

## Capacity building for analysis of circular economy needs for master class curriculum development

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Developing a master class curriculum on the subject of circular economy is a must for the near future. However, it is not an easy task and implies a lot of effort, starting with understanding the definition of the terms used in the current economic context at the European Union level and at the global level as well, and continuing with the domain under which the term is defined. The subject is relatively new at the global level, and most of the masterclasses all over Europe were developed in less than 10 years. In the European Union higher education system, the existing masterclasses provide courses for at least 2 semesters and 60 ECTS, up to 4 semesters and 120 ECTS. At the same time, the society ecosystem is also occupied with different high professional masterclasses provided by professional portals that are supported by different stakeholders or projects. Some of them are accredited for 30 ECTS or higher, and some of them are only targeted at professionals. The European universities are in the top 10 at the global level for scientific publications on circular economy for more than 50 years, and the constant knowledge generation in this domain gave the catalyst for masterclasses development among the first at the global level. There is a constant interdependency requirement to be implemented among teachers/ professors from academia and the socio-economic ecosystems (i.e. business, industry). This connectivity is relevant to applying the best tools and methods for developing the required skills and competencies for graduates to further support the sustainable development of our society. Our goal in the CEBCAT project was to implement a methodology based on a hands-on approach for the automotive industry. The first question was why we need? How to find information and how to be applied at the classroom? Do we need to provide some more instructions to the teachers? We are discussing in this study the follow-up reporting on the teaching sessions. All activities were scored between 4 and 5 out of 5.

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