinated to the Nordic Council of Ministers, offers financial support between partners in lifelong learning from the eight participating countries (Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, Norway, and Sweden) and three

autonomous regions in the Baltic and Nordic area (Greenland, the Aaland Islands, and the Faro Islands).

According to Nordplus's general objectives:

> Nordplus is the Nordic Council of Ministers' programme for education, continuous learning and Nordic–Baltic co-operation in the field of education. The programme contributes to the goals in the Nordic Vision 2030 and its three strategic priorities: the green Nordic Region, the competitive Nordic Region and the socially sustainable Nordic Region. Vital and versatile collaboration and mobility throughout the Nordic Region and Baltic states are central for a knowledge-based, inclusive and integrated region. (Nordplus, 2023, p. 1)

The Nordplus Programme consists of the following sub-programmes: Nordplus Junior, Nordplus Higher Education, Nordplus Adult, Nordplus Nordic Languages, and Nordplus Horizontal. Nordplus Junior finances school development work through partnerships between schools in the Nordic and Baltic countries (Nordplus, 2025a). Nordplus Higher Education is a mobility and network programme in the higher education sector on the bachelor's and master's levels that creates collaboration between institutions participating in the programme through exchanges, experience, good practice, and innovative results. The programme also supports collaboration between higher education institutions and other organisations (Nordplus, 2025b). Nordplus Adult contributes to development and innovation within the Nordic and Baltic adult learning sector. It encompasses all fields of adult education and learning, general and vocational adult learning, and formal, non-formal, and informal adult education and learning (Nordplus, 2025c).

Nordplus Nordic Languages has four guiding objectives: promoting Nordic languages and culture and mutual Nordic–Baltic linguistic and cultural understanding; improving inter-Nordic language comprehension (primarily between Danish, Swedish, and Norwegian), especially among children and young people; stimulating interest in and knowledge and understanding of the languages of the Nordic countries essential to society (Danish, Finnish, Faroese, Greenlandic, Icelandic, Norwegian, Sami, and Swedish) and Nordic sign language; and revitalising national minority languages in the Nordic Region for cultural and inclusive purposes (Nordplus, 2025d).

Here we are dealing with a Nordplus Horizontal project. Nordplus Horizontal is a cross-sectoral programme supporting innovative projects across traditional categories and sectors, as well as projects that address new, broad, and complex challenges. Nordplus Horizontal is open to institutions and organisations that want to cooperate to develop education within lifelong learning (Nordplus, 2025e). One of the main goals of this project proposal is thus to contribute to the goals of Nordplus Horizontal by increasing cross-sectoral cooperation. The project proposal was therefore developed to be relevant to more than one sector. The most effective way of achieving such development is by focusing on sustainable development through co-creation and co-production. The goal is for all participants in the Nordplus Horizon-project to benefit from participating in the project such that the project contributes to the development of all of the organisations and sectors involved. This focus makes the project relevant for all participants because they are all directly involved in forming the innovations and outcomes of the project. Innovation for sustainable development is a complicated process. It is democratic process that often involves many stakeholders. All of the participants in this Horizon project are involved in forming the innovation process based on their own particular interests. This makes the project highly relevant for all participants (Nordplus, 2024).

In this project, the aim is to develop competencies in co-creation processes between teachers at schools and pedagogical staff at heritage institutions. The aim is furthermore to develop competencies in the areas of social sustainability, culture, and community resilience through history and heritage education. Organisationally, the aim is to develop new methods regarding how schools and heritage institutions work with education in relation to each other, as well as to develop co-creation processes that lead to sustainable integration between the two types of organisations. The overall aim is to achieve more integrated collaboration between schools and heritage institutions on educational activities. The general aim of education in history and heritage is to support the development of a more social sustainable future for the Nordic–Baltic countries, with a focus on cultural competencies and community resilience. The method is to initiate such development on the basis of cross-sectoral relevance for the organisations involved in the development project.

A horizontal partnership

The project partners represent all sectors acknowledged in the Nordplus programme and come from civil society, the private sector, and the public sector. The following types of organisations are represented: higher education, NGOs, upper secondary schools, the private sector, and the public sector. There are nine participating organisations:

1. University of South-Eastern Norway (USN) (coordinator), Norway
2. Nordic Centre of Heritage Learning and Creativity AB (NCK), Östersund, Sweden
3. Gymnasiet Grankulla samskola, a Swedish-language municipal high school in Grankulla, Helsinki, Finland
4. Gymnasiet Lärkan, a Swedish-language municipal high school in the Södra Haga district of Helsinki, Finland
5. Thor Heyerdahl Upper Secondary School, in Larvik, Norway
6. Vestfoldmuseene IKS, a regional museum owned by eight municipalities in Vestfold as well as by Vestfold County Municipality, in Norway
7. Svenska Folkskolans Vänner, a Finnish association that aims to support the schooling of the Swedish-speaking minority in Finland
8. Society of Swedish Literature in Finland, a scholarly society for the collection, archiving, and dissemination of knowledge about Finland–Swedish culture
9. A. P. Møller School, a Danish gymnasium in Southern Schleswig, Germany

Project anchoring at the local and regional levels

Because it is important for Nordplus programmes to have local and regional anchoring, this Nordplus development project was developed so that it has clear local and regional anchoring in Finland, Norway, and Southern Schleswig, to involve schools and teachers and heritage institutions such as archives and museums. This local and regional collaboration ensures that not only is a network developed, but also a culture of working and co-creating together. This anchoring is much easier to accomplish on a local level rather than across the entire Nordic-Baltic Area. The anchoring also facilitates the anchoring of the results and experiences within the participating organisations following the project's conclusion.

A further dimension of anchoring the project at the local and regional levels is the Nordplus development project's daily relevance for all organisations. One of the project goals is for the

teachers involved to change how they work with heritage institutions and influence their fellow colleagues in this regard. Similarly, another goal is for museum staff to change how they work with schoolteachers and to influence their colleagues in the archives and museums. This will benefit both the teachers at schools and the staff in heritage institutions as adult learners. The project was also anchored in the participating organisations' management at the highest level. The project has received very positive feedback from the management of all the organisations.

Another consideration is the roles of the University of South-Eastern Norway (USN) and the Nordic Centre of Heritage Learning and Creativity (NCK). Both organisations are concerned with adult education and learning in the Nordic–Baltic Area. USN also educates history teachers and future staff for heritage institutions through bachelor's, master's, and doctoral programmes. The results and experience of the Nordplus development project will be incorporated within different programmes following the project's conclusion.

So far, USN, Thor Heyerdahl Upper Secondary School, Gymnasiet Grankulla samskola, Gymnasiet Lärkan and A. P. Møller Skolen have already developed close collaboration on the school practice of teacher students. The results and experiences from the Nordplus development project are expected to support the continuation of the collaboration that has been developed. The same is expected of the collaboration with Vestfoldmuseene in Norway and SLS and Svenska folkskolans vänner in Finland. As such, the Nordplus development project can be described as deepening pre-existing collaboration.

State-of-the-art

A previous Nordplus Horizontal project – Museums and Education in the North – compared initiatives in Denmark, Finland, Norway, and Sweden to cooperation between museums and schools: "Skoletjenesten" in Denmark, "Den kulturelle skolesekken" in Norway, "Skapande skola" in Sweden, and the Finnish model with more local varieties. Research was added and resulted in an anthology edited by Fristrup (2020a) entitled *Museums and Education in the North* with contributions from project participants (Fristrup, 2020b; Levä, 2020; Olesen, 2020; Risan, 2020; Sonne, 2020).

It concludes that there are many learning activities in the Nordic countries where schools visit cultural heritage institutions such as museums and where schools are offered different kinds of activities for pupils. On the other hand, collaboration in the development of these activities is

poor and typically non-existent. The risk is that the collaboration between schools and heritage institutions will become irrelevant, especially for the school curriculums and teaching activities. This project therefore aims to encourage the development of co-creation processes between schoolteachers and relevant staff at heritage institutions who work on learning activities for schools.

In addition, Nordic researchers have published books and articles that are relevant to this Nordplus development project, including Sonne and Salvesen (2020), Wollentz, Djupdræt, Hansen, and Sonne (2021), Sonne and Banik (2021), Banik and Sonne (2021), Sonne (2022a), and Wollentz, Djupdræt, Hansen, Sonne, and Banik (2022).

Conceptual project framework

This section defines some of the key concepts in the Nordplus development project.

The term **history education** is used to refer to history teaching and history education within a formal education system based on a national curriculum. This Nordplus development project focuses on teachers employed in public upper secondary schools.

Heritage education is used to refer to education and learning organised by heritage institutions such as archives, libraries, and museums. Usually, the education and learning organised by these institutions are not based on a national curriculum, even though heritage institutions offer education and learning to school pupils. Since heritage institutions are usually not seen as formal education institutions, they often use the term "heritage learning" instead of "heritage education" to emphasise that it is not formal but a way of learning where cultural heritage and pedagogical practice meet. In this project, however, it was decided to use the term "heritage education" to emphasise the integration of history education at schools with learning or education activities at heritage institutions. Project meetings have been organised to discuss core concepts for the Nordplus highlight strategy for 2023 and 2024, such as social sustainability, cultural competence, community resilience, and co-creation (Nordplus, 2023).

Social sustainability is an important concept in the Nordplus development project because it includes the formal and informal processes, systems, structures, and relationships that actively support the capacity of current and future generations to, for example, create liveable communities that are equitable, diverse, connected, and democratic and that provide a good quality of life. Social sustainability also relates to creating sustainable places that promote

wellbeing by understanding what people need from the places where they live and work. Social sustainability concerns social and cultural life and developing systems for citizen engagement and spaces where people and places can evolve (Adec Innovations, 2025; Diversity for Social Impact, 2025; United Nations Global Compact, 2025). In the Nordplus development project, the concept of social sustainability is integrated into the area of history and heritage education and into the area of schools and heritage organisations and their collaboration with each other.

Cultural competence is another important concept in the Nordplus development project, and it is also a part of social sustainability. Cultural competence is defined as intercultural competence that leads to effective and appropriate communication with people of other cultures. In part, this is intercultural or cross-cultural education used for training to achieve cultural competence. The Nordplus development project therefore focuses on important aspects of cultural competence for development through history and heritage education. These include mindfulness, cognitive flexibility, tolerance for ambiguity, behavioural flexibility, and cross-cultural empathy (Deardorff, 2009). The Nordplus development project enables the development of cultural competence through further collaboration between schools and heritage institutions, between schoolteachers and the pedagogical staff at heritage institutions.

The concept of **community resilience**, as part of social sustainability, is also important in the Nordplus development project. Schools, heritage institutions, schoolteachers, and staff at heritage institutions are all extremely important resources for communities' efforts to minimise the collapse of our Nordic–Baltic societies. The Covid-19 pandemic has drawn attention to the need for community resilience (Fathi, 2022), and the war in Ukraine proves that Nordic–Baltic societies need to be thinking about community resilience. The latter is an example of the important role that schools and heritage institutions with education have to play as a resource in Nordic–Baltic societies' efforts to develop community resilience as part of social sustainability. History and heritage education are important to a country's preparedness against external threats to its security and way of life, such as a democratic way of life with a strong emphasis on human rights. In the Nordplus development project, this dimension is further developed by way schoolteachers' and heritage staff's collaboration on education.

Co-creation (with co-production) is the last of the important concepts in the Nordplus development project. Co-creation simply means the practice of collaboration between stakeholders in a design process (USAID, 2024; Think Local, Act Personal, 2025). In our case, it is a question of the stakeholders – schools, heritage institutions, and universities with teacher

education – co-designing a new type of education. In coming together to create new learning outcomes, new learning activities, and new assessment tools, the participants in the Nordplus development project perform different roles and offer diverse insights. This provides a holistic view of what a new kind of history and heritage education should and can include so as to achieve the overall goal of the Nordplus development project: developing social sustainability through history and heritage education.

Project activities

The purpose of the Nordplus development project is to develop social sustainability through history and heritage education. To this end, there will be seminars with analyses of the topic and discussions between the participating organisations. Workshops will develop and test new teaching methods. In addition, new teaching material will be developed. It is hoped that a network can be established for further cooperation and thus broaden the method developed in the project within the Nordic–Baltic Area in general and onwards into Europe. It is goal that the development work conducted have the greatest possible impact. The development of new teaching material is the main activity.

A kick-off meeting was organised in in Vestfold, Norway in September 2024. The meeting focussed on developing a joint Nordic concept of co-creating socially sustainable form of history and heritage education. At the meeting, a series of good practices and themes from national curriculums in the Nordic countries and Germany was initiated. Each of the countries has a different national curriculum for history education, which poses a challenge. The same holds true for teaching traditions. During the project activities, three different national curriculums – from Finland, Norway, and Sweden – were compared, along with a regional/national curriculum from Germany. The purpose of the collection and analysis of the curriculums was to identify themes in line with the Nordplus highlight strategy for 2023 and 2024, which is a strategy for enhancing educational cooperation for a socially sustainable future. The Nordplus highlight relates to all Nordplus programmes and all sectors within the field of education and training. The concept of social sustainability entails, for example, cultural competence and community resilience. Integrated with these themes is also Nordic competitiveness based on knowledge, innovation, and mobility (Nordplus Handbook, 2023, p. 4). Good practical examples from the three countries will be analysed in a report.

Developing and testing new methods of learning in relation to co-creation are an important part of the Nordplus development project. This will happen through the organisation of workshops with group work. The purpose is to develop a co-creative model of constructive alignment that the schools can use for educational activities at heritage institutions. The workshops will include co-creative work with the development of descriptions of relevant learning outcomes, the development of learning activities, and, finally, the development of assessment forms for schools.

As co-creation is difficult to achieve, the workshops will follow an eight-step plan:

1. Developing an overview – what the participants want to examine
2. Determining the goal of the workshop
3. Developing a list of tangible outcomes
4. Planning what will be achieved, how it will be designed, and the steps forward
5. Developing a detailed plan with each activity in the workshop
6. Warming up with improvisation exercises
7. Sketching ideas
8. Sharing ideas

In the planning and conduct of the workshops, the Nordplus development project takes a co-production-based approach.

In the workshops, the activities will build on participants' capabilities. A two-way reciprocal relationship developed, and the development of peer support networks will be encouraged. The boundaries between delivering and receiving services (heritage institutions and schools) will be blurred. Here, "services" means teaching, learning, and education. A goal of the workshops is to enable heritage institutions to jointly deliver a service with schools rather than just deliver a service to the schools.

The results of the development and analysis of the workshops' experience-based co-creation processes will be collated into a report with the findings and proposals for learning outcomes, learning activities, and an assessment method.

The next step in the project activities will be to develop a course with new teaching material for teachers and relevant staff from heritage institutions. The course curriculum and teaching material will be developed in line with the findings and developments of the previous activities

in the project. The goal here is to develop a new co-creative model for constructive alignment. Teaching materials will be made freely accessible online to a wider interested public.

As regards the development of a new course, the co-creative development course will be tested and evaluated. During the test, participants will establish a focus group with teachers from Finnish schools and a focus group with pedagogical staff from heritage institutions in Finland. The results will furnish suggestions for adjusting the course.

Following the testing, evaluation, and adjustment of the course, a final course will be developed with a course curriculum and teaching materials. The final course and teaching material are planned to be made freely accessible online to the wider interested public.

One of the final development project activities is the final conference, to be held in the city of Slesvig, Germany at the A. P. Møller Skolen. At the conference, the results of the Nordplus Horizon development project will be presented for the region of Slesvig in Germany, including public and private stakeholders such as teachers and staff from heritage institutions, together with other stakeholders interested in the project.

Project evaluation

An important part of the evaluation process will be discussions in project partner meetings, where the participants discuss keeping the time schedule, conducting work packages (activities), and the quality of the outcomes together with the extent to which milestones are met.

Project monitoring and evaluation of project management will be performed by an administrative research department at USN. This department has a well-developed controller apparatus for monitoring international projects. The USN controllers are part of the Norwegian government system for control of public spending (USN is a public university). Attaching USN controllers to the project means that an authorised Nordic public risk assessment is connected to the project process.

Evaluation of the content (course and material) developed in the project will be included in the workshops as well as in the test course and the final course. The content of the workshops and the test course and final course will be thoroughly evaluated. Evaluation is an important component of the project activities. Examples of good practices will be gathered, and pilot

testing will be conducted to ascertain what does work and what does not in terms of ways of co-creating new learning processes consisting of learning outcomes, learning activities, and assessment.

The test course will be conducted twice over the course of the project, once in Finland, mainly for Finnish participants, and once in Norway, mainly for Norwegian participants. However, the test course will be open for all citizens of the Nordic–Baltic countries. The goal is for the course and the material to benefit all countries in the Nordic–Baltic area, not just Finland and Norway.

The Generic Learning Outcomes (GLO) planning and evaluation model will be used to plan and evaluate the course. The GLO is a British planning and evaluation tool developed for measuring the impact of learning outcomes at individual, organisational, and societal levels. The GLO was originally developed to enable heritage organisations such as archives, libraries, and museums to provide evidence of the impact that these organisations have on outcome-focused learning (Sonne, 2022b, pp. 104–105).

Despite criticism that the GLO is not a precise tool for measuring exact outcomes such as in mathematics, it is a suitable evaluation tool for this Nordplus development project. The GLO takes a holistic approach to learning that fits very well with this project, where the focus is on developing social sustainability in terms of cultural competencies and community resilience by way of history and heritage education. The goal of learning in this context is, of course, knowledge, but even more so it is competence development in areas such as attitudes and values. The GLO tool is good at measuring, or giving insights into, the development of attitudes and values. Therefore, the GLO is the right planning and evaluation tool for use in this Nordplus development project.

The workshops and test course will be evaluated through focus group discussions, and the GLO will be used to plan the discussions. The result of the evaluations will be anonymous statements written by the participants and observers among the participants in the project. In addition, the evaluation of the course will include questionnaires and interviews with course participants conducted before and after the test course. The purpose is to identify expectations and results of the learning (learning outcomes) as well as other, for example, practical issues of importance to the course.

The Nordplus development project will conclude with the submission of a final report Nordplus. During the compilation of the final report, the project participants will, together, evaluate the benefits of the project for each participant.

Project results

The results and outcomes of the Nordplus development project will consist of new competencies in mastering co-creation processes between teachers at schools and pedagogical staff at heritage institutions. They will also consist of competencies related to social sustainability, culture, and community resilience through history and heritage education. The target group is above all schoolteachers working with history education and staff from heritage institutions such as archives, libraries, and museums who work with heritage education.

On the organisational level, the project's expected results and outcomes include new ways for schools and heritage institutions to collaborate. Another outcome expected on this level is a contribution to more integrated collaboration between these two types of organisations. A third expected outcome is organisational competence in initiating and developing co-creation processes that lead to more social sustainability in both types of organisations.

A further goal of the Nordplus development project is for the two types of organisations to be learning organisations in the way they learn and develop through the co-creation processes initiated in the Nordplus development project. On sectoral/regional levels and societal and Nordic–Baltic levels, the expected project outcomes include contributing to a more socially sustainable future for the Nordic-Baltic countries. This contribution will be focused on increased cultural competencies and community resilience through history and heritage education.

The project group, including the partner institutions, was developed to have the highest possible impact. Therefore, the Nordplus development project departs from practice and stays as close as possible to the project's target group (teachers, future teachers, and heritage staff working with heritage education).

One of the goals is to have the biggest possible effect on the target group. It is also a goal for the colleagues of these teachers and heritage staff to be affected within the participating organisations. Furthermore, the hope is to use the project participants' networks to affect the project target group within the Nordic–Baltic countries. This target group consists of, for example, teachers, students, and heritage staff from other schools, universities, and heritage institutions.

The benefit for adult learners (teachers and heritage staff) will be new competencies in a new area of development. These new competencies will have an impact on the learners at schools,

who represent the end target group of the project, even though the project is for adult learners and focuses on adult vocational education.

The benefit for the participating project organisations will be better, more relevant, and more effective history teaching in schools. For the schools, heritage education will become an even more developed resource that the school can benefit from in its teaching activities. For heritage institutions, the benefit will be greater collaboration with schools, resulting in more visitors and more income.

Nordic–Baltic added value

An important element of the Nordplus programme is its contribution to the development of so-called Nordic–Baltic added value. The Nordic countries have already developed different arrangements for collaboration between schools and heritage institutions. These arrangements are among the most developed in the world. In this development project, we aim to use experiences from three of the Nordic countries along with Southern Schleswig to further develop the concept of collaboration between schools and heritage institutions. This would not be possible in a strictly national context where the exchange of practices and experiences between the arrangements would be missing. The benefit for the organisations participating in the Nordplus development project is that they will be able to base their further development on experiences from organisations in other Nordic countries where collaboration between schools and heritage institutions is well-developed. Thus, the general added value in the Nordic–Baltic context is an even further developed model for collaboration and co-creation between schools and heritage institutions in relation to history and heritage education.

Impact and dissemination

The project's impact is based on a three-level model. First, the project aims to have an impact on individuals, consisting of the target group of schoolteachers, relevant staff at heritage institutions, and the end target group – pupils. Second, the project aims to have an impact on organisations involved in the project, such as schools, heritage institutions, and universities. Third, the project aims to have an impact society in general by way of new competence developments related to history education, heritage education, social sustainability, cultural competence, community resilience, co-creation, and co-production.

The project's central communication tool will be the project homepage. The homepage will be established by NCK at www.nckultur.org, with information about local and regional websites, online material, and social media for professional exchange in other Nordic–Baltic countries, as well as in Europe and the world in general. The homepage will also be used to provide computer-based learning material for the public, which will support the co-creation course developed in the project. A homepage has previously been used to spread information about many other projects, including Nordplus Adult and Nordplus Horizon projects.

Concluding remarks

The Nordplus Horizon development project Co-creating a Social Sustainable Future through History and Heritage Education is ambitious. The project aims to cross borders between different educational and learning traditions in schools and heritage institutions. The project also aims to cross borders between different professions (schoolteachers and heritage institution staff). In addition, the project aims to make the two sides of the border work together and develop new teaching, learning, and education by co-creating and co-producing a new type of education. Furthermore, the project aims to have an impact on societal development about the development of social sustainability, cultural competence, and community resilience. These are extremely ambitious goals. They are, however, necessary goals in a more politically unstable world marked by uncertainty and the new kind of world order on the horizon that has not been seen since the World Wars.

The recent developments towards a less stable world call for new ways of thinking with new ways of societal development. In this article, a Nordplus development project has been used as an example for that purpose. Development towards a new world order that is unacceptable for democratic states such as the Nordic and Baltic states calls for new strategies and methods to address such development. There are many ways to deal with this kind of development. This article has suggested using the areas of teaching, learning, and education, in addition to the development of a new style of co-creation between schools and heritage institutions, to contribute to a more sustainable, resilient, and culturally competent society.

The Nordplus development project dealt with in this article, of course, begins with politics and thus its departure point is policy formulated by the Nordic and Baltic governments. The intention of the project, however, is not to discuss politics. Instead, the intention is to implement

on a practical level joint Nordic and Baltic policies formulated by the Nordic Council of Ministers and adopted by the Nordic and Baltic governments. Thus, the Nordplus development project is an example of what one might be called internationalisation at home, meaning that a joint international policy becomes a national policy that is even implemented locally and regionally in the countries in question.

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