

**Key Action 2: Cooperation for innovation and the exchange of good practices**

**Capacity Building in the Field of Higher Education 2018**

**(147 Selected Projects)**

<b>REFERENCE :</b> 597795-EPP-1-2018-1-BE-EPPKA2-CBHE-JP
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<b>TITLE:</b> Research-based curriculum development in molecular and materials sciences
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**Description:** This project aims to reinforce the staff and lab capacity, thereby enhancing the quality of education and training programmes in molecular and materials sciences (MMS) at four Vietnamese universities: Can Tho University, Quy Nhon University, University of Education – The University of Danang and Hanoi National University of Education. This will be done through intensive collaborations with three European universities: KU Leuven, University of Twente and University of Rostock. The main objective of this project is to develop research-based modules in MMS, which will be integrated into the current curricula in chemistry and physics at the four Vietnamese partner universities (VPU). 24 courses in MMS will be adapted by professors from the European partner universities (EPU), who will be responsible for teaching these courses in this project. At the end of the project, four research-based curricula in MMS are developed. This project emphasizes the staff exchange between the VPU and the EPU. In addition to the visits of EPU professors to deliver the courses at the four VPU, young staff of VPU will be visiting EPU to follow scientific and soft-skills training courses for two months. By following the courses given by EPU professors and experts, knowledge in MMS and teaching experiences and skills of VPU staff are improved, which is needed for VPU staff to take over the 24 courses in the following years. The project also focuses on the improvement of academic English for both staff and students at the four VPU. For this purpose, specialized English courses will be designed and given by experts from EPU. In addition, to implement the research-based curricula, a portion of upto 30% of the project budget will be used to upgrade the lab facilities at the four VPU. Moreover, to raise public awareness about the role of science and to attract students to start science education, especially students from remote areas in Vietnam, appropriate plans for dissemination are designed.

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<b>Partners:</b>	CAN THO UNIVERSITY	VN
	HANOI NATIONAL UNIVERSITY OF EDUCATION	VN
	TRUONG DAI HOC QUY NHON	VN
	UNIVERSITAET ROSTOCK	DE
	UNIVERSITEIT TWENTE	NL
	UNIVERSITY OF DANANG	VN

**Grant Requested** 999,695 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 597846-EPP-1-2018-1-EG-EPPKA2-CBHE-JP
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**TITLE:** **New Post-Graduate Medical and Nursing Programs in “Hepato-Pancreato-Biliary (HPB) Diseases & Liver Transplant”, Compatible to EU Standards: University-Ministry of Health Partnership.**

**Description:** Problem & Needs:(1) Egypt (over 90 million) has the largest epidemic of Liver Hepatitis Virus C (HCV prevalence = 14.7%) in the world. This is 10 times greater than any other country. In Upper Egypt, the HCV prevalence is 16%. (2) More than 10% of the total population are infected and are infectious to others & Transmission of HCV is continuing each year (165,000). (3) There is NO justification for Egyptians to be tested for liver diseases. The HCV awareness programs in Egypt do not work. (5) Assiut University Hospital is the core referral center for Upper Egypt that serves 10 Governorates (25 million). (6) The present post-graduate curricula in faculties of Medicine and Nursing, in Assiut University suffer from: A complete absence of Hepato-Pancreato-Biliary(HPB) Diseases & Liver Transplant education & training programs.(7) Assiut University Liver Hospital: 1) needs its own professional medical & nursing staff whom are specialist in managing “Hepato-Pancreato-Biliary (HPB) Diseases & Liver Transplant”, 2) needs a Capacity building of its health care providers (Medical, Nursing & Administrative staff), 3) needs to cooperation with Ministry of Health to face the Egyptian Liver Problem. Project Outputs:[1] Modernize of Teach/Learn & Train Resources. [2] Network & Video Conferences & Web Site design.[3] Capacity building of health care providers (Medical, Nursing & Administ. staff) in the field of “Hepato-Pancreato-Biliary(HPB)Diseases & Liver Transplant”(TOT), [4]Networking of Egyptian & EU and international medical centers specialized in Medical and Nursing Sciences. [5]Develop New: (1) Professional Diploma Courses in Medicine & Surgery of Hepato-Pancreato-Biliary(HPB)Diseases & Liver Transplant (2) Joint Master & Joint Professional Diploma Courses in Nursing care of Patients of Hepato-Pancreato-Biliary(HPB)Diseases & Liver Transplant, Compatible to EU Standards. [6] Develop a Concept of University-Ministry of Health Partnership to “Justify Egyptian Liver Problem”.

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	Ministry of Health and Population	EG
	UNIVERSITA DEGLI STUDI GUGLIELMO MARCONI - TELEMATICA	IT
	UNIVERSITATEA TITU MAIORESCU	RO
	WARSZAWSKI UNIWERSYTET MEDYCZNY	PL

**Grant Requested** 849,690 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 597888-EPP-1-2018-1-RS-EPPKA2-CBHE-JP
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<b>TITLE:</b>	<b>Strengthening of master curricula in water resources management for the Western Balkans HEIs and stakeholders</b>
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**Description:** One of the major environmental and sustainability challenges of the 21st century is preserving and ensuring the most precious resource – water. Water as the basic resource incorporated into functioning of different sectors requires innovative, interdisciplinary, structural, and trans-boundary approach - strong coordination and cooperation across countries and across sectors.

Western Balkan (WB) partner countries i.e. Serbia, Bosnia and Herzegovina, Montenegro and Kosovo\* on their path to EU accession should harmonize procedures with EU water management requirements in line with Chapter 27 - to converge national rules and standards towards a single framework of EU water legislation.

The wider objective of the SWARM project is to improve the quality of higher education in Water Resources Management (WRM) field, strengthen its relevance for the labour market and society, enhancing the level of competences and skills of experts for WRM in WB partner countries by developing new competence-based and improvement of existing master curricula in line with EU trends. This wider objective is fully compliant with the priorities of the Capacity Building projects within the Erasmus+ program.

Besides day-by-day visible outcomes (reports, analyses, trainings, action plans, etc.), more prominent outputs showing to what extent the project objectives are met will be:

- Developed/modernized master curricula and modules in WB partner HEIs, in accordance with the highest EU standards,
- Contemporary equipped laboratories for studies in the field of WRM,
- Enrollment of students to the new master curricula,
- Developed and conducted for professionals in water sector.

Since the background for the foreseen activities is in accordance with EU standards and the best practices it is expected that all partner universities will educate experts with adequate knowledge and competences, which will be able to employ in relevant institutions for WRM.

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	JAVNA USTANOVA UNIVERZITET CRNE GORE PODGORICA	ME
	JAVNO VODOPRIVREDNO PREDUZECE VODE VOJVODINE NOVI SAD	RS
	NORGES MILJO-OG BIOVITENSKAPLIGE UNIVERSITET	NO
	SVEUCILISTE U RIJECI, GRADEVINSKI FAKULTET U RIJECI	HR
	UNIVERSIDADE DE LISBOA	PT
	UNIVERSITAET FUER BODENKULTUR WIEN	AT
	UNIVERSITET PO ARCHITEKTURA STROITELSTVO I GEODEZIJA	BG
	UNIVERSITY OF MITROVICA	XK
	UNIVERZITET DZEMAL BIJEDIC U MOSTARU SA SUPSIDIJARNOM ODGOVORNOSCU	BA
	SASJEDISTEM U MOSTARU	
	UNIVERZITET U NOVOM SADU	RS
	UNIVERZITET U SARAJEVU	BA
	VISOKA TEHNICKA SKOLA STRUKOVNIH STUDIJA IZ UROSEVCA SA PRIVREMENIM SEDISTEM U LEPOSAVICU	XK

**Grant Requested** 931,289 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 1 - Western Balkans

<b>REFERENCE :</b> 597889-EPP-1-2018-1-MD-EPPKA2-CBHE-SP
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<b>TITLE:</b> TOWARDS EUROPEAN UNIVERSITY LIFELONG LEARNING MODEL IN MOLDOVA
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**Description:** The COMPASS project addresses the process of integration of an inclusive and responsive University Lifelong Learning (ULLL) as the one that requires immediate national and institutional response and joint action in in Moldova. Enabling national HE bodies and HEIs to strategically manage integrated LLL in the provision of higher education are regarded to be the project's overall objective and the main underpinning of the Moldovan's accountable and complementary role in EHEA.

The target groups: representatives of the Ministries of Higher Education; Bologna promoters at national level; senior managers of universities, directors of ULLL, ULLL operational staff.

The project's main outcomes:

1. Creating and implementing national legislative that has been lacking to date in Moldova: National LLL Roadmap; Regulation for validation of prior learning, including formal and informal (VPL); Regulation on application of the existing ECTS tools and procedures to LLL; etc.).
2. Developing and implementing effective university strategies on integrated LLL along with coherent institutional measures capable of lifelong guidance and VPL, improving institutional capacities for increasing widening participation in LLL.

The impact of this project on the national HE bodies and Bologna follow-up group (BFUG) in Moldova and Belarus will be enable them to review more effectively the progress on topics they have identified; to develop future strategies and to formulate targets for ULLL in the next phase of the HE reforms.

At institutional level, universities will be more effective in judging and improving their own performance in the use of the Bologna tools (flexibility, ECTS, VPL). In addition, they will learn from case studies of best EU practices and details of institutions that have successfully innovated in this field and be better able to create new pilot actions on national, regional and European levels.

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	EUROPEAN UNIVERSITIES CONTINUING EDUCATION NETWORK	BE
	FUNDACIO PRIVADA INSTITUT DE FORMACIO CONTINUA DE LA UNIVERSITAT DE BARCELONA	ES
	INSTITUTIA INVATAMINT UNIVERSITATEADE STAT DIN COMRAT	MD
	INSTITUTIA PUBLICA ACADEMIA DE MUZICA TEATRU SI ARTE PLASTICE	MD
	INSTITUTIA PUBLICA UNIVERSITATEA DE EDUCATIE FIZICA SI SPORT	MD
	INSTITUT ZA EVROPSKE RAZVOJNE POLITIKE IN RAZISKAVE MARIBOR	SI
	Ministry of Education	MD
	TURUN YLIOPISTO	FI
	UNIVERSITA DEGLI STUDI DI GENOVA	IT
	UNIVERSITAET GRAZ	AT
	UNIVERSITATEA COOPERATIST-COMERCIALA DIN MOLDOVA	MD
	UNIVERSITAT FUR WEITERBILDUNG KREMS	AT
	UNIVERSITE DE BRETAGNE OCCIDENTALE	FR

**Grant Requested** 891,479 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between higher education systems and the wider economic and social environment

**Region(s)** Region 2 - Eastern Partnership Countries

<b>REFERENCE :</b> 597904-EPP-1-2018-1-IL-EPPKA2-CBHE-JP
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<b>TITLE:</b> Welcome In Israel as a Leading and Learning tool for IaH Assistance and Management
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**Description:** The WILLIAM initiative stems from the necessity of cover an important aspect of internationalization in Israeli higher education system that has not been tackled adequately until now – Internationalisation at Home (IaH). Within EU funded projects, internationalization at large has been covered by different projects (eg. corinthiam, IN2IT etc) embracing European concepts like Bologna system, ECTS, internationalization of curriculum and cross-cultural issues within a multi-diversity paradigm. Though IaH is a relatively recent concept, it has already been embraced widely, particularly in northern and western Europe. IaH aims to bring internationalisation to all students through the home curriculum. It is therefore primarily about teaching and learning, which implies that lecturers are increasingly becoming prominent players in internationalisation. After all, they are the ones who create learning environments with international and intercultural dimensions.

The project thus attempts to develop individual strategic roadmaps for IaH in 7 Israeli HEIS after exploring the different European models available for IaH. A common terminology around the concept of IaH will be needed as well.

As a way to reinforce IaH strategies partners will establish specific guidelines and protocols for foreign student services - including those related to safety and security for instance. Other mechanisms like social integration schemes will be developed as well. A particular activity to enhance IaH will be the organisation and delivery of virtual international classroom in selected faculties at each Israeli partner HEI.

The project will reinforce the development of a strategic framework for HE and IaH specifically and the enhancement of structured regulations and procedures that facilitate incoming exchange mobilities, creation of support schemes for foreign students coming to Israel and complementing other measures that have been previously put in place through other CBHE projects.

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	GLOBAL IMPACT INSTITUTE SRO	CZ
	GORDON ACADEMIC COLLEGE OF EDUCATION	IL
	JERUSALEM COLLEGE OF TECHNOLOGY	IL
	KINNERET ACADEMIC COLLEGE IN THE JORDAN VALLEY	IL
	Masarykova univerzita	CZ
	MCI MANAGEMENT CENTER INNSBRUCK INTERNATIONALE HOCHSCHULE GMBH	AT
	SVEUCILISTE JURJA DOBRILE U PULI	HR
	TEL-HAI ACADEMIC COLLEGE	IL
	THE HEBREW UNIVERSITY OF JERUSALEM	IL

**Grant Requested** 992,881 EUR

**Project Duration** 36 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 597912-EPP-1-2018-1-MD-EPPKA2-CBHE-SP
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**TITLE:** **Strengthening Research Management and Open Science capacities of HEIs in Moldova and Armenia**

**Description:** Open science, open innovation, and openness to the world are set as one of the main research and innovation strategies in the European Research Area (ERA). Open science provides an effective framework for the enhancement of research transparency, dissemination, collaborations, and accountability. The academic community in Moldova and Armenia have recognized the importance and advantages of open science principles which is manifested through the numerous initiatives undertaken by the government bodies, faculties, libraries, NGOs, and journal publishers. However, in the absence of coordination, compromise on standards, and a solid legislative support, these initiatives seem isolated and ineffective from the global point of view.

The main aim of the MINERVA is to develop conditions for the implementation of the core principles of Open Science at universities in Moldova and Armenia. The Project specific objective is threefold:

1. To advance national and institutional guidelines, policies, and incentives related to the open science in Moldova and Armenia,
2. To establish digital repositories at all project's partner HEIs in Moldova and Armenia and to foster their infrastructural development and interoperability, and
3. To build human research capacities in order to ensure the sustainable implementation of open science principles and enhance the social inclusiveness and accountability of publicly-funded research.

MINERVA project plans to improve institutional HR policies and practices through a series of bylaw changes that will prepare researchers for the labour market and society by facilitating their career development. Further, it will enhance their level of competences through a series of practical trainings in transversal and transferable skills. Thus it will harmonize the management of university research potentials and foster regional cooperation in the Eastern Partnership Countries converging with EU developments in higher education sector.

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<b>Partners:</b>	ARMENIAN STATE UNIVERSITY OF ECONOMICS	AM
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	COMMUNAUTE D'UNIVERSITES ET ETABLISSEMENTS UNIVERSITE COTE D'AZUR	FR
	INSTITUT ZA EVROPSKE RAZVOJNE POLITIKE IN RAZISKAVE MARIBOR	SI
	Ministry of Education	MD
	MINISTRY OF EDUCATION AND SCIENCE OF THE REPUBLIC OF ARMENIA/ HAYASTANI	AM
	HANRAPETUTYAN KRTUTYAN EV GITUTYAN NAKHARARUTYUN	
	UNIVERSITA DEGLI STUDI GUGLIELMO MARCONI - TELEMATICA	IT
	UNIVERSITAT DE VALENCIA	ES
	UNIVERSITATEA DE STAT DE MEDICINA SI FARMACIE NICOLAE TESTEMITANU DIN REPUBLICA MOLDOVA	MD
	UNIVERSITATEA TEHNICA A MOLDOVEI	MD
	UNIVERSITE DE LIEGE	BE
	UNIVERSITE DE MONTPELLIER	FR
	YEREVAN BRUSOV STATE UNIVERSITY OF LANGUAGES AND SOCIAL SCIENCES	AM
	YEREVAN STATE MEDICAL UNIVERSITY AFTER MKHITAR HERATSI	AM
	Yerevan State University	AM

**Grant Requested** 979,989 EUR

**Project Duration** 36 months

**Activity** Modernisation of policies, governance and management of higher education systems

**Region(s)** Region 2 - Eastern Partnership Countries

<b>REFERENCE :</b> 597924-EPP-1-2018-1-ZA-EPPKA2-CBHE-JP
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<b>TITLE:</b> Bakeng se Afrika
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**Description:** This project aims to create a comprehensive digital imaging database in which the scanned skeletal material of South African individuals will be curated. The server for the database of non-living individuals will be stored at the South African Nuclear Energy Corporation (Necsa), while for living individuals in the respective hospital archival systems. Standard operating procedures and quality assurance guidelines will be created in order to manage access and ethical use of the digital database. The applicable data will be uploaded online for dissemination not only to partner Universities but also other national and international research groups following adequate ethical approval of research and author permission. Mobilities between South Africa and Europe and interdisciplinary research are envisaged to enhance research expertise and improve outcomes as well as expand material for more representative research findings. A digital collection of images is vital for improving education and expanding research in skeletal anatomy and human variation. The research will aid in medico-legal investigations for deceased individuals and medical research, either by creating new methodologies, or validating those already in use. Research will also be done by postgraduate students, and thereby increase the capacity of universities to train professionals. In some cases, scans will be used in undergraduate teaching, in order to create learning environments that are true to real life scenarios. The availability of skeletal collections of modern individuals, representative of the heterogeneous South African population, along with the advanced technology to create and curate 3D digital scans on skeletal material as well as on living persons, puts South Africa in the ideal position to successfully implement this project. The resulting database will be beneficial to training and research in higher education in South Africa and will establish partnerships with European countries.

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<b>Partners:</b>	KATHOLIEKE UNIVERSITEIT LEUVEN	BE
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	SOUTH AFRICAN NUCLEAR ENERGY CORPORATION LIMITED	ZA
	STELLENBOSCH UNIVERSITY	ZA
	UNIVERSIDADE DE COIMBRA	PT
	UNIVERSITE DE BORDEAUX	FR

**Grant Requested** 1,000,000 EUR

**Project Duration** 36 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Region 10 - South Africa



<b>REFERENCE :</b> 597931-EPP-1-2018-1-BE-EPPKA2-CBHE-JP
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<b>TITLE:</b> Applied Curricula in Technology for East Africa
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**Description:** STEM-education is very relevant for East-African countries, where producing added value is a way of improving life standard in these developing countries. Moreover there is a high demand for technicians from investors, NGOs and the emerging mid-class in Ethiopia, Uganda and Tanzania, supported by legislative attempts to increase local employment. To cope with this demand, there is a need for skilled people, trained in relevant engineering trades, but they are hard to find, due to the strong theoretical approach in universities instead of practice-oriented competence-based teaching. This is directly related to the lack of modern curricula in engineering and industry-grade equipment.

The ACTEA project aims to fulfil the specific needs in engineering, provide better skills matching, deliver course material in 2 specializations, Computer Aided Manufacturing Technology and Electrical Engineering & Automation and, establish technologic laboratories, with virtual and remote accessibility, establish a learning tools, give academic staff additional training on technology and in developing technologic course material according to EU standards. The results will be disseminated and exploited with train-the-trainer sessions, Master Classes and with training of a pilot group of internal and external stakeholders. Good practices and results will be made public through e-resources, radio and local media. The Business Integration Bureau favors cooperation with local business, for trainings, employing students or as client for end-products. All is done according to a well-defined quality assurance scheme.

The impact on the short term is increased technologic and pedagogic knowledge, increased operational capacity, increase in engineering students, and a better cooperation with local industry. On the long term, the project aims at an increase in employability, in added value produced locally, sustained life-long-learning and long-term high-quality knowledge gain in technology.

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	JIMMA UNIVERSITY	ET
	MBARARA UNIVERSITY OF SCIENCE AND TECHNOLOGY	UG
	MEKELLE UNIVERSITY	ET
	MUNI UNIVERSITY	UG
	MZUMBE UNIVERSITY	TZ
	TANZANIA EDUCATION AND RESEARCH NETWORK(TERNET)	TZ
	TECHNOLOGICAL EDUCATIONAL INSTITUTE OF CRETE	EL
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**Grant Requested** 999,445 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 11 - ACP

<b>REFERENCE :</b> 597932-EPP-1-2018-1-IN-EPPKA2-CBHE-JP
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<b>TITLE:</b> ENhancing female entrePREneurship in InDIA (ENPRENDIA)
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<b>Description:</b>	<p>Of all leading nations, India has the youngest population in the world where over 50 per cent of its population (total population over 1.3 billion) which is an estimated 470 million people are of working age, according to the National Sample Survey Office. Of this entire productive workforce about 45% of them are the female population. The female work force is highly underutilised as according to statistics, India currently ranks 70 out of 77 nations on the Female Entrepreneurship Index.</p> <p>Thus, the main objective of ENPRENDIA is to enhance entrepreneurial culture among female population in Indian HEIs while promoting gender equality and gender equity - not only inside the walls of academic institutions but also extending it to civil society and their local communities. Indian society is characterized by miscellany in caste, religion, languages, festivals, attire, economic status and location, among others. However, for various reasons the representation of various groups of the society in terms of participation within the higher education system has remained historically unequal. The emphasis laid on providing an equitable access to opportunities to female students representing various diversified groups is highlighted in ENPRENDIA.</p> <p>The main outputs will be to integrate gender equality policies and strategies within 8 HEIs in India. The project likewise will establish 8 Entrepreneurship Resource Centers (ERCs) with the goal of promoting entrepreneurship among female students, researchers and also bridging universities with local industry and civil society. One innovative aspect is the close cooperation with primary and secondary schools to promote science and entrepreneurship among children and young people.</p> <p>The impact of ENPRENDIA will be felt with the adoption of gender equality policies and equal opportunities by partner HEIs, by sustaining structures that connect universities with the business sector and by enhancing creative skills among young generations.</p>																										
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<b>Partners:</b>	<table> <tr><td>AMITY UNIVERSITY</td><td>IN</td></tr> <tr><td>BANASTHALI VIDYAPITH</td><td>IN</td></tr> <tr><td>DATTA MEGHE INSTITUTE OF MEDICAL SCIENCES, NAGPUR</td><td>IN</td></tr> <tr><td>EDULAB EDUCATIONAL EXCHANGE PRIVATE LIMITED</td><td>IN</td></tr> <tr><td>KINDERBURO UNIVERSITAT WIEN GMBH</td><td>AT</td></tr> <tr><td>LOVELY PROFESSIONAL UNIVERSITY</td><td>IN</td></tr> <tr><td>MAHARSHI DAYANAND UNIVERSITY</td><td>IN</td></tr> <tr><td>THE GLASGOW CALEDONIAN UNIVERSITY</td><td>UK</td></tr> <tr><td>THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA</td><td>IN</td></tr> <tr><td>UNIVERSIDAD DE SANTIAGO DE COMPOSTELA</td><td>ES</td></tr> <tr><td>UNIVERSIDADE DE LISBOA</td><td>PT</td></tr> <tr><td>UNIVERSITY COLLEGE DUBLIN, NATIONAL UNIVERSITY OF IRELAND, DUBLIN</td><td>IE</td></tr> <tr><td>UNIVERSITY OF HYDERABAD</td><td>IN</td></tr> </table>	AMITY UNIVERSITY	IN	BANASTHALI VIDYAPITH	IN	DATTA MEGHE INSTITUTE OF MEDICAL SCIENCES, NAGPUR	IN	EDULAB EDUCATIONAL EXCHANGE PRIVATE LIMITED	IN	KINDERBURO UNIVERSITAT WIEN GMBH	AT	LOVELY PROFESSIONAL UNIVERSITY	IN	MAHARSHI DAYANAND UNIVERSITY	IN	THE GLASGOW CALEDONIAN UNIVERSITY	UK	THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA	IN	UNIVERSIDAD DE SANTIAGO DE COMPOSTELA	ES	UNIVERSIDADE DE LISBOA	PT	UNIVERSITY COLLEGE DUBLIN, NATIONAL UNIVERSITY OF IRELAND, DUBLIN	IE	UNIVERSITY OF HYDERABAD	IN
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UNIVERSITY OF HYDERABAD	IN																										
<b>Grant Requested</b>	981,676 EUR																										
<b>Project Duration</b>	36 months																										
<b>Activity</b>	Strengthening of relations between HEIs and the wider economic and social environment																										
<b>Region(s)</b>	Region 6 - Asia																										

<b>REFERENCE :</b> 597962-EPP-1-2018-1-EE-EPPKA2-CBHE-JP
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<b>TITLE:</b> New Curricula in Precision Agriculture using GIS technologies and sensing data
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**Description:** CUPAGIS is aimed to modernize curricula in precision agriculture using new technologies in physical sciences - Geographic Information System/GIS, big data, remote sensing- through analyzing and updating existing curricula according to educational needs; developing new certified curricula according to the new achievements in the area, the labor market demands and the Bologna Process; to test innovated curricula and to disseminate the results. The CUPAGIS consortium consists of 11 partners plus 1 associated partner with the required expertise, educational skills and business connections. The outputs/results and products are: • Review of the current curricula in precision agriculture through analysis, •Agreement on instructional strategy and guidelines for BA/MSc curricula design including the use of new Educational Technologies • A set of new core curricula and transferable modules including innovative teaching facilities •Updated current two cycle curricula and programs in precision agriculture according to the Bologna requirements and the new developments • Developed, implemented and accredited new practice oriented, student-focused core, and transferable curricula including ECTS • Bringing the Higher Education Institutions of DZ closer to labor market. Besides that innovative teaching facilities: a new equipped laboratory PAGIS, a class VCR, a Precision agriculture using sensing data Service Office PASENSO. Focus on the content, agreed structure, new instructional strategy and the use of new educational technologies with regard to the European modernization agenda for higher education will as a whole function as the envisaged impact.

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	CESKA ZEMEDELSKA UNIVERZITA V PRAZE	CZ
	ECM SPACE TECHNOLOGIES GMBH	DE
	ECOLE NATIONALE SUPERIEURE AGRONOMIQUE	DZ
	MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE	DZ
	TECHNISCHE UNIVERSITAT BERLIN	DE
	UNIVERSITE DE MOSTAGANEM	DZ
	UNIVERSITE DE SIDI BEL-ABBES* DJILLALI LIABES UNIVERSITY	DZ
	UNIVERSITE DE TIARET	DZ
	UNIVERSITE ORAN 1	DZ

**Grant Requested** 998,953 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 597977-EPP-1-2018-1-AM-EPPKA2-CBHE-JP
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<b>TITLE:</b> Doctoral Programmes in Public Health and Social Science
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<b>Description:</b>	<p>The overall aim of the proposed project is to improve quality of public health and social services in partner countries through educating qualified interdisciplinary specialists, researchers and academics.</p> <p>The objectives of the proposed project are:</p> <ol style="list-style-type: none"> <li>1. Comparative analysis of the PhD program structure across participating countries and respective universities and their compatibility with EU teaching schemes.</li> <li>2. Planning and harmonization of PhD programs in Public Health and Social sciences in Partner universities.</li> <li>3. Development of course contents, syllabi, learning outcomes and research plan, tailor-made for individual partner universities.</li> <li>4. Website development, creation of online resources and e-learning courses for PhD students.</li> <li>5. Training of staff in EU universities in teaching, IT knowledge, research skills and project supervision in EU universities.</li> <li>6. Establishment of a fully structured PhD program in Public Health and Social Sciences and call for PhD students as a pilot program.</li> <li>7. Development and submission for approval to appropriate authorities the passport and code of specialty.</li> <li>8. Dissemination of project activities through website, interim and final conferences, paper publication.</li> </ol> <p>Through implementation of the project highly qualified professionals (researchers and academics) in public health and social services will be trained, that will have extensive interdisciplinary knowledge in particular fields addressing at the same time health issues of population, social determinants of health and applied social sciences. Scientifically proved explanations and solutions to the existing problems in the mentioned fields will eventually lead to the improvement of health and social services in Armenia and Georgia. Through this project the existing PhD programs will be harmonized, restructured and will contain specific educational components, relevant for each institution and each field of study, thus ensuring interdisciplinarity.</p>																				
<b>Coordinator:</b>	<p>YEREVAN STATE MEDICAL UNIVERSITY AFTER MKHITAR HERATSI          KORYUN STREET 2          YEREVAN 0025,AM          Phone : +37491599898          Email : artashes.tadevosyan@meduni.am          Internet site address :</p>																				
<b>Partners:</b>	<table> <tr> <td>FH OO STUDIENBETRIEBS GMBH</td> <td>AT</td> </tr> <tr> <td>IVANE JAVAKHISHVILI TBILISI STATE UNIVERSITY</td> <td>GE</td> </tr> <tr> <td>MINISTRY OF EDUCATION AND SCIENCE OF GEORGIA</td> <td>GE</td> </tr> <tr> <td>MINISTRY OF EDUCATION AND SCIENCE OF THE REPUBLIC OF ARMENIA/ HAYASTANI</td> <td>AM</td> </tr> <tr> <td>HANRAPETUTYAN KRTUTYAN EV GITUTYAN NAKHARARUTYUN</td> <td></td> </tr> <tr> <td>SLOVENSKA ZDRAVOTNICKA UNIVERZITA V BRATISLAVE</td> <td>SK</td> </tr> <tr> <td>THE UNIVERSITY OF GEORGIA</td> <td>GE</td> </tr> <tr> <td>UNIVERSITATEA BABES BOLYAI</td> <td>RO</td> </tr> <tr> <td>University of Gothenburg</td> <td>SE</td> </tr> <tr> <td>Yerevan State University</td> <td>AM</td> </tr> </table>	FH OO STUDIENBETRIEBS GMBH	AT	IVANE JAVAKHISHVILI TBILISI STATE UNIVERSITY	GE	MINISTRY OF EDUCATION AND SCIENCE OF GEORGIA	GE	MINISTRY OF EDUCATION AND SCIENCE OF THE REPUBLIC OF ARMENIA/ HAYASTANI	AM	HANRAPETUTYAN KRTUTYAN EV GITUTYAN NAKHARARUTYUN		SLOVENSKA ZDRAVOTNICKA UNIVERZITA V BRATISLAVE	SK	THE UNIVERSITY OF GEORGIA	GE	UNIVERSITATEA BABES BOLYAI	RO	University of Gothenburg	SE	Yerevan State University	AM
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<b>Grant Requested</b>	677,247 EUR																				
<b>Project Duration</b>	36 months																				
<b>Activity</b>	Curriculum development																				
<b>Region(s)</b>	Region 2 - Eastern Partnership Countries																				

<b>REFERENCE :</b> 597985-EPP-1-2018-1-KZ-EPPKA2-CBHE-JP
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**TITLE: New and Innovative Courses for Precision Agriculture**

**Description:** NICOPA is aimed to modernize curricula in precision agriculture using new technologies - Geographic Information System/GIS, big data, remote sensing- through analyzing and updating existing curricula according to educational needs; developing new certified curricula according to the new achievements in the area, the labor market demands and the Bologna Process; to test innovated curricula and to disseminate the results. NICOPA consortium consists of 16 partners plus 4 associated partners with the required expertise, educational skills and business connections. The outputs/results and products are: • Review of the current curricula in precision agriculture through analysis, •Agreement on instructional strategy and guidelines for BA/MSc curricula design including the use of new Educational Technologies • A set of new core curricula and transferable modules including innovative teaching facilities •Updated current two cycle curricula and programs in precision agriculture according to the Bologna requirements and the new developments • Developed, implemented and accredited new practice oriented, student- focused core, and transferable curricula including ECTS • Bringing the Higher Education Institutions of DZ closer to labor market. Besides that innovative teaching facilities: a new equipped laboratory PAL, a class VCR, a Precision agriculture using sensing data Service Office PASO. Focus on the content, agreed structure, new instructional strategy and the use of new educational technologies with regard to the European modernization agenda for higher education will as a whole function as the envisaged impact.

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<b>Partners:</b>	AGRAREN UNIVERSITET - PLOVDIV	BG
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	ECM SPACE TECHNOLOGIES GMBH	DE
	MINISTRY OF EDUCATION AND SCIENCE	KZ
	MINISTRY OF EDUCATION OF TURKMENISTAN	TM
	MIRZO ULUG'BEK NOMIDAGI O'ZBEKISTONMILLIY UNIVERSITETI	UZ
	NORTH KAZAKHSTAN STATE UNIVERSITY NAMED AFTER MANASH KOZYBAYEV	KZ
	O'ZBEKISTON RESPUBLIKASI VAZIRLAR MAHKAMASI HUZURIDAGI TA'LIM SIFAT NAZORAT QILISH DAVLAT INSPEKTSIYASI	UZ
	SA NYAZOV ADYNDAKY TURKMEN OBA HOJALYK UNIERSITETI	TM
	SHOKAN UALIKHANOV KOKSHETAU STATE UNIVERSITY	KZ
	TECHNISCHE UNIVERSITAT BERLIN	DE
	TOSHKENT AXBOROT TEXNOLOGIYALARI UNIVERSITETI	UZ
	TOSHKENT IRRIGASIYA VA QISHLOQ XO JALIGINI MEXANIZATSIYALASH MUHANDISLARI INSTITUTI	UZ
	TURKMEN DOWLET BINAGARLIK-GURLUSYK INSTITUTY	TM
	TURKMEN OBA HOJALYK INSTITUTY	TM

**Grant Requested** 999,847 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 7 - Central Asia

<b>REFERENCE :</b> 597999-EPP-1-2018-1-FR-EPPKA2-CBHE-JP
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**TITLE:** **Professionnalisation et ouverture à l'international de licences scientifiques expérimentales en Afrique de l'Ouest**

**Description:** French-speaking partnership composed of 5 universities of West Africa (Ivory Coast and Togo), 5 universities in the member states of the EU (France, Romania and Belgium) and networks such as CIRUISEF, AUF, CDUS and CAMES. The PULSE project targets two objectives for the students: support the continuation of studies in Master's degree at the international level, and encourage professional integration for license graduates. It will involve innovative hands-on teaching supported by shared digital resources and strong links with businesses.

This will be carried out through two types of actions:

-The implementation of practical exercises (TP) with digital support in the African universities. The selected experiments will illustrate the laws of physics, chemistry and biology, and will use new digital tools for the phases of preparation, revision and edition of reports. In the first year of licenses, these TP of numerical simulations will replace the real TPs, and in the 2nd and 3rd years, they will provide support for the realization of the experiments. Digital tools will help rationalize the time of the students and teachers, and optimize the use of equipment and rooms. The real TPs will be implemented with easy maintenance equipment. The teachers will be trained and will ensure the durability of these practical exercises.

-The creation of digital resource platforms that will be modular and mutualisable. In addition to academic disciplinary modules, transversal professionalization modules will be developed in collaboration with local businesses. A template module will include courses, assessment activities and multimedia resources. A digital manual (toolkit) based on the project results will be developed and disseminated on the international scale, to help universities to duplicate the resources and use them on their own curricula.

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<b>Partners:</b>	CONFERENCE INTERNATIONALE DES RESPONSABLES DES UNIVERSITES ET INSTITUTIONS A DOMINANTE SCIENTIFIQUE ET TECHNIQUE DEXPRESSION FRANCAISE SCIEN	FR
	UNIVERSITATEA POLITEHNICA DIN BUCURESTI	RO
	UNIVERSITE CATHOLIQUE DE LOUVAIN	BE
	UNIVERSITE D'AIX MARSEILLE	FR
	UNIVERSITE DE KARA	TG
	UNIVERSITE DE LILLE	FR
	UNIVERSITE DE LOME	TG
	UNIVERSITE FELIX HOUPHOUET BOIGNY	CI
	UNIVERSITE JEAN LOROUGNON GUEDE	CI
	UNIVERSITE NANGUI ABROGOUA	CI

**Grant Requested** 999,918 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 11 - ACP

<b>REFERENCE :</b> 598092-EPP-1-2018-1-BG-EPPKA2-CBHE-SP
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**TITLE: MODERNISATION OF HIGHER EDUCATION IN CENTRAL ASIA THROUGH NEW TECHNOLOGIES**

<b>Description:</b>	<p>REASONS:</p> <p>In order to respond to the:</p> <ul style="list-style-type: none"> <li>- Digital Transformation of Industries (Industry 4.0) which requires DIGITAL TRANSFORMATION OF EDUCATION with overtaking pace, the consortium will develop Concepts of adapting the educational system to the digital generation considering the specific conditions of each of the Central Asian countries;</li> <li>- EU Requirement to give the opportunity for EVERYBODY to learn at ANY time and at ANY place with the help of ANY lecturer, using ANY device – HiEdTec will create Centres for Innovative Education Technologies (IET Centres).</li> <li>- Digital Competence Framework for Citizens &amp; Digital Education Action Plan– HiEdTec will support university lecturers to adopt effective digital teaching methods, open pedagogies &amp; tools.</li> </ul> <p>MAIN PROJECT OUTCOMES AND PRODUCTS:</p> <ul style="list-style-type: none"> <li>- Sustainable academic network for sharing experience and exchange of good practices in the field of IET and didactic models;</li> <li>- 5 Concepts of adapting the education system to the digital generation in line with the specific conditions of each partner country (PC);</li> <li>- 15 IET Centres;</li> <li>- 45 active learning classrooms;</li> <li>- Virtual classrooms;</li> <li>- Handbook of implementing IET in PC HEIs;</li> <li>- Courses for trainers for the acquisition of digital skills and learning methods – 75 trainers trained;</li> <li>- Courses for lecturers for the acquisition of digital skills and learning methods – 600 lecturers trained;</li> <li>- 75 OERs;</li> <li>- 75 PowerPoint presentations of lectures suitable for delivery on an interactive electronic white board;</li> <li>- 5 Cloud-based Virtual Libraries of the digital educational resources.</li> </ul> <p>IMPACT:</p> <ul style="list-style-type: none"> <li>- The project products will be of benefit to all stakeholders in education: <ul style="list-style-type: none"> <li>• National and university policy-makers in the field of education;</li> <li>• University academics who are trainers / lecturers / learners;</li> </ul> </li> <li>- The project will help to turn the partner HEIs into innovative universities and to improve the quality of the trained specialists needed to perform the Digital Transformation of Industries.</li> </ul>																																														
<b>Coordinator:</b>	<p>UNIVERSITY OF RUSE ANGEL KANCHEV STUDENTSKA STREET 8 RUSE 7017,BG Phone : +359 82 888 743 Email : asmrikarov@ecs.uni-ruse.bg Internet site address : www.uni-ruse.bg</p>																																														
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<b>Grant Requested</b>	988,773 EUR																																														
<b>Project Duration</b>	36 months																																														

**Activity** Strengthening of relations between higher education systems and the wider economic and social environment

**Region(s)** Region 7 - Central Asia



<b>REFERENCE :</b> 598111-EPP-1-2018-1-ES-EPPKA2-CBHE-JP
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<b>TITLE:</b> Promoting Modern Talent Management Practices in Asian Higher Education Institutions
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<b>Description:</b>	<p>Recognizing and treating employees as a source of quality is one of the key drivers for organizational excellence. In global contexts, the need for talented employees has increased drastically. In Partner Country HEI, the probability that the talented employees (academic and also administrative staff) leave the HEI for better opportunities is very high. So these HEIs need to fight harder to attract, recruit and retain these employees in a systematic way.</p> <p>The overall aim of the project is to improve the activities and processes that involve the systematic attraction, identification, development, engagement, retention and deployments of those talented employees in order to create strategic sustainable success. To achieve this aim, this proposal suggests three main outcomes/outputs: The first one is to build a toolkit that allows HEIs to design their own strategies on HR for talented employees. The second one is to train a set of managers to share the concepts, principles and techniques for talent management to other managers. Finally, the third one is to build an on-line observatory of strategies and practices for talent management in Asian HEIs. This observatory also offers courses for developing managerial skills for talent management.</p> <p>The scope of this proposal is quite broad. On the one hand, their results offer the possibility of introducing a completely different approach to people management in these HEIs. Over time, these practices could also reach private companies in PCs. On the other hand, major efforts will be made to involve researchers (as well as research centres) in the creation of new lines of research on human resources in PCs.</p>	
<b>Coordinator:</b>	<p>UNIVERSITAT POLITECNICA DE CATALUNYA          Avda Diagonal 647, Building H, Floor 7          Barcelona 08028,ES          Phone : +34 93 4011731          Email : e.gallardo@upc.edu          Internet site address :</p>	
<b>Partners:</b>	<p>BEIHANG UNIVERSITY          BEIJING JIAOTONG UNIVERSITY          BEIJING UNIVERSITY OF POSTS AND TELECOMMUNICATIONS          HEBEI UNIVERSITY          KUNGLIGA TEKNISKA HOEGSKOLAN          TONGJI UNIVERSITY          UNIVERSIDADE DE LISBOA          UNIVERSITE DE PERPIGNAN          UNIVERSITI TEKNOLOGI MALAYSIA          UNIVERSITY OF MALAYA</p>	<p>CN          CN          CN          CN          SE          CN          PT          FR          MY          MY</p>
<b>Grant Requested</b>	831,691 EUR	
<b>Project Duration</b>	36 months	
<b>Activity</b>	Modernisation of governance, management and functioning of HEIs	
<b>Region(s)</b>	Region 6 - Asia	

<b>REFERENCE :</b> 598151-EPP-1-2018-1-AT-EPPKA2-CBHE-JP
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<b>TITLE:</b> Building Resilient Urban Communities
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<b>Description:</b>	<p>Increased frequency of natural hazards and sea level rise are expected impacts of climate change in India. Marginalized urban settlements are often vulnerable to disaster due to their location in hazard risk areas and the use of cheap building materials, their inhabitants are therefore strongly affected by climate change. Amidst strives to meet climate targets, the poor's needs are mostly overlooked.</p> <p>Some members of BReUCom's consortium are currently running the CBHE project "Building Inclusive Urban Communities" (BInUCom). Results show that traditional spatial planning approaches in urban areas do not meet requirements of rapidly transforming cities in India under climate change.</p> <p>There is a need for paradigm shift in the education of graduate students in spatial planning and design and training of urban professionals from different backgrounds. BReUCom conceives and pilots postgraduate short term Professional Development Programs (PDPs) targeted at real world problems, engaging students from grassroots, unable to spend time and financial resources for full Masters Programs.</p> <p>BReUCom increases employability of graduates and professionals via collaboration between Indian HEIs in Ahmedabad (CEPT), Bhopal (SPA), Hamipur (NIT), Mumbai (KRVIA) &amp; Vijayawada (SPAV) as well as NGOs in the field (SPARC, CURE). Coordinated by Univeritaet fuer Weiterbildung Krems (DUK) &amp; with the support of Universiteit Twente (UTWENTE) the project will:</p> <ul style="list-style-type: none"> <li>• Produce Open Educational Resources by developing 4 assessment reports on urban resilience of poor communities in target regions, 10 comparative case studies and 10 descriptions of new courses for graduate students in existing programs, following MIT's OpenCourseWare model</li> <li>• Pilot 5 new courses on urban resilience in existing curricula for graduate students</li> <li>• Develop a PDP portfolio academy consisting of 20 modules (à 1 week) on urban resilience for urban professionals from different working experiences, pilot 10 within project duration</li> </ul>														
<b>Coordinator:</b>	<p>UNIVERSITAT FUR WEITERBILDUNG KREMS  DR KARL DORREK STRASSE 30  KREMS 3500,AT  Phone : +43 2732 893-2422  Email : tania.berger@donau-uni.ac.at  Internet site address :</p>														
<b>Partners:</b>	<table border="0"> <tr> <td>CENTRE FOR URBAN AND REGIONAL EXCELLENCE</td> <td>IN</td> </tr> <tr> <td>NATIONAL INSTITUTE OF TECHNOLOGY HAMIRPUR</td> <td>IN</td> </tr> <tr> <td>SCHOOL OF PLANNING AND ARCHITECTURE BHOPAL</td> <td>IN</td> </tr> <tr> <td>SCHOOL OF PLANNING AND ARCHITECTURE(SPA) VIJAYAWADA SOCIETY</td> <td>IN</td> </tr> <tr> <td>SOCIETY FOR PROMOTION OF AREA RESOURCE CENTRES</td> <td>IN</td> </tr> <tr> <td>UNIVERSITEIT TWENTE</td> <td>NL</td> </tr> <tr> <td>UPANAGAR SHIKSHAN MANDAL</td> <td>IN</td> </tr> </table>	CENTRE FOR URBAN AND REGIONAL EXCELLENCE	IN	NATIONAL INSTITUTE OF TECHNOLOGY HAMIRPUR	IN	SCHOOL OF PLANNING AND ARCHITECTURE BHOPAL	IN	SCHOOL OF PLANNING AND ARCHITECTURE(SPA) VIJAYAWADA SOCIETY	IN	SOCIETY FOR PROMOTION OF AREA RESOURCE CENTRES	IN	UNIVERSITEIT TWENTE	NL	UPANAGAR SHIKSHAN MANDAL	IN
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SOCIETY FOR PROMOTION OF AREA RESOURCE CENTRES	IN														
UNIVERSITEIT TWENTE	NL														
UPANAGAR SHIKSHAN MANDAL	IN														
<b>Grant Requested</b>	999,783.5 EUR														
<b>Project Duration</b>	36 months														
<b>Activity</b>	Strengthening of relations between HEIs and the wider economic and social environment														
<b>Region(s)</b>	Region 6 - Asia														

<b>REFERENCE :</b> 598176-EPP-1-2018-1-LT-EPPKA2-CBHE-JP
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**TITLE:** Internal quality assurance system for agriculture and biosystem engineering related HEI of Algeria

**Description:** The project reflects the priority of Algerian Government to implement the quality assurance system in higher education. This system was not in place till now. The HEI's are having as a target to set up their institutional quality assurance systems and to put in place all necessary measures.

The main objective of this project is to enhance the management, governance and innovation capacities, as well as the internationalization of HEIs. Project is national joint project. Three Algerian HEI's in the field of agriculture and biosystems engineering, as beneficiary partners, in collaboration with partners from Lithuania and Estonia will work on:

- offering new institutional capacity in internal quality assurance system (IQAS) within recipient HEI. This system will be developed by local Algerian experts previously trained in European partner institutions, thus the ownership of results will be ensured;
- transfer of European experience for local staff during training sessions in European universities and following update of skills in real case situations in implementing and testing the IQAS at home institutions;
- Algerian partner institutions will get the guidance and piloting in preparing self-evaluation reports and will go through external pilot evaluation by an European evaluation institution with the following sharing of experiences and lessons among partners and other stakeholders;
- exploitation of project results will include transferring of project recommendations to national policy makers in higher education contributing to the national policy and methodology of quality assurance in HEI in Algeria.

Long term project impact on participating HEI's , other stakeholders (including other HEI's), also on national quality assurance policies in higher education in Algeria is envisaged.

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<b>Partners:</b>	ECOLE NATIONALE SUPERIEURE AGRONOMIQUE	DZ
	ECOLE NATIONALE SUPERIEURE DE BIOTECHNOLOGIE	DZ
	ECOLE NATIONALE SUPERIEURE DE L HYDRAULIQUE	DZ
	EESTI MAAULIKOOL	EE
	VYTAUTO DIDZIOJO UNIVERSITETAS	LT

**Grant Requested** 834,590 EUR

**Project Duration** 36 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 598189-EPP-1-2018-1-SE-EPPKA2-CBHE-JP
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<b>TITLE:</b> Environmental Management in the Middle-East: Spatial Approaches
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**Description:** The Middle East suffers serious environmental issues and hence needs modernization and capacity building on environmental management. This project aims for sustainable capacity building on using spatial data infrastructures (SDI) and related technologies for environmental management in the Middle East. EU and non-EU universities as well as local stakeholders in the Middle East will collaborate as a consortium to perform the project. An existing master program in environmental management using GIS (GeoNetC) will be implemented in Yemen as well as more universities in Iran. Three innovative and blended courses on applications of spatial data infrastructure and related technologies for environmental management will be developed to be taught in HEIs. The courses will be developed based on the needs of universities, stakeholders and the region in general. E-learning systems will be setup in partner universities to offer the courses to students and stakeholders on a distance and blended mode, besides in campus training. It is in line with meeting the priority of the region on using ICT-based and flexible education in the Middle East. A Geoportal for environmental management (emGeo) will be developed and implemented to facilitate spatial data management, sharing and analysis in the region to support a better collaborative knowledge-based environmental management. Training of trainers will be conducted for partner universities on how to teach and update the courses and use emGeo. Several workshops with the participation of HEIs, stakeholders, associate partners and students will be held to disseminate the outcomes/outputs of the project. Culturing the use of SDI and related technologies for environmental management and enterprise-university cooperation will be motivated and addressed during the project, especially in the workshops.

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	IMAM KHOMEINI INTERNATIONAL UNIVERSITY	IR
	INSTITUT NATIONAL DE L'INFORMATION GEOGRAPHIQUE ET FORESTIERE	FR
	NATIONAL TECHNICAL UNIVERSITY OF ATHENS - NTUA	EL
	SANAA UNIVERSITY	YE
	TAIZ UNIVERSITY	YE
	UNIVERSIDADE DE LISBOA	PT
	UNIVERSITY OF TEHRAN	IR
	VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETAS	LT

**Grant Requested** 953,319.4 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 9 - Middle East (Iran, Iraq, Yemen)

<b>REFERENCE :</b> 598207-EPP-1-2018-1-GE-EPPKA2-CBHE-SP
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<b>TITLE:</b> Raising Research Capacity of Georgian HEIs through Developing R&D Units
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**Description:** HERD is a National SM initiative with the core objective to enhance the research capacity of Georgian HEIs through developing R&D units supported by professional development of research management mechanisms, skills and tools, evidence based policies & tech-transfer aiming to introduce technology and online national platforms, train admin staff and PhDs, contributing to Georgian R&I capacity nationally and internationally.

Specific objectives are:

1. To introduce software online platform for Georgian HEIs R&D units facilitating planning, implementation and evaluation of R&D activities and KPIs.
2. Create an Online Georgian Research Portal accumulating and disseminating all public information on research activities, human resources and infrastructure of Geo HEIs and supporting inter- and intra- university collaboration nationally and internationally.
3. Upgrade the research management and data analysis skills of university admin staff in research management, analyzing institutional research data and providing ground for further forecasting and strategic planning.
4. Enhance the capacity of the target universities in respect to tech- transfer and university-industry collaboration.

The relevance of this initiative are:

- a) Georgian HEIs are urged to respond to the national policies for R&I capacity building to provide high impact in socio-economic development of the country
- b) Internationalization of R&D as mandatory feature after joining H2020 as associate member
- c) New standards by quality assurance agency to develop evidence-based policies for R&D in Georgian HEIs and tracking the KPIs
- d) Georgian HEIs attempt to align their research management processes with EU standards.

The HERD impact at the individual level [min 10 000 PhD students, 80 admin staff and 4 282 academics], institutional [12 GE HEIs] sector [transferable to the entire HE sector and research centers] and society level [supporting tech-transfer and innovation].

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<b>Partners:</b>	AKAKI TSERETELI STATE UNIVERSITY	GE
	CAUCASUS UNIVERSITY LTD	GE
	DAVID TVILDIANI MEDICAL UNIVERSITY LLC	GE
	GEORGIAN INSTITUTE OF PUBLIC AFFAIR FOUNDATION	GE
	GEORGIAN TECHNICAL UNIVERSITY	GE
	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY	GE
	ILIA STATE UNIVERSITY	GE
	INTERNATIONAL BLACK SEA UNIVERSITY LTD	GE
	LEPL V SARAJISHVILI TBLISI STATE CONSERVATOIRE	GE
	MINISTRY OF EDUCATION AND SCIENCE OF GEORGIA	GE
	SHOTA RUSTAVELI NATIONAL SCIENCE FOUNDATION	GE
	SHOTA RUSTAVELI STATE UNIVERSITY	GE
	Tbilisi State Medical University	GE
	TECHNISCHE UNIVERSITAET DRESDEN	DE
	UNIVERSITE CLERMONT AUVERGNE	FR
	UNIVERSITE DE NICE SOPHIA ANTIPOLIS	FR

**Grant Requested** 931,648 EUR

**Project Duration** 24 months

**Activity** Modernisation of policies, governance and management of higher education systems

**Region(s)** Region 2 - Eastern Partnership Countries

<b>REFERENCE :</b> 598217-EPP-1-2018-1-TN-EPPKA2-CBHE-JP
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**TITLE:** **Renforcement des capacités en Géomatique appliquée à l'Agriculture et à l'Environnement en Tunisie**

**Description:** It is of major importance to use operationally all Earth Observation data for Agriculture and Environmental (A&D) purpose with consideration of both spatial and temporal evolution. Earth observation provides big data (in terms of volume, variety, and velocity) that is valuable for agriculture activities. This Big Data management is the aim of the discipline of geomatics that combines tools and methods for acquiring, representing, analyzing and integrating multisource geographic data (Remote Sensing RS, Geographic Information System GIS, Spatial Analysis AS...) that require improvements in Tunisia. The main objective of GEOMAG is to develop the adaptation capacities of Tunisia's higher and vocational education system in the field of A&D by taking into account Geomatics. GEOMAG aims to establish:

- The basics useful for acquiring skills in Geomatics and spatial data quality control, through design, experimentation, provision - including web learning (e-learning) - of initial training courses (FI ) and professional (FP) ones adapted to the various specialties associated with Geomatics applied to A&D: GIS, AS, geodesy, Big data ... The pedagogical engineering will be preceded by a prior 'study-validation' of the Tunisian EES and professional needs in the matter.
- The capacities of the academic institutions for the operational implementation of Geomatics: for the FI at the licence, engineering, Masters and PhD levels, for the FP with the managers (sensitization) and professionals (training-action) of the sector, for research and technology transfer to teacher-researchers and other 'professionals of the academic world, to be specifically trained.
- The networking of TN partners and A&D TN associated partners, with the EU partners, by creating an open and evolving platform of (inter)national expertise and sharing.

GEOMAG contributes to the improvement of the management and the valorization of the natural resources and the agricultural management activities in Tunisia.

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**Partners:**

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CENTRE DE COOPERATION INTERNATIONALE EN RECHERCHE AGRONOMIQUE POUR LEDEVELOPPEMENT - C.I.R.A.D. EPIC	FR
CONSERVATOIRE NATIONAL DES ARTS ET METIERS	FR
INSTITUT DES SCIENCES ET INDUSTRIES DU VIVANT ET DE L'ENVIRONNEMENT - AGRO PARIS TECH	FR
INSTITUT NATIONAL DE L'INFORMATION GEOGRAPHIQUE ET FORESTIERE	FR
INSTITUT SUPERIEUR DES ETUDES TECHNOLOGIQUES DE NABEUL	TN
ROMANIAN SPACE AGENCY	RO
SFAX UNIVERSITY	TN
UNIVERSIDAD DE CORDOBA	ES
UNIVERSITATEA DE STIINTE AGRONOMICE SI MEDICINA VETERINARA DIN BUCURESTI	RO
UNIVERSITE DE LA MANOUBA	TN
UNIVERSITE DE TUNIS EL MANAR	TN
UNIVERSITE OF JENDOUBA	TN
UNIVERSITE VIRTUELLE DE TUNIS	TN
University of Sousse	TN

**Grant Requested** 874,674 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 598218-EPP-1-2018-1-PL-EPPKA2-CBHE-JP
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<b>TITLE:</b> Crisis and Risks Engineering for Transport Services
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**Description:** For successful integration to global transport network, providing high level transport services to both PCs and global community in the condition of uncertain continuous evolution of global supply chains, it is necessary to take into account European experience and support implementation of crisis and risks engineering for transport services (CRENG) of all levels (local, regional, national) in UA, AZ, TM. But now it is lack of high skilled specialists in CRENG in PCs. Project contribute CRENG development in PCs by creating of educational environment of high skilled specialists demanded by labor market, in line with EU best practices and Bologna process.

Environment will include: new innovative MA program "CRENG"; educational materials on new developed curricula published, uploaded to the web-based platform; e-learning courses uploaded to the MOODLE platform; innovative laboratories (CRENG Labs), where students will acquire practical skills on using intelligence, digital and information technologies for CRENG; new teaching and learning approaches International Project Based Learning (IPBL) and Skills Wallet (SW).

IPBL involves dynamic classroom approach in which group of international students will solve problems of global supply chains under conditions of risks and crisis. By IPBL graduates will acquire global business communication, management and English skills.

SW is method of interaction between HEIs and employers, which helps graduates to acquire specific skills required by labor market. The main advantages of SW are: making universities and enterprises to become closer by mutual developing of educational content; increasing employability of graduates; making enterprises more flexible to implementation of innovations.

To support IPBL and SW, disseminate knowledge on CRENG the network of CRENG Service Offices will be created as the background of established interaction between academia, industry, business and governments in PCs an EU.

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<b>Partners:</b>	AZERBAYCAN TEXNIKI UNIVERSITETI	AZ
	AZERBAYCAN TEXNOLOGIYA UNIVERSITETI	AZ
	BAKU ENGINEERING UNIVERSITY	AZ
	BAKU TRANSPORT AGENCY	AZ
	DERGAVNIS UNIVERSITET INFRASTRUKTURI TA TECHNOLOGIS	UA
	DNEPROPETROVSK NATIONAL UNIVERSITY OF RAILWAY TRANSPORT NAMED AFTER ACADEMICIAN V.LAZARYAN	UA
	ECM SPACE TECHNOLOGIES GMBH	DE
	HALKARA YNSANPERWER YLYMLARY WE OSUS UNIWERSITETI	TM
	Ministry of Education of the Azerbaijan Republic	AZ
	MINISTRY OF EDUCATION OF TURKMENISTAN	TM
	PUBLIC JOINT STOCK COMPANY UKRAINIAN RAILWAYS	UA
	STATE HIGHER EDUCATION INSTITUTION PRYAZOVSKYI STATE TECHNICAL UNIVERSITY	UA
	TECHNISCHE UNIVERSITAT BERLIN	DE
	TURKMEN DOWLET BINAGARLIK-GURLUSYK INSTITUTY	TM
	TURKMEN DOWLET ULAG WE ARAGATNASYK INSTITUTY	TM
	UNIVERSITE POLYTECHNIQUE HAUTS-DE-FRANCE	FR

**Grant Requested** 999,949 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Cross-regional  
 Region 2 - Eastern Partnership Countries  
 Region 7 - Central Asia

<b>REFERENCE :</b> 598232-EPP-1-2018-1-IT-EPPKA2-CBHE-JP
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<b>TITLE:</b> Modernization of Environment Protection Studies Programmes for Armenia and Georgia
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**Description:** The overall objective of the project is to significantly improve the quality of MSc. studies in the field of Environment Protection in Armenia and Georgia on the basis of complex modernization of the curricula in line with the Bologna principles, Salzburg principles of EAU and best European practice.

The curricula development will be firmly based on the analysis of the best practice obtained in Europe, target countries and beyond, and incorporate the latest innovations in educational technologies. The focus will be on close relations between postgraduate studies and research activities in order to equip the graduates with cutting-edge knowledge and practical skills. University-society-industry links will play also a key role to guarantee high employability of graduates.

In order to radically modernize the MSc. education in EP - technology-intensive domain of knowledge, the project will establish a unique inter-University education and research facility, which will be used for student projects, collaborative projects with external stakeholders and demonstration activities to reinforce links to the University environment and promote environment-friendly mindsets.

The project consortium combines credible partners with diverse and mutually complementary expertise from the region of South Caucasus, as well as Italy, Portugal and Germany.

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<b>Partners:</b>	CENTER FOR ECOLOGICAL-NOOSPHERE STUDIES NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF ARMENIA	AM
	CONSIGLIO NAZIONALE DELLE RICERCHE	IT
	GAVAR STATE UNIVERSITY	AM
	GEORGIAN RESEARCH AND EDUCATIONAL NETWORKING ASSOCIATION	GE
	GIRAF PM SERVICES GMBH	DE
	ILIA STATE UNIVERSITY	GE
	MARTIN-LUTHER-UNIVERSITAET HALLE-WITTENBERG	DE
	NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF ARMENIA	AM
	THE UNIVERSITY OF GEORGIA	GE
	UNIVERSIDADE DE LISBOA	PT

**Grant Requested** 997,305 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 2 - Eastern Partnership Countries



<b>REFERENCE :</b> 598236-EPP-1-2018-1-LT-EPPKA2-CBHE-SP
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**TITLE: Digital competence framework for Ukrainian teachers and other citizens**

**Description:** The purpose of this project is to improve the Digital Competence (DC) development situation in Ukraine (UA), to harmonize it with the European mainstream by adaptation of the Digital Competence Frameworks for Citizens and for Educators, creation Ukrainian National Digital Coalition (UNDC); to reform in-service training for teachers and to provide “best practices” experiences of how DC could be further developed in general and adapted to the challenges of the Higher Education sector within society at large. The motivation for this comes from the goal set by the European Commission in Digital Skills and Jobs Coalition, DigComp frameworks and the Digital Agenda for Europe (DAE). The project aims to establish an effective UNDC network amongst UA educational institutions, associations, public authorities, business representatives; to design and implement UA DC frameworks; to make recommendations for modifying DC studies curriculum according to the DAE and modern labour market needs; to create DC trainings for teachers and for citizens; to provide high-quality DC trainings for various social strata of society. To achieve the project goals, the following activities will be implemented:

- EU DigComp frameworks analysis will be done;
- Elaborating DC needs analysis report for UA will be conducted;
- Concept, structure, and facilities of dComFra will be designed and implemented;
- DC offices & DC e-Platform and 14 learning modules for different citizens groups and educators with practical tasks will be developed;
- To improve DC for target groups the pilot trainings for 210 Teachers/140 refugees&ATO-veterans will be conducted;
- Different workshops, events, etc. for target groups and wide society will be organized by UA partners for better awareness raising. UNDC will be launched for better influence;
- Project outcomes and results will be delivered with various dissemination channels including professional societies, stakeholders of UNDC and project conference on DC in UA.

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	FACHHOCHSCHULE KÄRNTEN - GEMEINNÜTZIGE PRIVATSTIFTUNG	AT
	INFORMACINIŲ TECHNOLOGIJŲ INSTITUTAS	LT
	KHARKIV NATIONAL UNIVERSITY OF RADIO ELECTRONICS	UA
	KREMENCHUK MYKHAILO OSTROHRADSKYI NATIONAL UNIVERSITY	UA
	KYIV NATIONAL UNIVERSITY OF CULTURE AND ARTS	UA
	MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE	UA
	NATIONAL TECHNICAL UNIVERSITY KHARKIV POLYTECHNICAL INSTITUTE	UA
	STATE INSTITUTION OF HIGHER EDUCATION DONETSK NATIONAL TECHNICAL UNIVERSITY	UA
	TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV	UA
	UKRAINIAN ASSOCIATION OF INFORMATION TECHNOLOGY PROFESSIONALS	UA
	UNIVERSITATEA POLITEHNICA DIN BUCURESTI	RO
	UNIwersytet Pedagogiczny im Komisji Edukacji Narodowej w Krakowie	PL

**Grant Requested** 952,946 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between higher education systems and the wider economic and social environment

**Region(s)** Region 2 - Eastern Partnership Countries

<b>REFERENCE :</b> 598241-EPP-1-2018-1-RS-EPPKA2-CBHE-JP
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<b>TITLE:</b>	<b>Strengthening educational capacities by building competences and cooperation in the field of Noise and Vibration Engineering</b>
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**Description:** Chapter 27 on Environmental Protection in Serbia's EU accession negotiations clearly states that 'No progress has been made in the field of noise in Serbia. What is needed is strategic planning, strengthening capacities and more investments...'.

Motivated by these requirements and relying also on the national priorities for Serbia defined by the Erasmus+ Key Action 2 CBHE, this SENVIBE project aims to improve national educational capacities and to build cooperation and competences in dealing with Noise and Vibration engineering issues. Of interest is not only Noise and Vibration Engineering, but also Environmental Noise and Vibration as well as Occupational Noise and Vibration.

To achieve this wider aim, the SENVIBE project sets out four specific objectives. They include modernising the existing courses or developing new ones in Noise and Vibration for students of different engineering disciplines, introducing innovative LLL courses as well as developing, accrediting and implementing a new MSc programme in Vibro-Acoustic Engineering, enriched with e- and b-learning methodologies. To launch and facilitate strategic cooperation among the key stakeholders - academia, local industry and local and national authorities, a No&Vib (Noise and Vibration) Hub will be established.

The SENVIBE project will have a strong impact on the increased competences of the Serbian teachers, technicians and future engineers in the Noise and Vibration fields, on the level of technical equipping of Serbian HEIs as modern equipment will be procured, activated and used, as well as on the creation of an innovative framework for cooperation between stakeholders for their mutual benefit, but also for the benefit of the society at large.

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<b>Partners:</b>	KUNGLIGA TEKNISKA HOEGSKOLAN	SE
	PROVINCIAL SECRETARIAT FOR URBAN PLANNING AND ENVIRONMENTAL PROTECTION	RS
	UNIJA POSLODAVACA VOJVODINE	RS
	UNIVERSITY OF SOUTHAMPTON	UK
	UNIVERZITET EDUCONS U SREMSKOJ KAMENICI PRIVATNE USTANOVE	RS
	UNIVERZITET U KRAGUJEVCU	RS
	UNIVERZITET U NISU	RS
	ZAVOD ZA ZDRAVSTVEWNU ZASHTITU RADNIKA NOVY SAD	RS

**Grant Requested** 876,769 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 1 - Western Balkans

<b>REFERENCE :</b> 598243-EPP-1-2018-1-SE-EPPKA2-CBHE-JP
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<b>TITLE:</b> Innovative DIGItal skills & teaching methods 4 eFFective health educaTion in Lebanon & Syria
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**Description:** A survey distributed to health academics from Lebanese & Syrian partner universities indicate:1- Lack of digital skills among health educators combined with limited use of ICT in HE especially in Syrian universities with no digital platform in all partner universities,2-Limited use of innovative T&L methods with widespread use of old T&L approaches with no or limited use of modern pedagogic methods especially in theoretical classes,3- limited online & blended learning in health disciplines.

The logical consequences of those facts are:1- future doctors & pharmacist & health professionals are digital illiterate,2. low level of engagement & understanding of taught materials & declining in attendance rates among health as lectures become boring & not interactive.3. Disadvantages groups such as refugees & Internally Displaced People (IDPs) are not following programs in health disciplines which results in important & most vulnerable segment of the society prevented from health education(HE) especially that other initiatives (such as Kiron) do not offer opportunities to follow programs in health disciplines. DIGIFIT aims at promoting excellence, creative & innovative digital T&L approaches through advanced ICT solutions to improve quality of HE to prepare a well-qualified graduates who are able to adapt to changing healthcare environment, meet societal expectations & sustain healthy environment in LB & SY.

The main output of DIGIFIT is the establishment of 2 centers for innovative T&L in HE(one in LB & one in SY) that will serve as hubs for training health educators on novel digital skills & interactive T&L methods in addition to developing e-modules that exploit digital revolution. Those centers will enhance regional collaboration through sharing e-materials, teaching experience & best T&L practices. They will develop e-materials that stimulate critical thinking & imagination & make concepts easier to teach & understand achieving greater student focus & higher retention.

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<b>Partners:</b>	Arab International University	SY
	BEIRUT ARAB UNIVERSITY	LB
	DAMASCUS UNIVERSITY	SY
	DIPLOMAX	LB
	MODERN UNIVERSITY FOR BUSINESS AND SCIENCE	LB
	UNIMED - UNIONE DELLE UNIVERSITA DEL MEDITERRANEO	IT
	UNIVERSIDAD DE SANTIAGO DE COMPOSTELA	ES
	UNIVERSITA DEGLI STUDI DI GENOVA	IT
	UNIVERSITE LIBANAISE	LB
	UNIVERSITY OF HAMA	SY

**Grant Requested** 998,418 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 598244-EPP-1-2018-1-CY-EPPKA2-CBHE-JP
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**TITLE:** Professionalisation of Undergraduate Academic Teaching in Multiple Disciplines to Address SDGs

**Description:** South Africa is committed to aligning itself with the 2030 Agenda for Sustainable Development Goals (SDGs) and the Paris Climate Change Agreement. The Council on Higher Education (CHE) has pointed that South African aspirations for SDGs are vested in the work and roles of academic staff. The CHE (2014) also pointed that the subject content knowledge and pedagogical knowledge of most South African university staff is poor and that this is a major cause of inadequate learner achievement and mismatch with employability needs. There is no systematic attempt to infuse SDGs in HEIs so far and most of teaching methodology applied in the partner institutions, as well as in South Africa in general, focuses on lecturing and limited use of: i) problem-based learning strategies; ii) placed-based pedagogy; iii) utilization of ICTs as enabling pedagogical tools, and other innovative teaching/learning tools suitable to address SDGs challenges. This mismatch should be bridged through the professionalisation of undergraduate academic teaching to address SDGs in multiple disciplines. HEIs in South Africa should introduce and promote cross/interdisciplinary approaches to teaching, learning and assessment, helping students develop their breadth of understanding and building knowledge and practice on SDGs. The proposed project addresses the modernization of curricula in multiple academic disciplines to infuse SDGs through capacity building of academic staff in innovative teaching and learning tools, methodologies, ICT-enabling pedagogical approaches in nationally prioritized subjects, such as biology, agricultural, environment, engineering, health. By the end of the project, there will be a significant cohort of academic teaching champions, who will drive wider changes in their HEIs and society by implementing SDGs in line with the South Africa's National Development Plan and in alignment with the 2030 Agenda for SDGs.

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<b>Partners:</b>	HIGHER EDUCATION LEARNING AND TEACHING ASSOCIATION OF SOUTHERN AFRICA	ZA
	PANEPISTIMIO KRITIS	EL
	PERIFERIAKO KENTRO EMPIROGNOMOSINISSTIN EKPAIDEFSI KAI TI VIOSIMI ANAPTIKSI	EL
	UNIVERSITY OF KWAZULU-NATAL	ZA
	UNIVERSITY OF SOUTH AFRICA	ZA
	UNIVERSITY OF THE WESTERN CAPE	ZA

**Grant Requested** 795,552 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 10 - South Africa

<b>REFERENCE :</b> 598251-EPP-1-2018-1-PL-EPPKA2-CBHE-JP
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**TITLE:** Developing future - oriented academic curricula in Teacher Education with innovative methodologies for Nex-Gen Asian HEIs (FRACTION)

**Description:** In India, China and Vietnam there is common requirement to qualify teachers in both theory teaching and practice in vocational education as well as integrating education, teaching and information technology. The national documents mention the development of education and teachers as key priority. In addition, the professional development programs for university teachers and the international teacher training programs at HEIs should be established, so as to continuously improve the capabilities of university teachers in education and teaching, academic research, innovative practices and international exchanges.

The FRACTION central objective is to deliver unique opportunity to enhance education of teachers and gain recognition for high-quality professional practice through developing postgraduate program in the field of education with innovative teaching methodologies, enhancing pedagogical competencies.

This will enable the teachers to respond to the increasing complex and diverse educational and social environment, by delivering effective & innovative teaching and learning experiences in the classroom to enhance the quality and employability of graduates. To achieve this aim following outcomes of the project will be outlined:

- modern courses with new curricula to enhance effectiveness and innovative pedagogical competencies to foster professional development
- teaching materials with innovative methodologies for new curricula in post-graduate program
- capacity at partner universities through training the teaching staff in new program and methodology
- life long learning resources through developing
- Center of Teaching Excellence (CTE) with ICT-based distance learning platform with technology-equipped classes as a sustainable solution to support implementation of the new curricula and to foster innovation in pedagogical practices. CTE will offer career orientation offers for graduates as well as new courses developed after project lifetime.

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<b>Partners:</b>	BEIHANG UNIVERSITY	CN
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	COCHIN UNIVERSITY OF SCIENCE AND TECHNOLOGY	IN
	G.L.S. UNIVERSITY	IN
	SAMBHRAM CHARITABLE TRUST	IN
	SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY	IN
	SHANGHAI POLYTECHNIC UNIVERSITY	CN
	TECHNISCHE UNIVERSITAET DRESDEN	DE
	THE UNIVERSITY OF ENGINEERING AND MANAGEMENT, KOLKATA	IN
	UNIVERSIDAD DE ALMERIA	ES
	UNIVERSITY OF TRANSPORT AND COMMUNICATIONS	VN
	VIETNAM NATIONAL INSTITUTE OF EDUCATIONAL SCIENCES	VN

**Grant Requested** 999,442 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598255-EPP-1-2018-1-BT-EPPKA2-CBHE-JP
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**TITLE:** **Enhancing Mental Health, Counselling, and Wellbeing Support for University Students in Bhutan**

**Description:** The colleges of the Royal University of Bhutan (RUB) have always aspired to enrich the quality of students' outcome and behavior while in college and upon graduation. However, creating an enabling and inclusive environment for students' development through an effective student support system, in terms of services and facilities, is one of the major challenges faced by the RUB today.

Therefore, the project aims to establish a counselling service centre at all the colleges in the Royal University of Bhutan though capacity building of the individual colleges catered in assistance from the Universities from programme countries. By the end of the project, a unique Counselling Centre will be established at all the RUB colleges. These counselling centers will embody the hybrid of western counselling principles, and Bhutanese concept of Gross National Happiness. There will be sufficient number of trained personnel at Royal University of Bhutan to efficiently run the counselling service centre. The counselling centres will be interconnected amongst them. They will be linked with relevant agencies in Bhutan. And also they will be linked to at least one counselling centre at the programme country to strengthen and sustain the centres in RUB. These will be achieved through specific digital platform

This project will significantly, and positively, impact students studying at the Royal University of Bhutan. The counselling centers will be able to cater services to the member of local community in the long run. This project has the scope to address unemployment (Bhutanese national issue) through career counselling unit.

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<b>Partners:</b>	MAIEUTICA COOPERATIVA DE ENSINO SUPERIOR CRL	PT
	THE UNIVERSITY OF BIRMINGHAM	UK
	VRIJE UNIVERSITEIT BRUSSEL	BE

**Grant Requested** 505,960 EUR

**Project Duration** 24 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598264-EPP-1-2018-1-FR-EPPKA2-CBHE-JP
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**TITLE:** Master On New Technologies Using Services: BigData/CloudComputing for Environmental Data

**Description:** MONTUS starts from the initial observation that Cloud Computing (CC) is a paradigm too recent - although dating from the 2000s - to be operational in most environmental science disciplines that, nevertheless, need it to cope with Big Data Challenge / Artificial Intelligence (BD - AI) that concern them all. This reality is all the more exacerbated in the southern countries. In addition, the major challenges of the contemporary world make the environment an absolute priority, particularly in Asia. A first E + TORUS program allowed us to learn from each other - IT and geoscience (major theoretical investment). MONTUS now offers:

1. The creation of a Master (Hanoi) dedicated to the teaching of CC for applications in environmental sciences: Master On New Technologies Using Services: BigData / CloudComputing in Environmental Science. Single Master in Asia (even in Europe).
2. Building capacity between geoscience and IT in the field of CC remains a priority in Asia and MONTUS intends to expand partnerships in Vietnam and Cambodia while evolving towards new environmental themes (social networks, urban climates, smart cities ...).
3. MONTUS intends to perpetuate TORUS's intellectual and material investments while providing new supports for higher education and research and strengthening IT resources dedicated to CC.
4. Associate Research with MONTUS by requesting consular applications from national and consular authorities. It is an essential valorization for the perpetuation of the master to benefit future teachers in the field.

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<b>Partners:</b>	ASIAN INSTITUTE OF TECHNOLOGY	TH
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	ECOLE NATIONALE SUPERIEURE D'ARCHITECTURE DE TOULOUSE	FR
	Hanoi University of Science, Vietnam National University Hanoi	VN
	INSTITUTE OF TECHNOLOGY OF CAMBODIA	KH
	TRUONG DAI HOC KIEN TRUC	VN
	TRUONG DAI HOC NONG LAM - THANH PHO HO CHI MINH	VN
	UNIVERSITA DEGLI STUDI DI FERRARA	IT
	UNIVERSITE ROYALE DES BEAUX-ARTS	KH
	UNIVERSITY OF DANANG	VN
	VRIJE UNIVERSITEIT BRUSSEL	BE
	WALAILAK UNIVERSITY	TH

**Grant Requested** 1,000,000 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598267-EPP-1-2018-1-FI-EPPKA2-CBHE-JP
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<b>TITLE:</b> Educating students for digitalized health care and coaching of their patients
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**Description:** The DigiCare project aims at equipping students with the preparedness of digital health care competence. The increased life expectancy, lower mortality, elimination of maternal and infant mortality, economic growth, and increased wellness challenge health care providers also in Vietnam and Bangladesh to innovate new ways to develop their health care services. Furthermore, low doctor-patient ratio and low access to health care services and on the other hand advances in telemedicine, realizing as huge increase in access to ICT and low-cost digital health services, provides an option for the improvement of people's health to health care administrators.

The DigiCare model for Asia, which is developed during the project, offers an option for health care education to respond to the challenges mentioned above. It contains concrete objectives of learning digital health care for coaching individuals self-management of their health, skills and knowledge needed in digital health care and coaching, as well as best practices in health care and coaching of self-care. Digital communication skills between patients, their family members, significant others and health care professionals will form an essential part of teaching and learning objectives in education of health care students.

The final target of the project is the quality care of patients. Dissemination of the project results takes place via international publications, national meetings of professionals, community events and educational events in health care organizations. The DigiCare handbook supports the implementation of teaching and learning strategies for digitalization. The DigiNurse community, a platform of professionals and experts who are interested in digital methods in nursing and health care, supports international cooperation and network as well as generation of new ideas and sustainability. The development of the DigiCare model will follow global digital advances and its modification continues.

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<b>Partners:</b>	ESCOLA SUPERIOR DE ENFERMAGEM DE COIMBRA	PT
	HANOI MEDICAL UNIVERSITY	VN
	MUGDA MEDICAL COLLEGE	BD
	SHAHEED ZIAUR RAHMAN MEDICAL COLLEGE	BD
	SHEIKH HASINA MEDICAL COLLEGE(SHMC)	BD
	TRUONG CAO DANG Y TE HA NOI	VN
	TRUONG DAI HOC DIEU DUONG NAM DINH	VN

**Grant Requested** 974,545 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia



<b>REFERENCE :</b> 598273-EPP-1-2018-1-AT-EPPKA2-CBHE-JP
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<b>TITLE:</b> Strengthening Governance Capacity for Smart Sustainable Cities
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**Description:** Smart Sustainable Cities (SSC) represent a progression of how cities apply digital technology to serve their populations, pursue sustainable socio-economic development, and transform themselves. The urban development that leads SSC requires a growing number of competencies to work together in order to plan, design, implement and manage the ongoing transformations of the city, enabled by technological innovation. Considering the great attention the concept of SSC has reached in Latin America, our project aims at integrating it into various university courses using new teaching and learning tools, as well as developing new curricula in all levels of education process. Given the increasing number of competencies needed and its interdisciplinary characteristic, the curricula for SSC will be implemented in areas such as ICT, Business Administration, Computer Science, Engineering, Architecture and Urbanism, Urban Planning, Political Science, among others, using a collaborative and international network of selected academic institutions in Latin America and Europe.

The main outputs of the project include the development, evaluation and implementation of new courses and programmes on SSC to reach students, policy makers, public managers and other members of the city administration, professionals, managers and entrepreneurs, as well as university faculty that will be trained to apply the developed ICT-based tools to their classes. Besides academic curricula and specialization programmes, the project will provide an e-learning platform filled with a Massive Online Open Course on SSC. The main impacts of the project are to improve the quality of learning and teaching tools, methodologies and pedagogical approaches in the Latin America region, increase the employability and competitiveness of the students, and for the faculty members to increase the quality of their classes by using new learning and teaching tools and new content, as well as promoting life-long learning.

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<b>Partners:</b>	COMPLEXO DE ENSINO SUPERIOR MERIDIONAL SA	BR
	ESCUELA COLOMBIANA DE INGENIERIA JULIO GARAVITO	CO
	POLITECHNIKA GDANSKA	PL
	TALLINNA TEHNIKAULIKOOL	EE
	TECHNISCHE UNIVERSITEIT DELFT	NL
	UNIAO BRASILEIRA DE EDUCACAO E ASSISTENCIA ASSOCIACAO	BR
	UNIVERSIDAD CATOLICA DEL NORTE	CL
	UNIVERSIDAD EXTERNADO DE COLOMBIA	CO
	UNIVERSIDAD NACIONAL DE LA PLATA	AR
	UNIVERSIDAD NACIONAL DEL SUR	AR
	UNIVERSIDAD TECNICA FEDERICO SANTA MARIA	CL

**Grant Requested** 999,826 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 8 - Latin America

<b>REFERENCE :</b> 598307-EPP-1-2018-1-AL-EPPKA2-CBHE-JP
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<b>TITLE:</b>	<b>Enhancing and Validating service related competences in Versatile learning environments in Western Balkan Universities</b>
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**Description:** This project addresses of of Erasmus + KA2 CBHE priorities: Recognition of Qualifications and Qualification Framework. This is a regional priority for the Western Balkans, meaning it is a cumulative priority for all countries. Moreover, an added value is that for Albania and Bosnia and Hercegovina, this is also a national priority for CBHE projects. Service related competences are becoming an important aspect in non-formal and informal learning setting however, their integration in HEI learning approaches is quite new. Thus the project presents a new engagement of HEIs into an innovative qualification framework of social-related competences. Considering that none of the Balkan Countries has a previous experience in validating qualification framework of social related competences the project includes each WBC, represented by two HEI each. Following the European path, Partner countries are evolving into a service-based society. Hence professional lives are increasingly determined by concepts such as:

- customer orientation,
- sectoral and international collaboration
- the need for continuous learning to adapt to rapidly changing demands.

Consequently values and competences like:

- external (customer) orientation,
- team work/ cooperation
- social competences necessary for effective management in the service sector

are becoming competitive factors at the job level and as such aspired competences both for employment and societal reasons.

Most important outputs will be:

- >Validation of service related competences
- > IT-based system to create and validate learning outcomes
- > Validation and creation of service-related with an IT-based Assessment and Evidencing system.

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<b>Partners:</b>	BLENDED LEARNING INSTITUTIONS COOPERATIVE	DE
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	JAVNA USTANOVA UNIVERZITET CRNE GORE PODGORICA	ME
	JONIKA MAJKA TERESA CKONJE	MK
	N.SH. KOLEGJI AGA XHITE	XK
	Ss. CYRIL AND METHODIUS UNIVERSITY IN SKOPJE	MK
	UNIVERSIDADE NOVA DE LISBOA	PT
	UNIVERSITAET DUISBURG-ESSEN	DE
	UNIVERSITET ALEKSANDER XHUVANI ELBASAN	AL
	UNIVERSITETI PUBLIK KADRI ZEKA	XK
	UNIVERZITET DONJA GORICA PODGORICA	ME
	UNIVERZITET-SARAJEVSKA SKOLA ZA NAUKU I TEHNOLOGIJU PU	BA
	UNIVERZITET U NISU	RS
	UNIVERZITET U NOVOM SADU	RS
	UNIVERZITET U SARAJEVU	BA

**Grant Requested** 993,581 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Region 1 - Western Balkans

<b>REFERENCE :</b> 598317-EPP-1-2018-1-BG-EPPKA2-CBHE-JP
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<b>TITLE:</b> SMARTCITY: Innovative Approach Towards a Master Program on Smart Cities Technologies
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**Description:** The aim of the project is to increase the possibilities for KZ,MN,RU to improve the quality of living in the big cities, reduce costs and resource consumption, to improve contact between citizens and government by implementing of the Smart City technologies (SCT) using urban informatics and technology – by starting preparation of the new breed of multidisciplinary ICT-skills graduates. At the moment in all these countries in spite of governments' ambitious plans no university prepares such specialists. Development of the Double Degree Master Program in the SCT (DDMP) allows to prepare highly qualified professionals and to implement ECTS, EU principles of assessment what will make the graduates internationally recognized. The students will get the possibility to obtain RU,KZ,MN MS degree in SC and MS Degree of one of EU universities. This objective will be achieved through major Outcomes/Outputs: D1.1.Business community needs and expectations analyzed, D2.1.New curricula developed, D2.2.New syllabi developed, D2.3.Partners' network established legally, D3.1.Skills upgraded and methodological support of the teaching process is ensured, D3.2.Teaching materials and training guide developed, D4.1.PC universities staff upgraded in quality assurance, D4.2.QAS and user guide developed, D4.3.QAS in operation, D5.1.PC universities staff upgraded in e-learning and new technologies, D5.2.IHLS in operation, equipped (an innovative approach to teaching includes: web-portal, remote/virtual labs, e-learning, access to the EU databases), D6.1.Students' training implemented; and other Outcomes/Outputs relevant to the project's realization. DDMP development includes development of the curriculum, content, teaching materials for 18 subjects, assessment methodology and signing bilateral agreements with EU universities on DDMP realization. Guide for the new students' admission to the DDMP will be developed. Links with business guarantee that the DDMP will follow PC business demands.

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<b>Partners:</b>	ALEXANDREIO TECHNOLOGIKO EKPAIDEITIKO IDRYMA THESSALONIKIS	EL
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	ASOCIATIA PENTRU TEHNOLOGIA INFORMATIEI COMUNICATII DIN ROMANIA	RO
	FACHHOCHSCHULE SALZBURG GMBH	AT
	FEDERAL STATE BUDGETARY EDUCATIONALINSTITUTION OF HIGHER EDUCATION SARATOV	RU
	STATE TECHNICAL UNIVERSITY NAMED AFTER GAGARIN	
	INTEC LLC	MN
	KAZAKHSTAN ASSOCIATION OF ENGINEERING EDUCATION KAZSEE	KZ
	L.N. GUMILYOV EURASIAN NATIONAL UNIVERSITY	KZ
	MEZHREGIONAL'NAYA OBSHCHESTVENNAYAORGANIZATSIYA SOYUZ IT-DIREKTOROV	RU
	MONGOLIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY	MN
	NATIONAL UNIVERSITY OF MONGOLIA	MN
	NOVOSIBIRSK STATE TECHNICAL UNIVERSITY	RU
	RIGAS TEHNISKA UNIVERSITATE	LV

**Grant Requested** 976,159 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Cross-regional  
 Region 4 - Russian Federation  
 Region 6 - Asia  
 Region 7 - Central Asia

<b>REFERENCE :</b> 598318-EPP-1-2018-1-LB-EPPKA2-CBHE-JP
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**TITLE:** Capacity building for curricula modernization of Syrian and Lebanese HEIs and lifelong learning provision: towards sustainable NGOs management and operation with special focus on refugees/MORALE

**Description:** MORALE is a Joint Project in Syria & Lebanon.  
Specific Obj.: 1) To provide the NGO labour market sector with high skilled professionals trained to effectively manage & operate in NGO environments by means of modernising Social & Behavioural Sciences related curricula and by offering LLL courses targeting NGOs professionals at partner universities; and 2) To raise the awareness on the key role of HE in the provision of high level competences of the future NGOs professionals and strengthen inter-institutional cooperation among HEIs, NGOs and governments through targeted networking actions.

The project is in line with the National & Regional Priorities and the undeniable need to integrate and make the HE sector, specifically PC HEIs, the key players in the generation of the future NGOs (working with refugees) high skilled professionals and for the provision of LLL for NGOs staff for their skills update.

MORALE brings together a complementary consortium composed by both HEIs and NGOs, with geographical balance that will produce the following main results:

-In-depth Needs Analysis in the field of HE provision in Social & Behav. Sciences + NGOs management and operation at PCs

-Intensive & Focused Capacity Building that will be also replicated in topics related with modern/innovative education provision in line with EU standards & to NGOs management & operation.

- Modernisation & Delivery of Social & Behavioural Sciences Bachelors + LLL Courses at PC HEIs. The first targeted to bachelor students & LLL courses to current NGOs professionals, with innovative teaching methodology, use of ICT, multidisciplinary focus.

-A Formative Space at PC HEIs will be equipped for a full learning experience for students & to allow NGOs professionals blended learning

-“National Policy Paper on NGOs linPCs” with crucial info to keep improving educational offer

-Solid Network of PC HEIs/NGOs/authorities/students

Activities have been defined to be endorsed, exploited and sustainable.

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<b>Partners:</b>	ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA	IT
	ALRASHIED CHARITABLE ASSOCIATION	SY
	Arab International University	SY
	ASTIKI MI KERDOSKOPIKI ETAIREIA KAIMI KUBERNITIKI ORGANOSI FOUR ELEMENTS	EL
	CARL VON OSSIETZKY UNIVERSITAET OLDENBURG	DE
	DAMASCUS UNIVERSITY	SY
	INTERNATIONAL UNIVERSITY FOR SCIENCE & TECHNOLOGY	SY
	ISLAMIC WELFARE ASSOCIATION	LB
	MODERN UNIVERSITY FOR BUSINESS AND SCIENCE	LB
	SHAM HIGHER INSTITUTE FOR ISLAMIC SCIENCES, ARABIC LANGUAGE, ISLAMIC STUDIES AND RESEARCH	SY
	UNIVERSIDAD DE ALICANTE	ES
	UNIVERSITE LIBANAISE	LB

**Grant Requested** 910,282 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 598330-EPP-1-2018-1-DE-EPPKA2-CBHE-JP
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<b>TITLE:</b> Modernisation of Master Curriculum in ICT for Enhancing Student Employability
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<b>Description:</b>	<p>The ICT sector is one of the leading ones in the economy of Belarus. This has created a gap between the challenges of the global market &amp; skills/competences ICT graduates have at entering the profession. The companies state the high level of professional knowledge of university graduates but low level of soft/transferable skills necessary to work in international teams.</p> <p>The aim of the project is to enhance employability of ICT master students &amp; foster entrepreneurship &amp; establishment of SMEs in ICT by modernising the existing master curriculum in ICT. The modernised MSc programme in ICT will be more labour-market &amp; society oriented, practice-based, &amp; student-centred training students in professional subjects leading to knowledge, hard skills &amp; competencies in the profession with soft/transferable skills presupposing its interdisciplinarity. The project meets the agenda of the Yerevan Ministerial Communiqué of “ensuring educational opportunities to provide the competences and skills required for innovation &amp; employment”. By enhancing quality &amp; relevance of learning &amp; teaching to the labour market &amp; society demands the project will promote pedagogical innovation in student-centred learning environments &amp; stronger link between teaching, learning &amp; research central to the EHEA policies.</p> <p>The project will achieve 7 milestones: (1) upgraded professional &amp; new soft skills courses, (2) study materials, (3) QA guidelines/procedures for the modernised MSc, (5) 3 intakes of students, (6) 8 international student projects, (7) measurements of pedagogical approaches &amp; methods applied</p> <p>The project will produce impact at university level (beneficiaries are master students &amp; teachers on modernised MSc programme), at society level (any person fitting master level study as a potential student of the modernised MSc, potential employers &amp; wider society who will be users of services of successful SMEs established by the MSc graduates in future), at European &amp; global level (ICT companies).</p>	
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<b>Partners:</b>	<p>BELARUSSKY GOSUDARSTVENNIY UNIVERSITET INFORMATIKI I RADIOELEKTRONIKI          BREST STATE TECHNICAL UNIVERSITY          EDUCATIONAL INSTITUTION SUKHOI STATE TECHNICAL UNIVERSITY OF GOMEL          IT-UNIVERSITETET I KOBENHAVN          POLOTSK STATE UNIVERSITY          UNIWERSYTET WROCLAWSKI          YANKA KUPALA STATE UNIVERSITY OF GRODNO</p>	<p>BY          BY          BY          DK          BY          PL          BY</p>
<b>Grant Requested</b>	888,417 EUR	
<b>Project Duration</b>	36 months	
<b>Activity</b>	Curriculum development	
<b>Region(s)</b>	Region 2 - Eastern Partnership Countries	

<b>REFERENCE :</b> 598340-EPP-1-2018-1-ES-EPPKA2-CBHE-JP
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<b>TITLE:</b> UNiversity Cooperation Framework for Knowledge Transfer in Central Asia and China
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**Description:** Uzbekistan (UZ), China (CN) and Tajikistan (TJ) are in the land-based Silk Road Economic Belt (SREB), the fastest growing area in the world by far what increases the needs for further cooperation among HEIs. UNiversity Internationalisation in Central Asia and China – UNICAC- aims to enhance the potential for international cooperation (IC) among HEIs from UZ, TJ and CN through a set of capacity building activities for International Relations Offices in partner countries (PC) HEIs, thus contributing to better international networking and better exploitation of their potential cooperation in Teaching, Learning and Research (T/L/R).

Specifically, the project aims at: a) benchmarking the potentials for cooperation and development of national and regional recommendations for IC in T/L/R in the 3 PC; b) enhancing strategic, human and infrastructural capacities for the management of IC in 7 PC HEIs, and the modernisation and development of institutional frameworks for IC in UZ, TJ and CN (Strategic Plans for International Cooperation; training modules and equipment updating); and c) developing a multi-regional network as a platform to boost a regular dialogue and identification and exploitation of synergies in shaping IC in HEIs in Central Asia and China (together with the organisation of 3 network conferences, one in each PC). The proposal also foresees the development and implementation of dissemination tools and strategies (at international and national levels, especially in PC), an evaluation and quality assurance strategy (collection of feedback, monitoring and external evaluation) and sustainability actions (National Roundtables in PC, signing of agreements among HEIs and official approval of structures created in PC).

The Consortium is composed of 11 institutions from 3 EU countries (Spain, Italy and Finland) and 3 PC countries (UZ, TJ and CN), including 10 HEIs of which 7 are Central Asian or Chinese. UNICAC will be coordinated by the University of Seville.

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<b>Partners:</b>	INTERNATIONAL CONSULTING AND MOBILITY AGENCY SOCIEDAD DE RESPONSABILIDAD LIMITADA	ES
	KHOROG STATE UNIVERSITY NAMED AFTERMYONSHO NAZARSHOEV	TJ
	LAUREA-AMMATTIKORKEAKOULU OY	FI
	MIRZO ULUG'BEK NOMIDAGI O'ZBEKISTONMILLIY UNIVERSITETI	UZ
	NORTHWEST A&F UNIVERSITY	CN
	NORTHWESTERN POLYTECHNICAL UNIVERSITY	CN
	STATE EDUCATION INSTITUTION OF ECONOMY AND TRADE OF TAJIK STATE UNIVERSITY OF COMMERCE	TJ
	TOSHKENT AXBOROT TEXNOLOGIYALARI UNIVERSITETI	UZ
	UNIVERSITA DEGLI STUDI DI TORINO	IT
	XINJIANG UNIVERSITY	CN

**Grant Requested** 899,842 EUR

**Project Duration** 36 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Cross-regional  
Region 6 - Asia  
Region 7 - Central Asia

<b>REFERENCE :</b> 598342-EPP-1-2018-1-SE-EPPKA2-CBHE-JP
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**TITLE:** Developing Mater programmes in Mobile Applications and Game Design at partner universities

**Description:** The project "Developing Master Programmes in Mobile Applications and Game Design" (MAGnUS) is aimed at enhancing IT graduates employability and quality of IT education at RU and AZ universities through introducing an interdisciplinary Master programmes in line with the Bologna provisions. The specific project objectives are:  
 To develop new interdisciplinary high-quality multi-track Master program in Mobile applications and Game design in line with Bologna provisions and while adapting the EU best practice;  
 • To upgrade the teaching staff skills in T&L;  
 • To set up student labs;  
 The main project outputs are: Master programme in Mobile Applications and Game Design delivered at 6 RU and AZ universities; teachers possessing the-state-of-the art T&A methods; 6 student design labs set up at partner universities; pilot mobility schemes tested within the project; two summer schools conducted in partner countries, joint student projects in relevant fields. The Master programme will have two tracks and will consist of 6 modules and Master thesis defence. The project objectives will be achieved through the implementation of six work packages. During the preparation phase the main project policies and plans will be devised and analysis of key employers' needs conducted. During the development phase main outputs are to be produced. Training of teachers will be done through the cascade model: first, the train the trainer program will be introduced for a small number of qualified teachers; then the trained trainers will transfer the skills to a wider circle of academics. The student labs will serve as a link to partnerships with business partners which will be involved in project activities as associated partners. All project outputs will be evaluated through peer reviews, business partners' evaluation reports, student and trainees' satisfaction survey. MAGnUS will provide dissemination of the outputs through various measures.

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<b>Partners:</b>	AZERBAIJAN DOVLET NEFT VE SENAYE UNIVERSITETI	AZ
	BAKU ENGINEERING UNIVERSITY	AZ
	Baku State University	AZ
	FEDERAL STATE BUDGETARY EDUCATIONAL INSTITUTION OF HIGHER EDUCATION	RU
	ASTRAKHAN STATE UNIVERSITY	
	INSTITUTO POLITECNICO DE TOMAR	PT
	SOUTHERN FEDERAL UNIVERSITY	RU
	TALLINN UNIVERSITY	EE
	UNIVERSITY OF DERBY	UK
	VORONEZH STATE UNIVERSITY	RU

**Grant Requested** 878,652 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Cross-regional  
 Region 2 - Eastern Partnership Countries  
 Region 4 - Russian Federation

<b>REFERENCE :</b> 598347-EPP-1-2018-1-ES-EPPKA2-CBHE-JP
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<b>TITLE:</b> Fostering innovation in the Jordan and Moroccan textile industry
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**Description:** The textile industry is highly of relevant importance both in Morocco and Jordan accounting for 165k jobs in the former and 60k in the later, making one of the largest industrial sector for both countries. However, most SME companies have limited access to services like testing, training, research, studies, technology and financial funding instruments. Also, there are not any focal points in these two countries that fulfil the knowledge triangle, bringing together enterprises, universities and research centers, especially as far as the advanced textiles' production is concerned. FOSTEX project aims to fill the gap in the area of specialized services for the textile sector, with the establishment of four advanced textiles' centers located at the participating HEIs in Jordan and Morocco. These centers will play the role of focal points for the textile sector and relevant stakeholders to bloom innovations and promoting entrepreneurship. A customized capacity building program will be assembled by EU partners, experts in training and in advanced textiles, in order to improve the management and technical skills of experts running the centers as well as providing EU experience with best practices. Additional outputs which will catalyze the activities of the centers are the drafting of an entrepreneurial plan for each country supplemented by the roundtables on innovation and entrepreneurship, and fostering synergic meetings among textile experts from EU with partner countries' HEIs and textile industry. A custom service list will be defined with support from EU partners for each advanced textiles' center according to sectorial needs at each region of influence. Ultimately, the goal is to foster the university-industry collaboration to support the development of innovations and entrepreneurship in the textile sector in Morocco and Jordan to generate an ecosystem of advanced textile materials.

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<b>Partners:</b>	AL-BALQA APPLIED UNIVERSITY	JO
	AMMAN CHAMBER OF INDUSTRY	JO
	ASSOCIACIO AGRUPACIO D'EMPRESSES INNOVADORES TEXTILS	ES
	ASSOCIATION MAROCAINE DES INDUSTRIES DU TEXTILE ET DE L'HABILLEMENT	MA
	CIAPE - CENTRO ITALIANO PER L'APPRENDIMENTO PERMANENTE	IT
	CREATIVE THINKING DEVELOPMENT	EL
	ECOLE SUPERIEURE DES INDUSTRIES DUTEXTILE ET DE L'HABILLEMENT DE CASABLANCA SA	MA
	INSTITUTUL NATIONAL DE CERCETARE-DEZVOLTARE PENTRU TEXTILE SI PIELARIE	RO
	JORDAN UNIVERSITY OF SCIENCE AND TECHNOLOGY	JO
	MATERIAL CONNEXION ITALIA SRL	IT
	PANEPISTIMIO DYTIKIS ATTIKIS	EL
	UNIVERSITE HASSAN II DE CASABLANCA	MA

**Grant Requested** 999,901 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Region 3 - South Mediterranean Countries



<b>REFERENCE :</b> 598349-EPP-1-2018-1-IT-EPPKA2-CBHE-JP
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**TITLE:** Post-Crisis Journalism in Post-Crisis Libya: A Bottom-up Approach to the Development of a Cross-Media Journalism Master Program

**Description:** PAGES aims at contributing to the modernization of the HE in Libya through a bottom-up approach for the design and pilot of a Master Course in Cross-Media Journalism. The Master targets young people studying communication and young professionals, in the field of digital journalism. The Master Course will be designed by means of a participatory approach, involving teachers from the EU and Libya, students and journalists. Teachers will be provided with the required skills for the delivery of the Master through a set of CB initiatives: online Repository for Training Faculty, online Space for discussion and study visits at two EU universities. The length of the Master Course is of 2 year (120 ECTS), and it will be taught in English. The aim of the project is to promote a local expertise, and we expect the Master to be held in all Libyan Universities. The first year will be piloted during the lifetime of the project.

**Wider Objective**

Contribute to the modernization of HE in Libya and support the implementation of the Bologna Process. Improve Journalistic skills of Libyan youth in order to contribute to the democratization process of the country. Libyan condition is aptly described by Freedom House, according to which

“The fall of the Qadhafi regime lifted restrictions on the long-repressed media sector. Citizen journalism became more common, and media outlets publications multiplied in number. However, media freedom is increasingly limited and many journalists have censored themselves”. According to Reporters Without Borders, “political impasse” is making journalism risky and difficult: Libya ranks 163 out of 180 countries in the World Press Index, while it ranked 155 in 2011, the year of Qaddafi’s death. It is necessary to define new skills and engender a new awareness of the part played by information in the building of a democratic country. Euro-Mediterranean cooperation is of paramount importance, with respect to this goal.

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<b>Partners:</b>	MISURATA UNIVERSITY	LY
	SIRTE UNIVERSITY	LY
	UNIMED - UNIONE DELLE UNIVERSITA DEL MEDITERRANEO	IT
	UNIVERSIDAD DE GRANADA	ES
	UNIVERSIDADE DE AVEIRO	PT
	UNIVERSITA DEGLI STUDI DI ROMA LA SAPIENZA	IT
	UNIVERSITY OF TRIPOLI	LY
	UNIVERSITY OF ZAWIA	LY

**Grant Requested** 890,882 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 598367-EPP-1-2018-1-SE-EPPKA2-CBHE-JP
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<b>TITLE:</b> Integrated Approach to STEM Teacher Training
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**Description:** The wider project objective is to enhance the quality of STEM Teacher training at partner universities in line with Bologna provisions and needs of knowledge economy. The specific project objectives are: to develop STEM Teacher Training Master programs in line with the Bologna provisions; to set up STEM resource centres ; to train teachers in new skills. The main project outputs are: Project policies, National STEM policies& practices, Integrated Master curriculum, 30 new course including 6 courses in English, innovative T&A methods specific for each module, 6 accredited Master programs in STEM Teacher Training; 6 STEM resource centres, retrained teachers, STEM ambassadors, 90 enrolled students, mobility schemes tested between EU and partner universities, Engagement program aimed at raising students' interest to STEM subjects. The achievements of outputs is reached through the implementation of 6 work packages. During the preparation phase the main project policies and plans will be devised and analysis of key employers' needs conducted. During the development phase main outputs are to be produced. Training of teachers will be done through the cascade model: first, the train the trainer program will be introduced for a small number of qualified teachers; then the trained trainers will transfer the skills to a wider circle of STEM stakeholders. All project outputs will be internally and externally evaluated. The project consortium consists of 10 universities from 4 EU countries and 6 universities from Russia and Kazakhstan. The associated partners will be actively involved in training and disseminating activities.

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<b>Partners:</b>	FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER EDUCATION	RU
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	HACETTEPE UNIVERSITESI	TR
	HELSINGIN YLIOPISTO	FI
	IMMANUEL KANT BALTIC FEDERAL UNIVERSITY	RU
	L.N. Gumilyov Eurasian National University	KZ
	M AUEZOV SOUTH KAZAKHSTAN STATE UNIVERSITY	KZ
	SARSEN AMANZHOLOV EAST KAZAKHSTAN	KZ
	SOUTHERN FEDERAL UNIVERSITY	RU
	UNIVERSITY OF LIMERICK	IE

**Grant Requested** 926,229 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Cross-regional  
 Region 4 - Russian Federation  
 Region 7 - Central Asia

<b>REFERENCE :</b> 598377-EPP-1-2018-1-IT-EPPKA2-CBHE-SP
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<b>TITLE:</b> Kazakh Universities to foster quality assurance processes in Technology Enhanced Learning
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**Description:** KUTEL Piloting venture will be aimed at reinforcing the role of Higher Education (HE) in Kazakhstan, strategic vehicle to boost economic growth, employment rate and then quality of life and social well-being of citizens. KUTEL promotes reform and modernization of HE through the introduction of a national Quality Assurance (QA) system for technology - enhanced learning (TeL), new and challenging in EU and in Kazakhstan, implementing accreditation standards, guidelines and procedures for QA of TeL courses and study programs at a national/international level. In so doing, KUTEL will contribute to the rise of students' enrolment numbers despite the difficult conditions of the fluctuant economic growth through widespread use of e-learning methodologies and a high quality training offer.

Core results which cope with existing needs and support national/EU priorities are:

1. Accreditation standards, guidelines and procedures for QA of TeL study programs development in Kazakhstan HE System according to EU practices;
2. Pilot Training addressed to Key Actors of Public/Private HE System, academic staff and QA HE accreditation bodies to enhance competences/skills to build up TEL QA Framework in study programs;
3. Teaching methodologies modernized and reformed through the development of a Quality Assurance (QA) framework in blended learning;
4. EU TEL Roadmap for QA standard, Baseline Kazakhstan TEL QA Framework, Recommendations QA Framework will be further developed for a successful capacity building process.

Prospected Impact: direct beneficiaries responsible for modernisation of HE involved in Pilot training min. 85 and those involved in each national exploitation event (about 40/50 participants at 1st and about 80 at 2nd one). 6000 visitors of KUTEL website. 150 attendees at final conference. Valorisation contact database 100/150 per project country. About 50 academic staff and 5 Public Authorities by Kazakh partners involved in the Preparation phase.

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<b>Partners:</b>	ALMATY INSTITUT OF POWER ENGINEERING AND COMMUNICATIONS NONPROFIT JOINT STOCK COMPANY	KZ
	BURGASKI SVOBODEN UNIVERSITET	BG
	CASPIAN STATE UNIVERSITY OF TECHNOLOGIES AND ENGINEERING NAMED AFTER SH. YESSENOV	KZ
	HELLENIC OPEN UNIVERSITY	EL
	INTERNATIONAL UNIVERSITY OF INFORMATION TECHNOLOGIES	KZ
	JSC ZHEKAZGAN BAIKONUROV UNIVERSITY	KZ
	KOKSHETAU ABAI MYRZAKHMETOV UNIVERSITY	KZ
	KOSTANAY STATE PEDAGOGICAL INSTITUT	KZ
	MINISTRY OF EDUCATION AND SCIENCE	KZ
	PUBLIC FUND YOUTH FRONT OF LEADER OF THE NATION	KZ
	SHOKAN UALIKHANOV KOKSHETAU STATE UNIVERSITY	KZ
	THE NON-PROFIT INSTITUTION INDEPENDENT AGENCY FOR ACCREDITATION AND RATING	KZ
	TURUN YLIOPISTO	FI

**Grant Requested** 717,277 EUR

**Project Duration** 36 months

**Activity** Modernisation of policies, governance and management of higher education systems

**Region(s)** Region 7 - Central Asia

<b>REFERENCE :</b> 598399-EPP-1-2018-1-IT-EPPKA2-CBHE-JP
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**TITLE:** Improvement of children care teaching as a template for modernising postgraduate medical education in Central Asia

**Description:** Aim of the project is to support the modernization, professionalization and internationalization of postgraduate training in the field of children care management in Central Asia (CA) Countries - Kazakhstan, Tajikistan and Uzbekistan - in cooperation with HEI from Italy, Germany and Poland willing to share their expertise and experience in the fields of Pediatrics, Pediatric Surgery and Child Neuropsychiatry postgraduate training. It's a joint project organised as a feasibility study to become, if successful, a structural project for a sustainable and long lasting improvement in the organisation of postgraduate medical training in CA countries, not only in paediatrics but possibly also in other fields of medical care.

By-product of the project will be to emphasise the importance of children care in the ongoing process of Health Care Reform in CA countries, thus contributing to reduce the infant mortality, through an updated approach to the modern techniques of neonatal and pediatric care, widely resorting on the tools made available by ICT.

Outputs will be new curricula and new training strategies devoted to an integrated, holistic care of the child, harmonised with those adopted in EU countries and aiming to achieve the same results. To offer a solid and sustainable basis on which to ground these results, state-of-the-art ICT teaching and teleconferencing systems will be provided to all partners, with on-the-job training. Project's preparatory activities of situation analysis and paediatric facilities census will also provide Governmental authorities an invaluable tool, offering a sound basis on which to build any future project of intervention on the health system and manpower devoted to the care of children in CA Countries.

Ultimate impact will hopefully be a reduction in infant mortality and a substantial increase in life expectancy at birth for the populations of partner Countries, now living in average some ten years less than EU population.

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<b>Partners:</b>	AL-FARABI KAZAKH NATIONAL UNIVERSITY	KZ
	ASFENDIYAROV KAZAKH NATIONAL MEDICAL UNIVERSITY	KZ
	BUKHARA STATE MEDICAL INSTITUTE	UZ
	INSTITUTE OF POSTGRADUATE EDUCATION IN HEALTH SPHERE OF REPUBLIC OF TAJIKISTAN	TJ
	KAZAKHSKIY MEDITSINSKY UNIVERSITET NEPRERYVNOGO OBRAZOVANIYA - KAZMUCE	KZ
	THE STATE HIGHER EDUCATIONAL INSTITUTION -AVICENNA TAJIK STATE MEDICAL UNIVERSITY	TJ
	THE STATE HIGHER EDUCATIONAL INSTITUTION KHATLON STATE MEDICAL UNIVERSITY	TJ
	TOSHKENT PEDIATRIYA TIBBIYOT INSTITUTI	UZ
	UNIVERSITAET ULM	DE
	UNIwersytet Jagiellonski	PL

**Grant Requested** 997,977 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 7 - Central Asia

<b>REFERENCE :</b> 598403-EPP-1-2018-1-RS-EPPKA2-CBHE-JP
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**TITLE: Soil Erosion and Torrential Flood Prevention: Curriculum Development at the Universities of Western Balkan Countries**

**Description:** Land degradation, especially physical degradation, with soil erosion as the most common degradation process, is a significant problem for the conservation of resources and has a large negative effect. One of the consequences of soil erosion is the occurrence of torrential floods. The floods that occurred in the last time, again point to the need to improve the education of professionals who will enable better prevention of torrential floods. The field of soil erosion control and protection against torrential floods are not included in the study process at all the faculties of forestry and other related faculties of the universities in Serbia and B&H. The Faculty of Forestry of the University of Belgrade has the academic studies devoted to these issues, while other universities have individual subjects whose syllabuses are partially related to this field. For these reasons, there is a need for the development of a new master and improvement of the existing bachelor curriculum by introducing new subjects or by changing the syllabuses of existing subjects.

In addition to the development of new master and improvement of the bachelor curriculum, in compliance with the Bologna Process and the EU good practices, the specific objectives of the project are also the following: the implementation of improved knowledge of practical solutions against torrential floods and the education of local governments to create prevention programs. The project includes five universities of the partner countries (Serbia, Bosnia and Herzegovina), where the curricula will be developed, and universities from the four program countries. The project will be implemented through the 7 work packages with 34 activities. The Project implementation will contribute to the establishment of better cooperation between the participants, who, by improving the university curriculum with the support of the EU, will achieve harmonized approach to the methodology for flood prevention at the regional level.

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<b>Partners:</b>	ARISTOTELIO PANEPISTIMIO THESSALONIKIS - EIDIKOS LOGARIASMOS KONDILION EREVNAS	EL
	BULGARIAN ACADEMY OF SCIENCES	BG
	INSTITUTE OF FORESTRY	RS
	SS. CYRIL AND METHODIUS UNIVERSITY IN SKOPJE	MK
	UNIVERSITAET FUER BODENKULTUR WIEN	AT
	UNIVERZITET U BANJOJ LUCI	BA
	UNIVERZITET U NISU	RS
	UNIVERZITET U NOVOM SADU	RS
	UNIVERZITET U SARAJEVU	BA

**Grant Requested** 866,070 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 1 - Western Balkans

<b>REFERENCE :</b> 598404-EPP-1-2018-1-IN-EPPKA2-CBHE-JP
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**TITLE: Design and Innovation Capacity Building in India**

<b>Description:</b>	<p>Design is crucial to India's manufacturing transformation. By 2020 India will need more than 60,000 designers in a 2.47 billion euros market. Progress to enhance design education is not uniform across institutions. Modern convergence of technology, design thinking, user-centred and experience design demand collaborative trans and inter/multi-disciplinary approaches to curriculum evolution. Bonds between industry and HEIs must be strong by growing collaborations for new product development, internships, joint projects and other educational and research activities.</p> <p>This project aims at establishing innovation capacities in the design sector of India through improved education built on transfer of good practices and curriculum content from the EU. It will establish 3 equipped Design &amp; Innovation Centres in local universities. These will provide common ground, with industry, for (a) developing innovative and permanent methods for Research and Design approaches (b) establishing cross-sectoral projects for collaboration and co-learning, (c) establishing Inter-industry projects to facilitate the inclusion of design thinking approaches, (d) deploying extreme affordability principles, (e) developing community-based programs enabling designers, craftsmen and artisans, (f) modernization and internationalization of Indian HEIs by improving product and service design courses, following state of the art methodologies in design thinking, sustainability, social innovation, ethics etc.</p> <p>DESINNO seeks proliferation of similar centres in India and promotion of research and design projects by creating a permanent research innovation and training network and virtual tools. HEIs, researchers, students and industry are expected to benefit the most. The industry will gain access to modern value adding technologies, methodologies and highly trained professionals leading to drastic improvements of Indian Design for the benefit of the economy and society.</p>	
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<b>Partners:</b>	<p>BRUNEL UNIVERSITY LONDON  CREATIVE THINKING DEVELOPMENT  INDRAPRASTHA INSTITUTE OF INFORMATION TECHNOLOGY DEHLI  PANEPISTIMIO AIGAIU  POLITECNICO DI MILANO  RIMT UNIVERSITY MANDI GOBINDGARH</p>	<p>UK  EL  IN  EL  IT  IN</p>
<b>Grant Requested</b>	870,885 EUR	
<b>Project Duration</b>	36 months	
<b>Activity</b>	Strengthening of relations between HEIs and the wider economic and social environment	
<b>Region(s)</b>	Region 6 - Asia	

<b>REFERENCE :</b> 598405-EPP-1-2018-1-PS-EPPKA2-CBHE-JP
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**TITLE:** Teaching English as Foreign Language in Palestinian HEIs: An e-Learning Initiative that Bridges Educational and Socio-Political Gaps

**Description:** Freedom and participation in the academic world are crucial factors that motivated QOU to submit TEFL proposal. Palestine has been restricted inside its borders due to socio-political reasons. The occupation in Pal impacts the movement of people, divides the territory geographically and socio-politically. This has led to inequitable access to quality education for all students. Moreover, academics are struggling to communicate and interact with peers from countries all over the world, due to the language barrier. The exchange of knowledge, skills and culture with others poses as a great challenge for the Palestinian HEIs. These challenges 'built walls' prevent from being active and critical members of a growing global community.

Teaching English in Pal faces great challenges and difficulties at all levels, in all domains. MoEHE (2015), Rixon (2013), attribute the challenges to several reasons, such as poor and inappropriate content, traditional teaching methodologies, lack of professional educators in TEFL to integrate educational technology, and missing modern learning spaces; the continuing dissatisfaction with the overall performance and proficiency of students in English language (EL) is attributed to the quality of instruction affected by lack of access to technology and unappealing materials and lack of motivation. TEFL-ePal aims to develop flexible curricula, with face-to-face and online courses to be accessible to all learners, with no restrictions, reaching all learners including those with special needs and conditions, learners at work & women with restrictions. It aims to implement initiatives that develop learners' linguistic capacity, skills, and English language excellence, enhance modernization, internationalization and lifelong learning without ignoring the culture. The innovative character of the project serves the capacity-building aspect for Palestinian HEIs and bridges the gaps, addresses inclusion and the proper technological development.

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<b>Partners:</b>	AL-ISTIQLAL UNIVERSITY	PS
	ANADOLU UNIVERSITY	TR
	CONFIDENCE FOR LEARNING AND TRAINING	PS
	PALESTINE AHLIYA UNIVERSITY COLLEGE	PS
	PALESTINE TECHNICAL UNIVERSITY - KADOORIE (PTUK)	PS
	TECHNISCHE UNIVERSITAET CHEMNITZ	DE
	UNIVERSAL LEARNING SYSTEMS LTD	IE
	UNIVERSITY OF WOLVERHAMPTON	UK

**Grant Requested** 929,151 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 598409-EPP-1-2018-1-NL-EPPKA2-CBHE-JP
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<b>TITLE:</b> Formation of Teachers in Emerging Challenged Areas in the Philippines
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**Description:** Formation of Teachers for Emerging Challenged Areas in the Philippines (FORTH) addresses the reality of teaching in socio-economic deprived areas with very specific needs and contexts for both children and teachers. FORTH particularly addresses teacher's loss of motivation and self-esteem ending in absenteeism and attrition. It addresses this challenge with a number of joint measures such as bringing to the forefront the relevance of this mission for the eradication of poverty through education, highlighting the importance of this task creating new curricula and developing it into a Master and then into an Erasmus Mundus Joint Master Degree while making it accessible to a) people already in the area (part time) and b) those who make it a choice and a vocation to go to these areas. The curricula will be designed jointly by specialists from Phil and EU, having a critical mass 10 per university fully trained (total 50 people) and making it a centre of excellence by research and international links.

Other measures relate to a plan for BA students, willing to take their practical year in these marginal areas, learning and taking part in the project. Further, the project will foster the creation of University clusters, learning communities of university- school teachers (in the selected areas as a pilot) enjoy joint learning activities related to exploit specific methodologies existing for these type of teaching and use and build new material relevant to the children's in these areas to learn and create self-esteem, sense of value and conviction that they can make it. Web repositories and audiovisual material will be created jointly the Master students and the teachers in the area.

FORTH intends to be a pilot in the Philippines to be replicated in other parts of the world, making a network of interested partners. FORTH counts on a privilege team both in Phil and in EU and particularly it counts on the presence and support of the Ministry of Education of the Philippines.

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	CENTRO ESCOLAR UNIVERSITY	PH
	COMMISSION ON HIGHER EDUCATION	PH
	EDUCACION PARA UN MUNDO INTERDEPENDIENTE-EDUCATION POUR UN MONDE	BE
	INTERDEPENDANT-EDUCATION IN AN INTERDEPENDENT WORLD	
	FUNDACION INTERED	ES
	PHILIPPINE ASSOCIATION FOR TEACHERS& EDUCATORS (PAFTE), INC.	PH
	POLYTECHNIC UNIVERSITY OF THE PHILIPPINES	PH
	TERESIAN ASSOCIATION INTERNATIONALINC	PH
	THE SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANIZATION	TH
	UNIVERSIDAD DE LA IGLESIA DE DEUSTO ENTIDAD RELIGIOSA	ES
	UNIVERSITY OF SAN CARLOS	PH
	UNIVERSITY OF SOUTHEASTERN PHILIPPINES	PH
	WEST VISAYAS STATE UNIVERSITY	PH

**Grant Requested** 999,720 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia



<b>REFERENCE :</b> 598418-EPP-1-2018-1-ZA-EPPKA2-CBHE-JP
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<b>TITLE:</b> Euro-ZA Capacity building in the field of maritime education
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**Description:** Due to the globalisation of the maritime industry it is evident that training and education of students is less isolated to particular regions. As a result many students who begin study in one region often end up working in another region. This complicates matters when further studies are required. Students need to return to their original institution of study due to recognition and possible language restrictions. Therefore the NMU and SAMK after a number of meetings and visits decided to begin a partnership to develop the maritime qualifications and staff and student exchange. SAMK identified the Erasmus+ programme as an opportunity to incorporate other leading institutions in the maritime training sector from Europe and South Africa. All the EURO-ZA partners have a long history in maritime education with some European partners over 100 years. Therefore this is an opportunity to conduct a detailed analysis of the curriculums and facilities to truly evaluate any similarities, differences and opportunity for improvement for both the South African and European partners. It is noted that the NMU is only starting maritime education but has been involved in Engineering (Mechanical, Electrical, Industrial, Civil and Mechatronics) for decades.

This programme will conduct an extensive evaluation of all six maritime curricula. Comparison of these curricula will lead to an understanding of similarities and differences. Out of this a comprehensive understanding can be established as to what the strengths and weaknesses are in each institution's curriculum. Included in the study a detailed evaluation will also be conducted on the different pedagogical processes as well as facilities.

The result will enable a possible alignment of qualifications allowing knowledge sharing, student, staff and research exchange ultimately recognising a global standard and an improved product to industry.

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<b>Partners:</b>	CAPE PENINSULA UNIVERSITY OF TECHNOLOGY	ZA
	DURBAN UNIVERSITY OF TECHNOLOGY	ZA
	HOCHSCHULE WISMAR	DE
	SATAKUNNAN AMMATTIKORKEAKOULU OY	FI
	SOUTHAMPTON SOLENT UNIVERSITY	UK

**Grant Requested** 999,759 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 10 - South Africa

<b>REFERENCE :</b> 598428-EPP-1-2018-1-JO-EPPKA2-CBHE-JP
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<b>TITLE:</b> Promoting youth employment in remote areas in Jordan
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**Description:** With the rise in population and drop in the economy, Jordan needs new ideas and schemes involving the younger population for the country to strive in the future. JOB-JO is an initiative brought together by universities in the South of Jordan lead by Mutah University, the Ministry of Public Works and Housing, as well as European partners. The aim of the project is to promote youth employment and reduce poverty in Jordan's remote areas which will empower economic and social aspects of these communities as well as provide women more opportunities for success. Although the literate rate in Jordan is high, and people are getting more educated than ever, the employment rate is low due to many social and economic factors. As most universities provide the best education possible, students still lack many skills that would be easy to gain. The career centers would provide services in order to teach and train unemployed graduates to be requalified for more job opportunities. Services such as training courses, skills and communication workshops, as well as support entrepreneurs and initiatives brought by the community would be offered. These services would have European influence through exchange programs as well as the great relationship to happen between universities in Jordan and the experienced universities in Europe. The short term impact would be to allow graduates to gain skills and training needed for their professions where in the long term, these career centers would foster the economic growth and reduce the unemployment and poverty in the remote areas of Jordan.

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	GREATER AL KARAK MUNICIPALITY	JO
	HOCHSCHULE FUR TECHNIK WIRTSCHAFT UND KULTUR LEIPZIG	DE
	Int@E UG	DE
	ISLA-INSTITUTO SUPERIOR DE LEIRIA,SOCIEDADE UNIPESSOAL LDA	PT
	JORDAN UNIVERSITY OF SCIENCE AND TECHNOLOGY	JO
	MINISTRY OF PUBLIC WORKS AND HOUSING	JO
	TAFILA TECHNICAL UNIVERSITY	JO
	UNIVERSITY OF CYPRUS	CY
	UNIVERSITY OF JORDAN	JO

**Grant Requested** 686,293 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 598434-EPP-1-2018-1-RS-EPPKA2-CBHE-JP
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<b>TITLE:</b>	<b>Strengthening Teaching Competences in Higher Education in Natural and Mathematical Sciences</b>
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**Description:** The project „Strengthening Teaching Competences in Higher Education in Natural and Mathematical Sciences – TeComp” is aimed at improving the quality of higher education in the field of natural and mathematical sciences at higher education institutions in Serbia and Albania in line with advance EU practices, thereby enhancing their comparability and competitiveness in Europe and beyond. This wider aim will be achieved through completion of the set of specific objectives concerned with the areas where the measures should be applied:

- to enhance professional competences and skills of teaching staff through training courses in contemporary pedagogical approaches, methodologies and educational technologies;
- to upgrade educational infrastructure as a basis for wider integration of modern pedagogical principles and technologies in teaching and learning;
- to deliver new/modified courses in psychology, pedagogy, methodology of teaching, and technology enhanced learning at the PC HEIs in line with the modern European strategies;
- to strengthen personnel infrastructure through the introduction of continuous professional development in the system of higher education.

According to these objectives, the proposed project is expected to achieve the following outcomes:

- Identifying and adopting the necessary measures and actions required for quality enhancement of teaching and learning processes;
- Upgrading educational infrastructure;
- Training of teaching staff for harnessing pedagogical and methodological principles and new modes of teaching and learning;
- Development of methodology and platforms for wider integration of ICT in teaching and learning.

The project will particularly impact on raising awareness among teaching staff in all educational fields on the necessity of continuous professional training in pedagogy and teaching methodology, and wider integration of modern educational technologies in teaching an learning.

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<b>Partners:</b>	OSTRAVSKA UNIVERZITA	CZ
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	UNIVERSITEIT GENT	BE
	UNIVERSITETI "EQREM ÇABEJ" I GJIROKASTRËS	AL
	UNIVERSITETI FAN S NOLI KORCE	AL
	UNIVERZITA MATEJA BELA V BANSKEJ BYSTRICI	SK
	UNIVERZITET U BEOGRADU	RS
	UNIVERZITET U KRAGUJEVCU	RS
	UNIVERZITET U NOVOM SADU	RS

**Grant Requested** 941,370 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 1 - Western Balkans

<b>REFERENCE :</b> 598437-EPP-1-2018-1-CY-EPPKA2-CBHE-JP
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<b>TITLE:</b>	<b>Refugee Teaching Certification Program for Egyptian and Refugee Teachers Enabled by Blended Learning</b>
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**Description:** The Middle East and North African region has faced one of the most critical refugee crises, with global consequences, especially for EU. Egypt has received more than 400,000 refugees from Syria alone with 30,000 of them being of school age and only 50% enrolled in public schools. While Syrian refugee children are allowed to enroll in public schools, the majority go to refugee schools organized by the Syrian community, since Egyptian teachers lack skills to tackle the needs of refugee learners. Refugee children are a unique learner group due to their prior traumatic experiences. There is need of a pedagogy focusing on refugees that most teachers, even refugee ones, do not possess. Refugee teachers in Egypt, estimated to 4,000, face considerable constraints in accessing certified in-service training. NGOs and other organizations have gone some way to addressing refugee children's schooling, but their interventions are very limited and not tied to educational pathways that lead to certified lasting programs. Both Egyptian and refugee teachers should undergo training to gain awareness of the refugee experience as well as the cultural backgrounds of refugee learners so that they can be responsive to refugee needs and sensitive to trauma reactions. These problems and challenges could be tackled through the development of an innovative in-service teacher certification program enabled by blended learning, established in the faculties of education. ReTeCp responds to a cross-cutting priority by giving access to refugee teachers to the Egyptian HEIs through a post-graduate diploma focusing on these issues. By the end of ReTeCp project, about 700 teachers, including refugee teachers will be trained and in the next 4-6 years years all refugee teachers and an increasing number of Egyptian teachers will be undergoing life-long certified training that will highly contribute to the right of refugee children for quality education (SDG4) in the host countries.

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	BATH SPA UNIVERSITY	UK
	HELIOPOLIS UNIVERSITY ASSOCIATION	EG
	OCTOBER 6 UNIVERSITY	EG
	PANEPISTIMIO KRITIS	EL
	PERIFERIAKO KENTRO EMPIROGNOMOSINISSTIN EKPAIDEFISI KAI TI VIOSIMI ANAPTIKSI	EL
	SEKEM DEVELOPMENT FOUNDATION - SDF	EG
	YOUTH AND DEVELOPMENT CONSULTANCY INSTITUTE	EG
	ZAGAZIG UNIVERSITY	EG

**Grant Requested** 903,794 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 598444-EPP-1-2018-1-HR-EPPKA2-CBHE-JP
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**TITLE: Harmonization and Innovation in PhD Study Programs for Plant Health in Sustainable Agriculture**

**Description:** The need for highly educated professionals with deep understanding in plant health for sustainable agriculture is high at both, program and partner countries. This project has the ambition of harmonizing and modernizing doctoral education in this field and to create a network of researchers that is capable to respond to current challenges in plant health.

The specific objectives are: to harmonize, improve and modernize the doctoral study programs in plant health among partner universities in order to increase the competences and skills of PhD candidates to respond to the global plant health issues; to develop a draft of curriculum of International Joint PhD study program in Plant Health; and to foster regional integration in the field of plant health research and education among WBC and between WBC and EU countries.

The unique platform for PhD education in plant health issues will be set up among partners. PIs will adapt the best practices related to management and conducting PhD study programs. Scientific content and learning outcomes of different courses will be improved and harmonized. Teachers will be trained in new educational methods and for mentoring of PhD students. Creation of scientific network among scientists, mobility periods and exchange of students and staff, together with establishment of diagnostic and training hubs in PIs will improve human capacities of the candidate countries to adapt EU policy in plant health to develop and to introduce the new non-pesticide methods in agricultural practice and to conduct and/or participate in research in the field of plant health at international level. Proposed activities will allow for the international recognition of the proposed courses and will enable education of young scientists in plant health ready to cooperate and participate in scientific research at regional and international level. The draft of the curriculum will be created and ready to be submitted to accreditation.

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<b>Partners:</b>	AGRAREN UNIVERSITET - PLOVDIV	BG
	AGRICULTURAL UNIVERSITY OF ATHENS	EL
	JAVNA USTANOVA UNIVERZITET CRNE GORE PODGORICA	ME
	SVEUCILISTE JOSIPA JURJA STROSSMAYERA U OSIJEKU, FAKULTET AGROBIOTEHNIČKIH ZNANOSTI OSIJEK	HR
	UNIVERSITA DEGLI STUDI DI BARI ALDO MORO	IT
	UNIVERSITETI BUJQESOR I TIRANES	AL
	UNIVERSITETI FAN S NOLI KORCE	AL
	University of Mostar	BA
	UNIVERZITET U BEOGRADU	RS
	UNIVERZITET U NOVOM SADU	RS
	UNIVERZITET U SARAJEVU	BA

**Grant Requested** 967,614 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 1 - Western Balkans

<b>REFERENCE :</b> 598453-EPP-1-2018-1-AT-EPPKA2-CBHE-JP
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<b>TITLE:</b> Realizing Aspirations, Interests and Brilliance of Young Women
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**Description:** Women's participation in the labour market in India is not only an economic issue but also a larger social and an ethical question, which demands a multi-disciplinary approach. Women's economic activity is rooted mainly in socio-cultural, historical, physiological and economic considerations. Hence, looking at women's employment in India from the labour market point of view alone is not enough. We need to look at this problem with the intentions of introducing a transactional as well as transformational intervention at socio-cultural, political and economic levels. Researchers noted that understanding differences among women is critical to crafting policy and making public investments that meet their needs and expand their choices and opportunities. Hence this project has a wider impact and multiplier effect.

The core objectives of the project are:

1. To examine the influence of perceived career barriers and support young women's career planning in the university system and outside
2. To design and implement applicable framework(s) that intervenes and counsels young women of both environments
3. To install the capacities (RAINBOW Centre) in Indian universities to counsel young women in the designed framework
4. Develop material and training programmes for associations and agencies working (for young women) in the unprivileged section of the society
5. Identify regulations and create awareness of best practices and models operating in EU HEIs for capacity building of young women in university system and outside the university system.

Target groups:

- Women (20–30 yrs), who have full time enrolment in Indian University Education
- Counsellors and Associations/NGOs working on women Empowerment and Inclusion

Main outputs:

- Development of the Intervention and Counselling Methodology
- Creation of Career Counselling & Guidance Centres
- Developing Material & Conducting Train the Trainer Program
- Providing & Evaluating Counselling Services in India

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<b>Partners:</b>	BIRLA ACADEMY OF ART AND CULTURE	IN
	INTERNATIONAL CONSULTING AND MOBILITY AGENCY SOCIEDAD DE RESPONSABILIDAD LIMITADA	ES
	JYVASKYLAN YLIOPISTO	FI
	NIRMA UNIVERSITY	IN
	SIR PADAMPAT SINGHANIA UNIVERSITY	IN

**Grant Requested** 587,386 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598465-EPP-1-2018-1-ME-EPPKA2-CBHE-SP
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<b>TITLE:</b> Reforming doctoral studies in Montenegro and Albania - good practice paradigm
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<b>Description:</b>	<p>The MARDS project addresses one of the most acute problems in Montenegrin and Albanian education systems, the doctoral studies. Its main objective is to reconstruct them in line with Salzburg Principles and establish sustainable and modern Pilot Joint Doctoral Schools between two friendly neighbors partner countries that will serve as an example of "good practice" for the WB Region. The specific objectives of the MARDS projects are:</p> <ul style="list-style-type: none"> <li>- to reconsider the existing national policies/standards for doctoral studies in two countries and their compatibility with EU practices,</li> <li>- to develop and propose a new model of doctoral studies in two countries, adapted to the acquired experiences over past decades and current and future countries' needs</li> <li>- to propose a sustainable method of financing doctoral studies in two countries on national levels.</li> <li>- to establish two Joint Doctoral Schools "Natural sciences and Technology for Sustainable Development" with place in Montenegro (Podgorica) and "Economy and Tourism for Sustainable Development" with place in Albania (Shkoder) as the recommendable examples of cross-border PhD programmes.</li> <li>- to establish a sustainable cooperation with EU partners and established Doctoral School in order to maintain developed standards. The benefits of MARED on local/national/regional levels are obvious:</li> <li>- improving PhD studies and therefore overall performances of countries and universities;</li> <li>- showing readiness of the candidate governments to change their education systems including doctoral studies;</li> <li>- enabling PhD students to work in better conditions;</li> <li>- promoting and supporting research mobility;</li> <li>- promoting and supporting intersectoral cooperation;</li> <li>- promoting and supporting collaboration with other EU HEIs;</li> <li>- moving from teaching to research;</li> <li>- establishing research in attractive fields, as sustainable development;</li> <li>- promoting cooperation between academic and non-academic sector...etc..</li> </ul> <p>EU will show its readiness to support WB's integration.</p>	
<b>Coordinator:</b>	<p>JAVNA USTANOVA UNIVERZITET CRNE GORE PODGORICA            CETINJSKA 2            PODGORICA 81000,ME            Phone : +38268317729            Email : stox@ac.me            Internet site address :</p>	
<b>Partners:</b>	<p>BASHKIMIT TE DHOMAVE TE TREGTISE DHE INDUSTRISE            MINISTARSTVO NAUKE            MINISTRIA E ARSIMIT DHE SPORTIT            Ministry of Education            PRIDE NETWORK ASSOCIATION ZUR FORDERUNG UND VERNETZUNG VON            HOCHSCHULPROFESSIONELLEN IM DOKTORATSBEREICH            PRIVREDNA KOMORA CRNE GORE PODGORICA            SVEUCILISTE U ZAGREBU EDUKACIJSKO-REHABILITACIJSKI FAKULTET            UNIVERSETI SHKODRES LUIGJ GURAKUQI            UNIVERSITAT WIEN            UNIVERSITETI METROPOLITAN TIRANA            UNIVERSITETI POLITEKNIK I TIRANES            UNIVERSITETIT TE VLORES            UNIVERZA V MARIBORU            UNIVERZITA MATEJA BELA V BANSKEJ BYSTRICI            UNIVERZITET DONJA GORICA PODGORICA</p>	<p>AL            ME            AL            ME            AT            ME            HR            AL            AT            AL            AL            AL            SI            SK            ME</p>
<b>Grant Requested</b>	873,120 EUR	
<b>Project Duration</b>	36 months	
<b>Activity</b>	Modernisation of policies, governance and management of higher education systems	
<b>Region(s)</b>	Region 1 - Western Balkans	

<b>REFERENCE :</b> 598470-EPP-1-2018-1-DE-EPPKA2-CBHE-JP
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<b>TITLE:</b> Enhancing Green Economy in 3 countries of Asia
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<b>Description:</b>	<p>The three targeted countries present real challenges to sustainability that future experts in applying green economy can contribute to mitigate. India's progression to a greener economy is lagging behind expectations. India has recently been pointed as a bad student in environment by being ranked 155 out of 178 countries far behind other BRICS countries. A recent WHO survey indicated that 13 out of the world's 20 most polluted cities can be found in India. In Nepal, government attempts to alleviate impacts of Climate changes and environmental protection does not address the benefits of a Green Economy. This is due, among other things, to the lack of specialists. Only one research center and associated partner (CGDE) is producing research on green economy issues for Nepal. In Kyrgyzstan, the transition to sustainable development is an urgent necessity, since at present, the country's socio-economic development is largely based on the consumption of natural resources. Green economy is recognised in the recent National Strategy for sustainable development of the Kyrgyz Republic. However, along with the state commitment to establishment an inclusive green economy for the country's strategic sustainable development plans, an urgent need is to promote this initiative from below to disseminate information on resource saving and the priorities of the "green economy" in the education system of KG.</p> <p>Milestones: 5 modules of 15 ECTS on green economy from multiple approaches (business, management, economics, law and environmental studies) + 1 interdisciplinary module on green economy in practice. Adding all modules together partners will be able to create MA program after accreditation.</p> <p>8 Green Economy Labs providing 5 courses (online, offline) on Green Economy to business, environment agencies and other HEIs to create a community of Green Economy practitioners.</p> <p>10 PR and marketing specialists formed with leadership skills to convey green behaviour in kindergarden &amp; schools</p>																														
<b>Coordinator:</b>	<p>OTTO-VON-GUERICKE-UNIVERSITAET MAGDEBURG  Zschokkestr. 32  Magdeburg 39104,DE  Phone : +493916756757  Email : kai.gleissner@ovgu.de  Internet site address :</p>																														
<b>Partners:</b>	<table> <tr><td>BALTIJAS STARPTAUTISKA AKADEMIJA</td><td>LV</td></tr> <tr><td>EDEX - EDUCATIONAL EXCELLENCE CORPORATION LIMITED</td><td>CY</td></tr> <tr><td>EDULAB EDUCATIONAL EXCHANGE PRIVATE LIMITED</td><td>IN</td></tr> <tr><td>INSTITUTION INTERNATIONAL UNIVERSITY IN CENTRAL ASIA</td><td>KG</td></tr> <tr><td>ISSYKKUL STATE UNIVERSITY NAMED AFTER K.TYNYSTANOV</td><td>KG</td></tr> <tr><td>KATHMANDU INSTITUTE OF APPLIED SCIENCES</td><td>NP</td></tr> <tr><td>KYRGYZ ECONOMIC UNIVERSITY NAMED AFTER MUSA RYSKULBEKOV</td><td>KG</td></tr> <tr><td>LOKMANYA TILAK JANKALYAN SHIKSHAN SANSTHA NAGPUR</td><td>IN</td></tr> <tr><td>LOVELY PROFESSIONAL UNIVERSITY</td><td>IN</td></tr> <tr><td>POKHARA UNIVERSITY</td><td>NP</td></tr> <tr><td>SZKOLA GLOWNA GOSPODARSTWA WIEJSKIEGO</td><td>PL</td></tr> <tr><td>TATA INSTITUTE OF SOCIAL SCIENCES</td><td>IN</td></tr> <tr><td>TRIBHUVAN UNIVERSITY</td><td>NP</td></tr> <tr><td>UNIVERSITETET I SOROST-NORGE</td><td>NO</td></tr> <tr><td>WMU GMBH</td><td>DE</td></tr> </table>	BALTIJAS STARPTAUTISKA AKADEMIJA	LV	EDEX - EDUCATIONAL EXCELLENCE CORPORATION LIMITED	CY	EDULAB EDUCATIONAL EXCHANGE PRIVATE LIMITED	IN	INSTITUTION INTERNATIONAL UNIVERSITY IN CENTRAL ASIA	KG	ISSYKKUL STATE UNIVERSITY NAMED AFTER K.TYNYSTANOV	KG	KATHMANDU INSTITUTE OF APPLIED SCIENCES	NP	KYRGYZ ECONOMIC UNIVERSITY NAMED AFTER MUSA RYSKULBEKOV	KG	LOKMANYA TILAK JANKALYAN SHIKSHAN SANSTHA NAGPUR	IN	LOVELY PROFESSIONAL UNIVERSITY	IN	POKHARA UNIVERSITY	NP	SZKOLA GLOWNA GOSPODARSTWA WIEJSKIEGO	PL	TATA INSTITUTE OF SOCIAL SCIENCES	IN	TRIBHUVAN UNIVERSITY	NP	UNIVERSITETET I SOROST-NORGE	NO	WMU GMBH	DE
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LOKMANYA TILAK JANKALYAN SHIKSHAN SANSTHA NAGPUR	IN																														
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TATA INSTITUTE OF SOCIAL SCIENCES	IN																														
TRIBHUVAN UNIVERSITY	NP																														
UNIVERSITETET I SOROST-NORGE	NO																														
WMU GMBH	DE																														
<b>Grant Requested</b>	968,007 EUR																														
<b>Project Duration</b>	36 months																														
<b>Activity</b>	Curriculum development																														
<b>Region(s)</b>	Cross-regional Region 6 - Asia Region 7 - Central Asia																														



<b>REFERENCE :</b> 598471-EPP-1-2018-1-AT-EPPKA2-CBHE-JP
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**TITLE:** **Modernisation of master programmes for future judges, prosecutors, investigators with respect to European standard on human rights**

**Description:** After restoration of independence legislators of both countries amended criminal and criminal procedural legislation in the direction of its humanisation. But teaching of disciplines of “criminal law cycle” still tends to old traditions. At the same time training of students-to-be-judges/prosecutors/investigators is an essential element of an efficient system of justice, as it helps to ensure the competency of the judiciary. CRIMHUM, taking into account the synergy with the TRADIR project, will aim to modernise the training in the most conservative legal environment to meet the needs of employers and society, addressing the regional priority–Law, by developing and establishing specialised master programmes in criminal justice based on a Guiding Concept. The project is totally in line with the Concept of the development of legal education in the Republic of Belarus for 2018-2025 as well as labour market demands and last developments in the modernisation of higher legal education in Ukraine. The emphasis is on teaching how to conduct investigations, public prosecution and judging (including understanding of a rights-based approach), respecting fundamental principles in particular. Furthermore, to educate students about modern trends in criminal law and procedure in EU countries and how national law and procedure are affected by foreign, supranational and international law. The project will also lay the foundation for interdisciplinary teaching. Totally new for these countries courses reflecting contemporary criminal threats (e.g., crimes in IT, cross-border crime) will be introduced and course books in national languages will be developed. The traditional law school education will be connected with a practical learning approach (also through installing at the law faculties “work places” with special software to help students to draw up procedural documents). Belarusian and Ukrainian teachers will obtain an advanced training to teach criminal justice courses in English

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<b>Partners:</b>	BELARUSIAN STATE UNIVERSITY	BY
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	PUBLIC ORGANIZATION BELARUSIAN REPUBLICAN UNION OF LAWYERS	BY
	SVEUCILISTE U RIJECI, PRAVNI FAKULTET	HR
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	UNIVERSITE D'AIX MARSEILLE	FR
	VILNIAUS UNIVERSITETAS	LT
	YANKA KUPALA STATE UNIVERSITY OF GRODNO	BY
	YAROSLAV MUDRYI NATIONAL LAW UNIVERSITY	UA

**Grant Requested** 968,744 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 2 - Eastern Partnership Countries

<b>REFERENCE :</b> 598476-EPP-1-2018-1-ES-EPPKA2-CBHE-JP
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<b>TITLE:</b> Organ Donation Innovative Strategies for South-East Asia
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<b>Description:</b>	<p>Chronic diseases (CD) are the cause of 70% of all global deaths. Organ transplantation (tx) is the only treatment with long term perspectives for patients who suffer from end stage organ failure (ESOF), induced mostly by CD. Asia has the lowest rate of organ tx and the greatest growth rate of people entering chronic and ESOF. A recent analysis shows that education is one of the drivers to improve the number of well-trained specialists, and thus the delivery of care to patients with ESOF.</p> <p>ODISSeA proposes suitably adapted and accredited postgraduate curricula in organ donation for specialists. The program will start with a preliminary Training for trainers' program for future local trainers to ensure the efficient implementation of the postgraduate program in their universities during and after the project lifecycle. Together with a pool of 40 future students and EU experts they will design, validate and develop the Postgraduate Training Program in Organ Donation (30 ECTS) based on a student centred lifelong learning strategy. The program will include face to face and online components, on three levels of difficulty, from level 1 (basics/awareness) consisting of multimedia educational capsules, motion graphics &amp; storytelling, to level 2 (medium), with webinars to boost debates and engage participants, and finally, level 3 (advanced/high), where participants will be encouraged to continue with in-depth online interactive modules (self-training) and local seminars.</p> <p>On-the-job improvement projects will help them apply the knowledge &amp; skills acquired to their professional contexts and propose improving plans with measurable outcomes.</p> <p>The project will involve different stakeholders to maximize impact on HEI systems in SEA, on direct program beneficiaries: 40 trainers, 280 students, 400 attendees in the informative events as well as indirect ones: patients, work peers, hospitals, organ donation systems, with the ultimate goal of improving the delivery of care to patients</p>																										
<b>Coordinator:</b>	<p>UNIVERSITAT DE BARCELONA          GRAN VIA DE LES CORTS CATALANES 585          BARCELONA 08007,ES          Phone : 0034934033703          Email : chloeballeste@ub.edu          Internet site address :</p>																										
<b>Partners:</b>	<table> <tr><td>ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA</td><td>IT</td></tr> <tr><td>ATENEO DE DAVAO UNIVERSITY</td><td>PH</td></tr> <tr><td>CHIANG MAI UNIVERSITY</td><td>TH</td></tr> <tr><td>DINAMIA S. COOP. MAD.</td><td>ES</td></tr> <tr><td>DTI DONATION &amp; TRANSPLANTATION INSTITUTE FUNDACIO PRIVADA</td><td>ES</td></tr> <tr><td>FUNDACIO BOSCH I GIMPERA</td><td>ES</td></tr> <tr><td>MAHIDOL UNIVERSITY</td><td>TH</td></tr> <tr><td>SVEUCILISTE U ZAGREBU MEDICINSKI FAKULTET</td><td>HR</td></tr> <tr><td>UNIVERSITI TEKNOLOGI MARA (UTM)</td><td>MY</td></tr> <tr><td>UNIVERSITY OF MALAYA</td><td>MY</td></tr> <tr><td>UNIVERSITY OF MEDICINE 1</td><td>MM</td></tr> <tr><td>UNIVERSITY OF MEDICINE OF MANDALAY</td><td>MM</td></tr> <tr><td>UNIVERSITY OF SANTO TOMAS</td><td>PH</td></tr> </table>	ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA	IT	ATENEO DE DAVAO UNIVERSITY	PH	CHIANG MAI UNIVERSITY	TH	DINAMIA S. COOP. MAD.	ES	DTI DONATION & TRANSPLANTATION INSTITUTE FUNDACIO PRIVADA	ES	FUNDACIO BOSCH I GIMPERA	ES	MAHIDOL UNIVERSITY	TH	SVEUCILISTE U ZAGREBU MEDICINSKI FAKULTET	HR	UNIVERSITI TEKNOLOGI MARA (UTM)	MY	UNIVERSITY OF MALAYA	MY	UNIVERSITY OF MEDICINE 1	MM	UNIVERSITY OF MEDICINE OF MANDALAY	MM	UNIVERSITY OF SANTO TOMAS	PH
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UNIVERSITY OF SANTO TOMAS	PH																										
<b>Grant Requested</b>	957,050 EUR																										
<b>Project Duration</b>	24 months																										
<b>Activity</b>	Curriculum development																										
<b>Region(s)</b>	Region 6 - Asia																										

<b>REFERENCE :</b> 598477-EPP-1-2018-1-PT-EPPKA2-CBHE-JP
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<b>TITLE:</b> Sustainable Sustainability and Wise Use of Geological Resources
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<b>Description:</b>	<p>Reason: To implement five Mining/Geology degrees with a focus on Local Economic Development. The target countries are: Cape Verde, Angola and Mozambique. The EU Partners are the Universities of Coimbra, Salamanca and Turin and a Research Centre (CES, PT). Scientific objectives: (i) Increase the understanding of the geoscientific factors affecting the global environment in order to improve human living conditions; (ii) Develop more effective methods to find and sustainably exploit natural resources of minerals, energy and groundwater (ii) Increase the understanding of geological processes and concepts of global importance, including an emphasis on socially relevant issues, (iii) Improve standards, methods and techniques of carrying out geological research. It follows the recommendations from the AU Agenda 2063 and the UN-SDGoals: (1), (4), (5), (6), (7) and (17).</p> <p>Outputs: Three BSc courses (Geology, Geological Engineering and Mining Engineering), one MSc (Geology) and one PhD (Geology) involving the training of at least 40 teachers and 250 students in two years of ongoing courses. Bibliographic materials will be prepared and a several online courses supplied. The courses will be aligned with the Bologna recommendations.</p> <p>Impact: To address the huge gap in terms of the requisite infrastructure and critical human resources at all levels to fully realize the potential benefits that would accrue from the sustainable use of mineral resources and to assure local benefits by tackling the root causes of poverty, leveraging inclusive growth and development and seeking to secure sustainable financing. To facilitate communication and exchange among scientists by bringing together complementary interests so as to improve standards, methods and techniques for carrying out geoscience research, including the transfer of fundamental and applied knowledge between collaborating partners. The partnership brings a new attitude regarding the exploitation of natural resources in Africa.</p>																		
<b>Coordinator:</b>	<p>UNIVERSIDADE DE COIMBRA Rua Silvio Lima, Polo II, Universidade de Coimbra Coimbra 3030-790,PT Phone : (+351) 239 860 555 Email : nelsonr@dct.uc.pt Internet site address :</p>																		
<b>Partners:</b>	<table border="0"> <tr> <td>CENTRO DE ESTUDOS SOCIAIS</td> <td>PT</td> </tr> <tr> <td>CREA - CENTRO DE ESTUDOS DE ANGOLASARL</td> <td>AO</td> </tr> <tr> <td>INSTITUTO SUPERIOR DE CIENCIAS E TECNOLOGIA DE MOCAMBIQUE</td> <td>MZ</td> </tr> <tr> <td>SSC - SOCIEDADE PARA O ENSINO, CIENCIA E CULTURA, SA</td> <td>CV</td> </tr> <tr> <td>UNIVERSIDAD DE SALAMANCA</td> <td>ES</td> </tr> <tr> <td>UNIVERSIDADE AGOSTINHO NETO</td> <td>AO</td> </tr> <tr> <td>UNIVERSIDADE DE CABO VERDE</td> <td>CV</td> </tr> <tr> <td>UNIVERSIDADE EDUARDO MONDLANE</td> <td>MZ</td> </tr> <tr> <td>UNIVERSITA DEGLI STUDI DI TORINO</td> <td>IT</td> </tr> </table>	CENTRO DE ESTUDOS SOCIAIS	PT	CREA - CENTRO DE ESTUDOS DE ANGOLASARL	AO	INSTITUTO SUPERIOR DE CIENCIAS E TECNOLOGIA DE MOCAMBIQUE	MZ	SSC - SOCIEDADE PARA O ENSINO, CIENCIA E CULTURA, SA	CV	UNIVERSIDAD DE SALAMANCA	ES	UNIVERSIDADE AGOSTINHO NETO	AO	UNIVERSIDADE DE CABO VERDE	CV	UNIVERSIDADE EDUARDO MONDLANE	MZ	UNIVERSITA DEGLI STUDI DI TORINO	IT
CENTRO DE ESTUDOS SOCIAIS	PT																		
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UNIVERSIDADE EDUARDO MONDLANE	MZ																		
UNIVERSITA DEGLI STUDI DI TORINO	IT																		
<b>Grant Requested</b>	969,318 EUR																		
<b>Project Duration</b>	36 months																		
<b>Activity</b>	Curriculum development																		
<b>Region(s)</b>	Region 11 - ACP																		

<b>REFERENCE :</b> 598480-EPP-1-2018-1-PS-EPPKA2-CBHE-JP
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**TITLE:** Innovations in Water Education Programs: Enhancing Water Security and Socio-economic Development in the Eastern Mediterranean under Climate Change

**Description:** Water is the most valuable and rare resource in the Middle East. The potential climate change impacts in the region require the new generation of water managers to learn and utilize new and innovative methods and techniques to achieve sustainability. In addition there is a significant gap between the learning skills of graduates from the HEIs and what the companies and enterprises want. To alleviate this gap, firstly a Network with water professionals (HEIs and enterprises) will be established for the Middle East. This network will provide feedback on the new state of the art courses that will be developed and taught in Partner Country HEIs to enhance the knowledge, tools and skills of the graduates and increase their attractiveness to enterprises. These courses will incorporate the latest and newest technologies on water management. Enterprises will be integrated in the courses by having students solve real-life water case studies provided by enterprises, with seminars by water professionals and practical placement to promote entrepreneurship. The courses will utilize new pedagogical approaches with interactive exercises, use of videos, social networks, flexible learning path, blended courses etc. to enhance learning capacities. The courses will be available on a virtual learning portal thus providing them also by distance learning and enhancing their accessibility. Establishing a distance-learning program is essential for this region because of the frequent instability that makes it impossible to always attend classes. The languages of the courses will be Arabic and English so they could be adopted by other Mediterranean countries. The project is very collaborative and international since it has 13 partners from 6 countries. The new teaching approaches and state of the art courses will train science-based water management graduates with the necessary tools to significantly increase their employability leading to more sustainable water management in the region.

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<b>Partners:</b>	AL-QUDS UNIVERSITY	PS
	ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS)	CY
	CREATIVE THINKING DEVELOPMENT	EL
	HYDRO ENGINEERING CONSULTANCY	PS
	INTERNATIONAL COMPANY TO SUPPORT SCIENTIFIC RESEARCH	JO
	JORDAN UNIVERSITY OF SCIENCE AND TECHNOLOGY	JO
	PALESTINIAN WATER AUTHORITY	PS
	PRINCESS SUMAYA UNIVERSITY FOR TECHNOLOGY	JO
	STICHTING VU	NL
	TECHNOLOGIKO EKPEDEFTIKO IDRIMA ANATOLIKIS MAKEDONIAS & THRAKIS	EL
	UNIVERSIDAD POLITECNICA DE MADRID	ES
	UNIVERSITY OF JORDAN	JO

**Grant Requested** 805,732 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 598488-EPP-1-2018-1-DE-EPPKA2-CBHE-JP
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<b>TITLE:</b> Capacity Building to Improve Early Nutrition and Health in South Africa
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**Description:** South Africa (SA) is challenged by coexistence of micronutrient deficiencies, undernutrition and obesity. The prevalence of this “triple burden of malnutrition” is very high. During the First 1000 Days of life from conception to toddlerhood, it induces stunting, childhood obesity and impairs brain development and immune function, with severe long-term effects for individuals and society. Community initiatives addressing the First 1000 Days exist in SA, but major gaps exist in effective and efficient Continuous Professional Development (CPD) programmes to provide healthcare professionals (HCPs) with the knowledge and skills to improve nutrition and lifestyle in early life. Capitalising on our FP7, Horizon 2020 and ERC research findings and scientific evidence, and based on an in-depth analysis of the existing training landscape and needs of SA HCPs, we will co-develop the content for knowledge and skills transfer. Utilising our globally successful Early Nutrition eAcademy (ENeA) platform, we will co-create an interactive eLearning training course for integration and accreditation into SA CPD programmes. A blended pedagogical and scalable strategy, including face to face Training of Trainers, will equip HCPs to further train rural and urban community-based health workers and educate end users. We will use mixed methods assessment and evaluation to maximise quality and best practice. Sustainable translational application from research into education and in turn into business, will be achieved by jointly creating a sustainable social enterprise initiative in SA. ImpENSA will deliver innovative, marketable CPD of immediate societal relevance. It will build capacity at SA HEIs fostering their role as qualification providers and secure the foundations for the child’s later health through improving nutrition and lifestyle during the critical early lifecourse phase, with lasting benefits for the next generation.

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<b>Partners:</b>	ASSOCIATION FOR DIETETICS IN SOUTHAFRICA	ZA
	NOORDWES-UNIVERSITEIT	ZA
	NUTRITION SOCIETY OF SOUTH AFRICA	ZA
	STELLENBOSCH UNIVERSITY	ZA
	UNIVERSITY OF CAPE TOWN	ZA
	UNIVERSITY OF SOUTHAMPTON	UK
	WARSZAWSKI UNIWERSYTET MEDYCZNY	PL

**Grant Requested** 991,951 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Region 10 - South Africa

<b>REFERENCE :</b> 598496-EPP-1-2018-1-IT-EPPKA2-CBHE-JP
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<b>TITLE:</b> Sustainable Tourism, Optimal Resource and Environmental Management
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**Description:** STOREM project aims at curriculum development of 5 Caribbean HEIs of LA and ACP regions under the subject Environmental Science - a thematic priority of both regions involved. Private and public actors of geographical regions express needs for skills useful to a proper management of the natural environment, in face of climate change threats, and other risks that affect the coastline. The action is aimed at implementing of 3 new graduate (master) curricula in the field of sustainable tourism and resource management in 2 Colombian and 1 Costa Rican HEIs, while integrating existing graduate pathways of 2 other HEIs. The proposed capacity building action integrates the EU HEIs multidisciplinary learning and research expertise on sustainability issues with the experience of the most important HEI in the Caribbean part of the ACP region (University of West Indies, UWI) in training graduates in various aspect of natural resources management. The project aims also at developing an interaction model between HEIs, private and public actors in the region through the activities of the foreseen Observatories on Sustainable Tourism at PCs' universities, useful for supporting the courses and raising awareness in the tourism business communities. The project addresses also the cross cutting priority on refugees integration in HEIs: 2 out of 5 HEIs in our network include in their student population a relevant component of internal displaced population (IDPs), people with a lower level of formal education. Activities within the project will concentrate on facilitating the university enrollment of IDP students in the long-term. Developing new skills in sustainability issues will eventually advance the social and economic development of both LA and ACP areas and equip academics, tourism professionals and administrations. These will lead to an empowered market aware of the need to designate funds and resources for guaranteeing the continuation of the academic offer in place.

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<b>Partners:</b>	ASOCIACIÓN UNIVERSIDAD PARA LA COOPERACIÓN INTERNACIONAL	CR
	THE UNIVERSITY OF THE WEST INDIES U WI*	JM
	UNIDAD DE PLANIFICACION Y DESARROLLO SAS	CO
	UNIVERSIDAD DEL MAGDALENA	CO
	UNIVERSIDAD DEL TURISMO DE COSTA RICA SOCIEDAD ANONIMA	CR
	UNIVERSIDAD EAFIT	CO
	UNIVERSITE MONTPELLIER III PAUL VALERY	FR

**Grant Requested** 872,210 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Cross-regional  
 Region 11 - ACP  
 Region 8 - Latin America

<b>REFERENCE :</b> 598502-EPP-1-2018-1-UK-EPPKA2-CBHE-JP
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<b>TITLE:</b> ENabling Humanitarian Attributes for Nurturing Community-based Engineering
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**Description:** Engineering has a pivotal role to play in solving humanitarian challenges, enabling communities to progress towards sustainable development. Because the issues of humanitarianism are not just engineering problems, there is need to introduce new designs of engineering education to embrace and exploit combinational expertise in community-based engineering. ENHANCE aims at nurturing humanitarian attributes through engineering education for serving unsupported communities effectively and responsibly, in identifying problems and defining sustainable solutions. The novelty of ENHANCE lies in integrating highly diverse, yet complementary, expertise in engineering Higher Education (HE). The objectives of the project involve: (a) mapping professional attributes for mitigating humanitarian challenges over the next 15 years; (b) assessing and evaluating current graduate engineering programmes in Partner Institutions under the enablers needed to ensure humanitarian attributes to graduates; (c) setting up tools for evaluating graduate engineering programmes; (c) building capacity in the field of community-based engineering with interventions in curriculum content, assessment and feedback, methods of delivery; (d) testing, adopting and implementing in current curricula innovative (i.e. inclusive, interdisciplinary, problem-based) teaching and learning methodologies; (e) developing and testing the ENHANCE Training Kit for staff development/training. Outputs of the project will be disseminated to audiences from HE educators and students in the partner countries; modern media (podcasts, video's, etc.) will be utilised to share insights with a wide audience. ENHANCE will allow us to ensure advancement of community-based engineering directly to a range of Official Development Assistance (ODA) recipients and to instigate longer-term developments with beneficiaries and end users. Nevertheless, outputs of this project will be applicable to many other countries facing global challenges.

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<b>Partners:</b>	BANGLADESH UNIVERSITY OF ENGINEERING AND TECHNOLOGY	BD
	GADJAH MADA UNIVERSITY	ID
	HO CHI MINH CITY UNIVERSITY OF TRANSPORT	VN
	INSTITUT TEKNOLOGI BANDUNG	ID
	PANEPISTIMIO DYTIKIS ATTIKIS	EL
	Truong Dai hoc Bach Khoa-Dai hoc Quoc Gia Tp Ho Chi Minh	VN
	UNIVERSITAS BRAWIDJAJA	ID
	University Of Dhaka	BD

**Grant Requested** 998,705 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598503-EPP-1-2018-1-IT-EPPKA2-CBHE-JP
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**TITLE:** **Healthy URBan Environment: Developing Higher Education in Architecture and Construction in Bosnia and Herzegovina**

**Description:** HuRBE is a National joint project that aims, over 3 years (2018-2021), to develop the curricula in Higher Education Institution (HEI) in the field of Healthy URBan Environment in the Faculties of Architecture and Construction in Bosnia and Herzegovina (BiH). The project involves 6 HEIs and 5 associate partners from Italy, Bulgaria, Croatia and BiH and it works on the modernisation of curriculum by developing new and innovative courses and installing new facilities (laboratories).

The motivation behind the project is the criticality of the topic on an international, european and national scale. The World Health Organization created projects like 'Healthy Cities'; it encourages governments and institutions to partnership-based planning and capacity-building projects. In BiH, after more than 20 years of the Balkan wars, the majority of Bosnian inhabitants live in cities, which corresponds to EU tendencies; National disability rate reaches 8.3% and Bosnian cities need extensive work of regeneration.

HURBE introduces and transfers necessary knowledge and skills to the future actors of urban transformation. The target groups are HEI staff members that work on the preparation of future architects and engineers. The project builds a Consortium, which sets up a complete teaching Programme – creates academic courses and MOOC modules- for students, teachers and trainers, and installs laboratories that ensure a real sustainability after the project lifetime. This improves the teaching skills and integrates the healthy urban environment topic, through a project that puts the credit transfer – reform degree programmes- into practice and turns the European Higher Education Area into reality on the ground. It corresponds to the Zagreb Declaration for Healthy Cities to develop Healthy urban environment and design requirements on a national scale.

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<b>Partners:</b>	JAVNA USTANOVA UNIVERZITET U ZENICI UNIVERSITAS STUDIORUM ZENICAENSIS	BA
	SVEUCILISTE U ZAGREBU ARHITEKTONSKI FAKULTET	HR
	UNIVERSITET PO ARCHITEKTURA STROITELSTVO I GEODEZIJA	BG
	UNIVERZITET DZEMAL BIJEDIC U MOSTARU SA SUPSIDIJARNOM ODGOVORNOSCU	BA
	SASJEDISTEM U MOSTARU	
	UNIVERZITET U SARAJEVU	BA

**Grant Requested** 633,024 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 1 - Western Balkans



<b>REFERENCE :</b> 598506-EPP-1-2018-1-PT-EPPKA2-CBHE-JP
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**TITLE: EngineeriNg educoTors pEdagogical tRaining**

**Description:** ENTER aims at creating a novel multicultural and international approach for formal post-graduate professional and pedagogical education for engineering educators. Furthermore, it is focused on low cost and convenience, thus strongly based on e-learning technologies, whenever feasible, and designed with the objective of being internationally recognized and accredited.

In order to design the ENTER iPET programme, a thoroughly market and requirements analysis of HEIs and educators needs will be conducted, focused on the EU and partners' countries, but also considering opportunities in other markets like North Africa, South America and Asia.

The ENTER iPET programme, accredited internationally by Estonian Centre for Engineering Pedagogy at TTU, proposes a hierarchy of 3 structured educational programs for engineering educators, in the context of the European Qualifications Framework for Lifelong Learning. The actual design is to one of the outputs of the project, but we foresee 3 educational programs with different content and duration (names are tentative):

- iPET-1 Short-focused (e.g. 2 ECTS) – "Qualification Development" Certificate;
- iPET-2 Professional Retraining (e.g. 8 ECTS) – Diploma "Higher Education Teacher";
- iPET-3 International recognized (e.g. 20 ECTS) – a full programme leading to international accreditation as "Engineering Educator".

Programmes have modular structure, i.e. modules of iPET-1 are included in iPET-2, and both are included in iPET-3. This provides a sustainable improvement path that educators can walk at their own pace. It will also be possible for the educators to combine modules from different ENTER network members.

Whenever possible, ENTER will avoid duplicating existing offers. For example, the International Engineering Educator Certificate ING-PAED provided by IGIP will certainly be a reference in the iPET programme design.

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<b>Partners:</b>	ACADEMICIAN YA BUKETOV KARAGANDA STATE UNIVERSITY	KZ
	AL-FARABI KAZAKH NATIONAL UNIVERSITY	KZ
	ASSOCIATION FOR ENGINEERING EDUCATION RUSSIA	RU
	ASSOCIATION FOR INTERNATIONAL EDUCATION SUPPORT BOLOGNA CLUB	RU
	DUBNICKY TECHNOLOGICKY INSTITUT V DUBNICKI NAD VAHOM S.R.O	SK
	FEDERAL GOVERNMENT-FINANCED EDUCATIONAL INSTITUTION OF HIGHER PROFESSIONAL EDUCATION VYATKA STATE UNIVERSITY	RU
	FEDERAL STATE-FUNDED EDUCATIONAL INSTITUTION OF HIGHER EDUCATION DON STATE TECHNICAL UNIVERSITY	RU
	KAZAKHSTAN ASSOCIATION OF ENGINEERING EDUCATION KAZSEE	KZ
	KAZAN NATIONAL RESEARCH TECHNOLOGICAL UNIVERSITY	RU
	TALLINNA TEHNIKAULIKOOL	EE
	TAMBOV STATE TECHNICAL UNIVERSITY	RU
	TOMSK POLYTECHNIC UNIVERSITY	RU

**Grant Requested** 868,768 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Cross-regional  
 Region 4 - Russian Federation  
 Region 7 - Central Asia

<b>REFERENCE :</b> 598507-EPP-1-2018-1-ES-EPPKA2-CBHE-JP
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**TITLE:** **A Global Network for Agricultural Sciences and Viniviculture: Internationalising through Joint Programmes - VITAGLOBAL**

**Description:** VitaGlobal brings together university partners and networks from diverse regions (Europe, Georgia, South America and South Africa) interested in contributing to local development by building joint study programmes in agricultural science and, specifically, vitiviculture, which are of strategic economic importance to their countries and regions. The project will build capacity to develop joint programmes in vitiviculture and oenology at the masters level, which is seen as a means to internationalise and integrate curricula, widen mobility opportunities for students and staff and ultimately internationalise the university contribution to local development. Work groups looking at specific expertise from each partner in the viticulture sector will develop study modules, in collaboration with local industry partners, which will be piloted in existing programmes of partner universities. Multi-lateral knowledge transfer and training events will be provided to teaching and administrative staff of partner universities, to generate teaching and administrative capacity in joint programmes. A diverse international network of higher education institutions with a common interest to contribute to local development and a shared commitment to agri-science, vitiviculture and oenology will be an outcome, which will sustain collaborative activities after the project.

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<b>Partners:</b>	AGENCIA NACIONAL DE EVALUACION DE LA CALIDAD Y ACREDITACION (ANECA)	ES
	ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA	IT
	ASOCIACION DE UNIVERSIDADES GRUPO MONTEVIDEO	UY
	ASOCIACION OBSERVATORIO DE LAS RELACIONES UNION EUROPEA AMERICA LATINA (UE/AL)	ES
	CAPE PENINSULA UNIVERSITY OF TECHNOLOGY	ZA
	GEORGIAN TECHNICAL UNIVERSITY	GE
	IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY	GE
	STELLENBOSCH UNIVERSITY	ZA
	UNIVERSIDAD DE CHILE	CL
	UNIVERSIDAD DE LA REPUBLICA	UY
	UNIVERSIDAD DE TALCA	CL
	UNIVERSIDADE DO PORTO	PT
	UNIVERSIDAD NACIONAL DE CHILECITO	AR
	UNIVERSIDAD NACIONAL DE CUYO	AR
	UNIVERSIDAD NACIONAL DE JUJUY	AR
	UNIVERSITE DE BORDEAUX	FR

**Grant Requested** 924,859 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Cross-regional  
Region 10 - South Africa  
Region 2 - Eastern Partnership Countries  
Region 8 - Latin America

<b>REFERENCE :</b> 598513-EPP-1-2018-1-BE-EPPKA2-CBHE-JP
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<b>TITLE:</b> Strengthening IMPAct of Latin American universities
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**Description:** The project enhances the quality of Colombian, Cuban and Panamanian universities by transferring the EU expertise to design and implement a quality referential (framework, tools & methodology) based on impact assessment. This tool complements the actual QA systems currently limited to quality of teaching and research. This fosters an evolution towards an impact-driven culture in the institutions which improves the quality and relevance of the services that they provide to their community.

The project results in an impact QA system, inspired by EU experience and customized to the 3 national contexts. The HEIs are capacitated for applying the quality referential at the institutional level (impact is measured and included in strategic development) and at the functional level (more activities/projects are targeted at local communities and their impact is maximized). The fitness for purpose and practical relevance of this QA system are verified by its implementation in 11 universities, under the mentorship of European experts.

Results and best practices are compiled in two publications series: one for senior university management explaining how to measure, monitor and increase impact and collecting best practices. The second series, for faculty and specialist staff, provides guidelines and inspiration on how to maximize impact of universities activities for local environment and illustrates it by a case studies compendium.

Main findings and recommendations are shared with the 3 countries stakeholders during the project conference to build awareness and stimulate replication.

The project promotes cultural changes in the universities who understand better how to answer the needs of their environment how to engage into innovative and more impactful activities. Regional & local communities benefit from the concrete results of the pilot projects and tighten their links with HEIs open to the local environment.

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	PONTIFICIA UNIVERSIDAD JAVERIANA	CO
	UNIVERSIDAD AGRARIA DE LA HABANA "FRUCTUOSO RODRIGUEZ PEREZ"	CU
	UNIVERSIDAD CATOLICA DE COLOMBIA	CO
	UNIVERSIDAD CENTRAL DE LAS VILLAS MARTA ABREU	CU
	Universidad de Antioquia	CO
	UNIVERSIDAD DE CAMAGUEY IGNACIO AGRAMONTE LOYNAZ	CU
	UNIVERSIDAD DE HOLGUIN	CU
	UNIVERSIDAD DE LA SABANA	CO
	UNIVERSIDAD DEL VALLE	CO
	UNIVERSIDAD DE PANAMA	PA
	UNIVERSIDADE DO PORTO	PT
	UNIVERSIDADE NOVA DE LISBOA	PT
	UNIVERSIDAD ESPECIALIZADA DE LAS AMERICAS	PA
	UNIVERSITA CATTOLICA DEL SACRO CUORE	IT
	UNIVERSITAT POLITECNICA DE VALENCIA	ES
	UNIVERSITAT RAMON LLULL FUNDACIO	ES

**Grant Requested** 986,961 EUR

**Project Duration** 36 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Region 8 - Latin America

<b>REFERENCE :</b> 598515-EPP-1-2018-1-IN-EPPKA2-CBHE-JP
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<b>TITLE:</b> Risk Management and PREVENTion of AntlbioTics Resistance   PREVENT IT
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**Description:** Antibiotic resistance is rising to dangerously levels in all parts of the world. New resistance mechanisms are emerging and spreading globally, threatening our ability to treat common infectious diseases. A project commissioned by the British government has released estimates of the near-future global toll of antibiotic resistance: 10 million deaths per year, more than cancer, and at least 124 trillion euros in sacrificed gross national product. Without urgent prevention and risk management actions, we are heading for a post-antibiotic era, in which common infections and minor injuries would kill. Following WHO Global Action Plan on Antimicrobial Resistance and the UN Heads of State political declaration on antimicrobial resistance, Indian and European policy makers has designed framework national plans fighting antibiotics resistance. PREVENT IT consortium has conducted a preliminary study that has highlight an alarming deficiency of academic modules on antibiotics prevention and risk management, and a total absence of awareness in the Indian society. As response, PREVENT IT plans to I) permanently introduce interdisciplinary curricula on antibiotics resistance - prevention and risk management – in per-existent studies programs – differentiating students' target audience; II) Disseminate as open educational resource, a MOOC for students, health sciences experts, and civil society organizations working with health in rural communities; III) Conduct nine regional dissemination events; IV) Involve new stakeholders with the organization - in different area of India - of sixteen workshops and one symposium; V) Create social media campaign to increase awareness in Indian society; VI) To ensure sustainability, Lab for regular training in projects' proposals design. VI) During the last month of the funded period, to provide new impetus: establish the European-Indian Network for Antibiotics Resistance Prevention and Risk Management.

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	KALINGA INSTITUTE OF INDUSTRIAL TECHNOLOGY	IN
	MANIPAL UNIVERSITY	IN
	RIGAS STRADINA UNIVERSITATE	LV
	RURAL INSTITUTE FOR PEOPLE'S ENLIGHTMENT	IN
	SYMBIOSIS INTERNATIONAL UNIVERSITY	IN
	UNIVERSIDADE CATOLICA PORTUGUESA	PT
	UNIVERSITA DEGLI STUDI DI MILANO	IT
	UNIVERSITEIT MAASTRICHT	NL
	VOLUNTARY HEALTH ASSOCIATION OF TRIPURA	IN

**Grant Requested** 988,201 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598522-EPP-1-2018-1-FR-EPPKA2-CBHE-SP
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<b>TITLE:</b> AMELioration de la formation tout au long de la vie dans l'enseignement supérieur au Maroc
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**Description:** The AMEL project, which means "hope" in Morocco, has as its main objective to strengthen the role of the HEIs in the development of the economy by contributing to the establishment of a national framework governing lifelong learning (LLL) to improve its practice and accessibility. There is a political will in Morocco to develop the LLL which has not yet been implemented (Action Plan 17-22). Public universities offer continuous training without regulatory framework and the validation of prior experience is not practiced despite the pressing and growing demand of the Moroccan working environment.

The main achievements planned by AMEL are:

- the implementation of a national charter of the LLL for Moroccan universities,
- the implementation of common procedures for Validation of prior experience,
- the creation of a network of experts in the LLL familiar with the procedures established at national level for continuing education and Validation of the acquisition of experience.

The project consortium was built around three European HEIs, each with its own expertise in the field: Conservatoire National des Arts et Métiers- France, which will be the project leader, Royal Institute of Technology- Sweden and National School of Public Works-France. To ensure the success of the project and the national and regional appropriation of the various project achievements, all the stakeholders in Morocco are associated: nine universities (8 public and 1 private), Ministry of Education, companies represented by the CGEM, Association of Women Business Leaders of Morocco and National agency for evaluation and quality assurance. The AMEL project will offer to those who entered early into working life, a chance to access qualifying training, diplomas and degrees in higher education. By responding more effectively to the needs and expectations of individuals, businesses and society in general, the project will promote the rapprochement between academic and professional qualifications.

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	ASSOCIATION CONFEDERATION GENERALE DES ENTREPRISES DU MAROC	MA
	ASSOCIATION DES FEMMES CHEFS D'ENTREPRISE DU MAROC	MA
	ECOLE NATIONALE DES TRAVAUX PUBLICS DE L'ETAT	FR
	ECOLE NATIONALE SUPERIEURE DES MINES DE RABAT	MA
	IBN TOFAIL UNIVERSITY	MA
	KUNGLIGA TEKNISKA HOEGSKOLAN	SE
	MINISTERE DE L'ENSEIGNEMENT SUPERIEUR, DE LA RECHERCHE SCIENTIFIQUE ET DE LA FORMATION DES CADRES	MA
	MUNDIAPOLIS UNIVERSITE	MA
	UNIVERSITE ABDELMALEK ESSAADI	MA
	UNIVERSITE CADI AYYAD	MA
	UNIVERSITE CHOUAIB DOUKKALI	MA
	UNIVERSITE HASSAN II DE CASABLANCA	MA
	UNIVERSITE MOHAMMED V DE RABAT	MA
	UNIVERSITE SIDI MOHAMMED BEN ABDELLAH	MA

**Grant Requested** 913,364 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between higher education systems and the wider economic and social environment

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 598524-EPP-1-2018-1-ES-EPPKA2-CBHE-JP
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**TITLE:** Female Academic Role Model Empowerment, Equality and Sustainability at Universities in Mediterranean Region: towards 2030 Agenda

**Description:** The situation for female academics in Mediterranean region is characterized by very low percentages of representation of women at mid and senior levels at HEIs in Lebanon, Syria and Jordan. Female academics can contribute to building and creating crucial impact in their HEIs.

FREE aims to establish strategic focus in HEIs for CBHE and improving performance of female academics & building female role models in HE. FREE also aims to develop HEIs capacity and culture and supporting mechanisms for establishment of equality and sustainability centers to support female academics and students. FREE also aims to develop research centers in the scope gender equality, sustainability and female empowerment

FREE should develop the following outcomes:

1. Female academics are characterized by capacity and equipped with knowledge and experience as executive managers and institution leaders.
2. Female academics and students are characterized with institutional power, prepared with resources and knowledge of seeking professional support to deal different forms of inequality and discrimination
3. Development of scientific research in the scope of gender equality, sustainability and female empowerment

The project should develop the following impact:

1. A generation of female academics characterized by human capacity, technical competencies, and managerial and leadership experience which would enable them to pursue career advancement. Higher percentages of female academics in workforce and achieving better representation at the entry, middle and senior levels. A generation of female academics characterized by power, higher levels of self-confidence, self-esteem and self-actualization.
2. Establishment of effective HEIs which emphasizes on gender equality and sustainable institutions which have egalitarian organizational cultures
3. Establishment of research centers in the scope of Sustainability and gender Equality at higher education institutions in LB, JR&SY.

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<b>Partners:</b>	American University of Beirut	LB
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	DAMASCUS UNIVERSITY	SY
	MODERN UNIVERSITY FOR BUSINESS AND SCIENCE	LB
	PETRA FOR EDUCATION	JO
	Princess Sumaya University for Technology	JO
	UNIVERSIDAD DE ALICANTE	ES
	UNIVERSITE LIBANAISE	LB
	VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETAS	LT

**Grant Requested** 996,779 EUR

**Project Duration** 36 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 598537-EPP-1-2018-1-IT-EPPKA2-CBHE-SP
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<b>TITLE:</b> L'Enseignement Supérieur Algérien à l'heure de la Gouvernance Universitaire
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**Description:** ESAGOV aims at reinforcing the quality approach of governance in Algerian universities, starting from the construction of the university programme. The specific objectives are:

- Strengthening the role of universities in defining their own missions;
- Strengthening the strategic skills of university leaders and academic and administrative staff;
- Strengthening the evaluation mechanism and the quality approach within the universities.

To this end, a first phase of research will be conducted through a comparative survey / benchmarking and a deepening of the external evaluation for the state of the art (WP1). The research will enable Algerian universities to define their action plan in order to elaborate the university programme (WP2). Staff capacity building will be conducted through modular training followed by three local training workshops and field visits in Europe (WP3). Staff capacity building will be completed within their own universities through local-level training of trainers (WP4). The project will then focus on each Algerian institution managing the pilot activities described in the action plans developed and defined in WP2. These pilot activities aims to build the university programme (WP5) and relies on the collaboration of European peers and on the consultation and participating of the different Ministries. In the short-term, this will strengthen the skills of the university staff in terms of governance and quality assurance, while contributing to the development of leadership engagement. In the long term, ESAGOV will increase the awareness of the benefits of governance and its challenges at University and institutional level, on both a national and regional scale.

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	UNIVERSITA CA' FOSCARI VENEZIA	IT
	UNIVERSITA DEGLI STUDI DI PAVIA	IT
	UNIVERSITE D'ALGER 1	DZ
	UNIVERSITE D'ALGER 2	DZ
	UNIVERSITE DE BEJAIA	DZ
	UNIVERSITE D EL OUED	DZ
	UNIVERSITE DE OUARGLA	DZ
	UNIVERSITE DE ROUEN NORMANDIE	FR
	UNIVERSITE DE SIDI BEL-ABBES* DJILLALI LIABES UNIVERSITY	DZ
	UNIVERSITE DE SKIKDA	DZ
	UNIVERSITE DES SCIENCES ET DE LA TECHNOLOGIE D'ORAN	DZ
	UNIVERSITE DE TIZI OUZOU	DZ
	UNIVERSITE FERHAT ABBAS SETIF 1	DZ
	UNIVERSITE PARIS I PANTHEON-SORBONNE	FR
	UNIVERSITE SETIF 2	DZ

**Grant Requested** 975,720 EUR

**Project Duration** 36 months

**Activity** Modernisation of policies, governance and management of higher education systems

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 598549-EPP-1-2018-1-LV-EPPKA2-CBHE-JP
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<b>TITLE:</b> Modernization of Doctoral Education in Science and Improvement of Teaching Methodologies
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**Description:** MODEST project aims at modernization of doctoral education in Science in Partner Countries. Wider project objective is "To enhance cooperation capacities of Higher educational institutions of Partner Countries in the field of Doctoral Studies within European Higher Education Area (EHEA) and European Research Area (ERA)" and specific objectives are:

- Improve quality and employability of doctoral graduates of PC HEI's by modernizing doctoral education towards interdisciplinarity, internationalisation, enhancing mobility, using new teaching methodologies in line with Salzburg Principles, BFGU recommendations
- Facilitate successful adherence with Bologna reforms and its instruments by organization of special training sessions for academic and administrative staff of HEI's in PCs
- Improve up-skills of research and educational staff by retraining them on new teaching methods and create modern learning and research environment based on student centred approach, competence based program development
- Improve structure and internal capacities of services of doctoral education and research by setting up Doctoral Training Centers in PC HEI's; ensure their sustainability and cooperation with EU partners by establishing a professional network using modern ICT tools.

To meet these objectives, the project will make use of the analysis of best EU practices and of the needs of PC to develop training materials and organize intensive retraining of HEI's staff. Structure and content of DTCs will be worked out, including set of regulatory documents, instructions for DTC creation, programs and materials for DTCs and interdisciplinary Summer schools for doctoral students. To ensure sustainability, a web-platform and Virtual Network environment will be developed using participatory approaches and ICT methodologies. Synergy with other European initiatives will be sought via participation of consortium members in EU networks and organizations (Coimbra Group, EURASHE, etc).

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	BELARUSIAN NATIONAL TECHNICAL UNIVERSITY	BY
	BRUNEL UNIVERSITY LONDON	UK
	FEDERAL STATE EDUCATIONAL BUDGET INSTITUTION OF HIGHER VOCATIONAL TRAINING	RU
	MOSCOW STATE UNIVERSITY OF GEODESY AND CARTOGRAPHY	
	HELSINGIN YLIOPISTO	FI
	KAZAN NATIONAL RESEARCH TECHNOLOGICAL UNIVERSITY	RU
	MOSCOW INSTITUTE OF PHYSICS AND TECHNOLOGY (STATE UNIVERSITY)	RU
	NATIONAL POLYTECHNIC UNIVERSITY OF ARMENIA FOUNDATION	AM
	POLOTSK STATE UNIVERSITY	BY
	STATE UNIVERSITY RUSSIAN STATE VOCATIONAL PEDAGOGICAL UNIVERSITY	RU
	UNIwersytet Jagiellonski	PL
	YANKA KUPALA STATE UNIVERSITY OF GRODNO	BY
	YEREVAN STATE UNIVERSITY	AM

**Grant Requested** 983,975 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Cross-regional  
 Region 2 - Eastern Partnership Countries  
 Region 4 - Russian Federation



<b>REFERENCE :</b> 598550-EPP-1-2018-1-HR-EPPKA2-CBHE-JP
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<b>TITLE:</b> Capacity building for Blue Growth and curriculum development of Marine Fishery in Albania
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**Description:** Project aims to enhance marine fishery industry in Albania through several tasks: 1) development of new professional master degree in marine fishery that will meet market needs, 2) enhancement of collaboration among Blue Growth stakeholders by developing networking platform, and 3) improvement of maritime training centres which provide professional trainings to seafarers operating on fishing vessels.

The new curriculum in marine fishery will be developed through collaboration of scientific experts and marine industry stakeholders. Curriculum will provide students with theoretical knowledge and practical skills that are required by the labour market needs, which will have a positive impact on employability of students and matching of the labour market demand.

Furthermore, the new curriculum will offer more practice oriented opportunities, contributing to university-enterprise cooperation, opening door to new research opportunities and knowledge exchange among industry stakeholders and academics. The creation of the networking platform that will unite all stakeholders active in marine fishery field, education institutions, graduated students, private companies and organizations, will further contribute to that since it will provide the stakeholders with opportunities for new partnerships, exchange know-how, access to up-to-date market information, qualified staff and/or employment opportunities.

Improving the maritime training centre for professional seafarers operating on fishing vessels allows us to penetrate and shape the marine fishery industry from another angle which is the field of exploitation and fishing. Currently training centres are not in accordance with IMO standards and the requirements of EU legislation. Developing new courses for professional seafarers would have positive impact on environment protection, decrease in safety hazards, at the same time improving fishing and exploitation efficiency and international collaboration opportunities.

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	MINISTRIA E BUJQESISE DHE ZHVILLIMIT RURAL	AL
	UNIVERSITA POLITECNICA DELLE MARCHE	IT
	UNIVERSITETI ALEKSANDER MOISIU DURRES	AL
	UNIVERSITETI BUJQESOR I TIRANES	AL
	UNIVERSITETIT TE VLORES	AL

**Grant Requested** 529,254 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 1 - Western Balkans

<b>REFERENCE :</b> 598551-EPP-1-2018-1-XK-EPPKA2-CBHE-JP
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<b>TITLE:</b>	<b>Improving the Traffic Safety in the Western Balkan Countries through Curriculum Innovation and Development of Undergraduate and Master Studies</b>
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**Description:** Traffic safety is an issue of the biggest importance for all countries. Hence, the main task of the society in this regard is to create a favorable environment for safe traffic. It is not sufficient to prepare people to participate in the traffic, but it is necessary in the regular school system to solve the issue of training of professional staff with appropriate competences in the field of traffic safety.

Mission of activities in the field of traffic safety represents a reduction of fatalities, injuries and economic losses that occur in traffic accidents.

Therefore, in order to develop a functional system of traffic safety, it is necessary to improve education, technical innovations and equipment, infrastructure, information and technological systems based on EU standards, constantly strengthen the personnel competencies by education and trainings and enforce introduction of traffic safety topics into curricula at all educational levels.

This project is a concrete response to identified shortcomings in the field of traffic safety. Within the scope of the project existing curricula will be improved and new curricula will be introduced at undergraduate and master level within WB partner HEIs. Also, inclusion of non-university partners will enable training of experts and awareness raising activities. Expected impact includes education of new generations of students in accordance with the best EU practices through modernized and improved curricula, introduction of new practices by traffic experts in accordance with new legislations in WB countries.

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	NVO ALFA CENTAR	ME
	OBUDAI EGYETEM	HU
	POLITEHNIKA LUBELSKA	PL
	UNIVERSIDAD POLITECNICA DE MADRID	ES
	UNIVERZA V MARIBORU	SI
	UNIVERZITET ADRIATIK BAR	ME
	UNIVERZITET SINERGIJA BIJELJINA	BA
	UNIVERZITET U NOVOM SADU	RS
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	VISOKA TEHNICKA SKOLA STRUKOVNIH STUDIJA IZ UROSEVCA SA PRIVREMENIM SEDISTEM U LEPOSAVICU	XK
	VISOKA TEHNICKA SKOLA STRUKOVNIH STUDIJA U NISU	RS

**Grant Requested** 863,038 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 1 - Western Balkans

<b>REFERENCE :</b> 598553-EPP-1-2018-1-BD-EPPKA2-CBHE-JP
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<b>TITLE:</b>	<b>Transformative Competency-Based Public Health Education for Professional Employability in Bangladesh's Health Sector</b>
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**Description:** Chronic high-skilled workforce shortages in Bangladesh's Public Health Sector are a formidable constraint to the nation's sustainable human development. Primarily stemming from their Public Health programmes, HEI are unable to meet the priority skill demands of the sector's NGOs, government agencies and other stakeholders. The academic learning model coupled with weak faculty teaching capacities, cannot equip graduates for the real-world professional skillsets to constructively engage community Public Health needs.

BRACSPH, ICCCAD-IUB and AUW identified systemic challenges to their Public Health Curricula in the interrelated areas of course structure and underskilled faculty without professional development systems. In encountering faculty-centered, didactic lecture, rote-learning classrooms, students graduate without the competencies to professionally succeed. The partners recognize the economic imperative for Higher Education transformation to develop successive generations of professionals to positively impact the public health sector. Partners will ultimately invigorate their respective mandates of educational excellence, while averting the impending quality crisis across the Higher Education sector.

It is therefore mission-critical to devise a multi-faceted solution to achieve the desired education outcomes for our valued students and future workforce. This model will be systemically redesigned around student learners' competency development by introducing the following four interdependent components:

1. Public Health Competency-based Curriculum
2. Public Health Learning Methodologies
3. Faculty Facilitator Development
4. Faculty Professional Skills Training

It is only when these core Competency-based Curriculum features are integratively designed as an educational ecosystem that we will more fully realize our students' innate potential and contributions in the Public Health sector.

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	INDEPENDENT UNIVERSITY, BANGLADESH	BD
	INSTITUTE OF DEVELOPMENT STUDIES	UK
	UNIVERSITEIT MAASTRICHT	NL

**Grant Requested** 995,000 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598587-EPP-1-2018-1-EL-EPPKA2-CBHE-JP
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**TITLE: Innovative Teaching Education in Mathematics**

**Description:** Unfortunately it has been noticed that the Mathematicians see mathematics as an area of study in its own right. The rest use mathematical formulas as a tool for deriving quantitative conclusions from these relationships. For that purpose, mathematics courses, as they are taught today, are seldom helpful, their importance is not realized by the students & teachers and are often downright destructive. The failure rates among the students are the highest among their curriculum courses, mathematics popularity is among the lowest within the student communities and thus an implementation of methodological and teaching changes of Mathematics is demanded.

This project aims to bring a breath of fresh air in the way that the mathematics are taught. The project targets to link Mathematics, taught in the 1st year of BSc degrees in Engineering and Computer Science Departments, with real life problems and try to express these challenges qualitative and quantitative using Mathematics principles. Along its implementation, new Educational trends regarding innovative teaching methods (Problem Based Learning), new delivery tools (ICT use in Higher Education) and experiences linking Mathematics with the Industry & daily life problems that have developed and experienced in the Program countries HEIs will be applied in the course curricula of the participating Partner countries HEIs from Western Balkans and Israel.

Project's primary objectives are:

- Improve students math level of 1st year Computer Science and Electrical Engineering Departments
- Assist student to be able to guess answers without a proof or an exact calculation
- Reduce failure rates in math courses
- To demonstrate to the students that math is relevant to the program they have chosen to study
- Improve students confidence in their ability to learn math

Its outputs / deliverables will be:

- Reports
- Off line & Online Teaching material and tools
- Training workshops for students and teachers

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	HADASSAH ACADEMIC COLLEGE	IL
	HOLON INSTITUTE OF TECHNOLOGY	IL
	KARLSTADS UNIVERSITET	SE
	KARSHI ENGINEERING ECONOMICS INSTITUTE	UZ
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	UNIVERSIDAD DE LA LAGUNA	ES
	UNIVERSITETI I MITROVICES ISA BOLETINI	XK
	UNIVERSITETI I PRISHTINES	XK
	WEIZMANN INSTITUTE OF SCIENCE	IL

**Grant Requested** 999,557 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Cross-regional  
 Region 1 - Western Balkans  
 Region 3 - South Mediterranean Countries  
 Region 7 - Central Asia

<b>REFERENCE :</b> 598596-EPP-1-2018-1-RS-EPPKA2-CBHE-JP
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**TITLE: Interdisciplinary short cycle programs in public policy making and analysis**

<b>Description:</b>	Comprehensive public administration reform, including a policy-making component, has been launched in 2014. A problem is that there are no study programs in Serbia covering the entire spectrum of areas necessary for a quality public policy work. There is a need for boosting analytical capacities within the public sector, especially on the Government level which has been underlined in the most important policy documents. Main aims of the project are design and implementation of a dozen of cross-disciplinary local short cycle programs / modules in public policy at universities in Serbia including curriculum development. Capacity-building for universities and other stakeholders in public, think tanks and private sector in order to be able to manage and deliver a contemporary (EU standards level) courses for postgraduate students and practitioners within a Long life learning platform. Training of public administration staff (civil servants) and other participants in policy making to become agents of change in modernized public service focused on citizen. The intention is to use the project to design curriculum, build local capacity in Serbia, accredit programs and conduct two years of jointly held courses with EU institutions. The aim is to recruit among students as much as possible interested and talented civil servants and public sector employees who are working on positions related to policy implementation and policy making. As a result, around 20 courses will be prepared and implemented and two generations of students will be trained. Textbooks for all the courses will be published. The short cycle programmes will be developed into a master degree programme in public policy in due course. A community of practice consisting of professionals from the region (community pool) will be established. The impact envisaged are more efficient economic and social outcomes of public policies at all levels of government.	
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	QUEEN MARY UNIVERSITY OF LONDON	UK
	REPUBLICKI SKRETARIJAT ZA FAVNE POLITIKE	RS
	SECONS GRUPA ZA RAZVOJNU INICIJATIVU ASSOCIATION	RS
	SLUZBA ZA UPRAVLJANJE KADROVIMA	RS
	UNIVERSITEIT LEIDEN	NL
	UNIVERSITE PARIS XII VAL DE MARNE	FR
	UNIVERZITET U BEOGRADU	RS
	UNIVERZITET U NISU	RS
<b>Grant Requested</b>	966,460 EUR	
<b>Project Duration</b>	36 months	
<b>Activity</b>	Strengthening of relations between HEIs and the wider economic and social environment	
<b>Region(s)</b>	Region 1 - Western Balkans	

<b>REFERENCE :</b> 598602-EPP-1-2018-1-XK-EPPKA2-CBHE-JP
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<b>TITLE:</b> Student-run Multidisciplinary Allied Health Practice Center
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**Description:** The disabled, stigmatized, chronically ill and elderly people in Kosovo are being served with allied health services of low quality level, often worsening their already limited capacities to cope with everyday life. The existing educational offers are failing to develop necessary competences needed to deliver better services.

The aim of this Project is to enhance the development of research and innovation capacities in the area of allied health through education in line with the Bologna process in collaboration with clients, professionals, business, academic, industry, and governmental authorities. The main pedagogical strategy utilized during the Project is multidisciplinary co-configuration.

Consortium consists of 3 HEIs, 1 ministry and 2 NGOs from Kosovo and 2 HEIs from Finland and 1HEI from Turkey. The latter are specialized in multidisciplinary collaboration and modern pedagogy, innovation and entrepreneurship in the area of allied health.

The project reaches its goals through establishing the SMAHPC, teacher training and development of CPD courses. The outputs and results are:

- Clear and practical definitions of the research and innovation competences of allied health professionals
- An innovation and research conducive student-run multidisciplinary allied health practice center
- Eight continuous professional development (CPD) courses: one top-up course for teachers and seven for students/ stakeholders on EQF levels 5, 6 and 7, and a digital platform to support the implementation of the courses.
- Teacher and student handbooks, course plans and other relevant teaching and learning material.
- Regional, national and international networks for disseminating and sustaining the work for development of research and innovation capacities in allied health

The main impacts are improvement of the education environment, introduction of new learning methods, development of new and high quality allied health services/products, and new investment opportunities.

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	JYVASKYLAN AMMATTIKORKEAKOULU	FI
	MANISA CELAL BAYAR UNIVERSITY	TR
	METROPOLIA AMMATTIKORKEAKOULU OY	FI
	Ministry of Education, Science and Technology	XK
	UNIVERSITESI I GJAKOVES FEHMI AGANI	XK
	UNIVERSITETI PUBLIK KADRI ZEKA	XK

**Grant Requested** 786,902.48 EUR

**Project Duration** 36 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Region 1 - Western Balkans

<b>REFERENCE :</b> 598607-EPP-1-2018-1-UK-EPPKA2-CBHE-JP
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<b>TITLE:</b> Mongolian Mental health Nurse Training: post graduate diploma curriculum development
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**Description:** This project will support the modernisation and internationalisation of Mongolian higher education by developing a post-graduate diploma for mental health nursing . Pedagogic skills of lecturing staff will be enhanced by training. The course is expected to improve outcomes for mental health service users by improving clinical skills, help reduce the stigma of mental illness by media coverage and increase applications to work in mental health services.

This project will build on an existing relationship developed between UK and Mongolian universities and clinical staff since 2012. Mongolia has one of the lowest levels of medical and nursing staff in mental health care in the world. There is no formal training in mental health for nurses, and a lack of community service provision. Clinical staff have limited access to information on advancements in research or clinical practice, as resources are not available in Mongolian. The project consortium from Finland, the Netherlands and the UK propose to address this. They have partnered with the Mongolian National University of Medical Sciences (MNUMS) and two Mongolian private universities to develop a training program based on combined best practice from the 4 countries, tailored to the meet the needs of Mongolians. The project will collate educational curricula, materials, guidance and standards for review by the project partners and carry out a training needs analysis for Mongolian nurses. The curriculum content will be developed and piloted over 18 months with a cohort of 12 students. A series of observational and training visits to clinical and educational settings across Europe will take place for both students and lecturers over a 20 month period.

Achieving an international consensus on core components of mental health nurse training will be a novel output from this project. Open access to the project materials and course content will enable easy adoption in other countries with similar need.

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	MONGOLIAN NATIONAL UNIVERSITY OF MEDICAL SCIENCES	MN
	STICHTING HOGESCHOOL UTRECHT	NL
	TURUN AMMATTIKORKEAKOULU OY	FI

**Grant Requested** 991,501 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598610-EPP-1-2018-1-IT-EPPKA2-CBHE-JP
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<b>TITLE:</b> NETWORK FOR THE MODERNISATION OF THE HIGHER EDUCATION SECTOR IN LIBYA
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**Description:** WHEEL is a logical next step to act on the findings from the UNIGOV project on the main challenges facing Libyan HEIs. In a divided country, with no reliable countrywide HE data collection since the outbreak of the 2011 revolution, a vision of the role of HE is missing. Libyan universities are limited in their ability to collaborate & share knowledge. They also suffer from lack of funding, poor technological capabilities and no possibilities of professional development. To address all of the above, WHEEL will formalise a Network of HEIs to foster interinstitutional collaboration and dialogue and to allow the Consortium, which represents around 75% of Libya's university population, to act as a unified voice in lobbying for policy developments. The Network will gather a comprehensive dataset of current HE statistics collected through the WHEEL project (Blueprint policy document). The creation of an online platform to facilitate the activities of this Network will be accompanied by technological upgrades within each Libyan HEI. The main efforts will go towards improving institutional management, capacity and other key functions (quality assurance, development of research & innovation capacities, etc.) through a series of 'train the trainer' workshops and regional & national conferences.

As the Libyan members of the Consortium will own all outcomes and products after the project ends, the WHEEL Network and its findings will be sustainable in the long-term. In the short term, the Consortium's institutional and technological capacities will be improved and the HEIs will possess qualified and trained staff to continue to progress these capabilities. Effective regional & national dissemination through newsletters & social media will attract non-member HEIs to the Network, which will gain a critical mass to influence policy and promote development in other local HEIs, but also to continue to develop and expand the Network, which crosses political and geographical borders.

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LIBYAN INTERNATIONAL MEDICAL UNIVERSITY	LY
MISURATA UNIVERSITY	LY
SEBHA UNIVERSITY	LY
SIRTE UNIVERSITY	LY
UNIVERSIDAD DE ALICANTE	ES
UNIVERSITY OF BENGHAZI	LY
UNIVERSITY OF ELMERGIB	LY
UNIVERSITY OF TRIPOLI	LY
UNIVERSITY OF ZAWIA	LY

**Grant Requested** 997,997 EUR

**Project Duration** 36 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Region 3 - South Mediterranean Countries



<b>REFERENCE :</b> 598612-EPP-1-2018-1-ES-EPPKA2-CBHE-SP
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<b>TITLE:</b> INTERNATIONALISATION OF HIGHER EDUCATION AT THE PHILIPPINES NETWORK
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**Description:** ANTENA is a structural project that aims to increase the academic quality and research of universities in the Philippines through the development of internationalisation capacities. The ANTENA project will first of all consolidate the Internationalisation structure and build human capacities of 10 HEIs by means of targeted training programmes. Secondly ANTENA will accompany the governance reforms of CHED and enhance international networking through strategic actions in key areas of the Philippine higher education system.

The ANTENA project will achieve the above-mentioned objectives by:

1. Increased inter-institutional cooperation and sharing of good practices via the needs analysis and Institutional Building: 1 Study Need Analysis of Internationalisation produced, 2 site visits to UA&UM workshops for Top and Managerial staff implemented and 10 IROs fully equip and running;
2. Strengthening of Internationalisation of higher education system through the promotion of HEIs governance reforms. 2 National Round tables carried out (One by CHED), Internationalisation Strategic Plans developed for 10 HEIs in the Philippines and the drafting of a "Policy Roadmap for the implementation of strategies on the Internationalisation of Philippines HE" under the leadership of the Ministry-CHED;
3. Enhancement of managerial and administrative staff capacities in dealing with internationalisation issues: set of 6 comprehensive training materials developed and 2 training completed. 20 replication workshops conducted and ready to be implemented by non-partners HEIs in the Philippines;
4. Establishment of a National Network and conducting 2 Philippines Internationalisation of Higher Education Conferences, and promoting the participation of the ANTENA Network in higher education international events;
5. Increase public awareness and understanding of Internationalisation within higher education institutions.

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	BENGUET STATE UNIVERSITY	PH
	CENTRAL LUZON STATE UNIVERSITY	PH
	COMMISSION ON HIGHER EDUCATION	PH
	DE LA SALLE UNIVERSITY	PH
	EFMD AISBL	BE
	MINDANAO STATE UNIVERSITY	PH
	POLYTECHNIC UNIVERSITY OF THE PHILIPPINES	PH
	SAINT LOUIS COLLEGE, INCORPORATED	PH
	UNIVERSITE DE MONTPELLIER	FR
	UNIVERSITY OF SAN CARLOS	PH
	UNIVERSITY OF THE PHILIPPINES SYSTEM	PH
	XAVIER UNIVERSITY	PH

**Grant Requested** 943,572 EUR

**Project Duration** 36 months

**Activity** Modernisation of policies, governance and management of higher education systems

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598623-EPP-1-2018-1-CY-EPPKA2-CBHE-JP
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<b>TITLE:</b> ICT-enabled In-service Training of Teachers to Address Education for Sustainability
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**Description:** One of the most visible side-effects of Asia's rapid growth has been environmental damage. Recent climate-related disasters in the region show that Asian policy makers must act now to protect their citizens and mitigate and reverse the impacts of climate change to secure sustainable growth for the future. A way to confront these challenges is through education for sustainability enabled by ICTs (ICTeEfs). Both ICT and EfS are high on the education reform agenda in the PCs (Indonesia, Malaysia & Vietnam). Yet in practice, the use of ICT for teaching practice and EfS is limited at best. The three PCs are also among the Asian countries, whose teaching force needs training to address the challenges posed by ICTs, and environmental threats. Our needs analysis indicated that ICT teacher training programs in the PCs often focus on the mechanics of ICT use rather than on ways to design curricular applications that would help bring about changes in the teaching and learning process for sustainability. Another area of concern is the lack of induction programs to new-inexperienced teachers after joining schools. The proposed project focuses on education, that is nationally and regionally prioritized in the Asian region. More specifically, it focuses on building teachers', teacher educators' and other school leaders' capacity in innovative teaching, learning and curriculum design by introducing and developing flexible training modalities, problem-posing and problem-based learning pedagogies. ICT-enabled in-service teacher training in advancing EfS will result in filling the current gap between school knowledge and real-life problems. There will be a shift from teacher-centered to student-centered instructional/learning, responding to the PCs educational reform initiatives. Merging ICTs with EfS will enable target groups to see technology as a tool that can empower them to address real-life problems related to environment, society and economy in the PCs and the region.

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	PERIFERIAKO KENTRO EMPIROGNOMOSINISSTIN EKPAIDEFISI KAI TI VIOSIMI ANAPTIKSI	EL
	TRUONG DAI HOC QUOC TE	VN
	UNITEM SDN. BHD.	MY
	UNIVERSITAS PENDIDIKAN INDONESIA	ID
	UNIVERSITI SAINS MALAYSIA*	MY
	UNIVERSITI TEKNOLOGI MALAYSIA	MY
	UNIVERSITY OF SOCIAL SCIENCES AND HUMANITIES HO CHI MINH CITY	VN

**Grant Requested** 991,711 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598634-EPP-1-2018-1-ES-EPPKA2-CBHE-JP
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**TITLE:** Towards the Enhancement and Harmonisation of HEIs Quality Assurance in Haiti in response to National and International developments

**Description:** EMINENT is a Joint National Project in Haiti fully in line with the E+ & National priorities. Its main focus is the modernisation of the Haitian HE Quality Assurance system & regulations. The topic is so relevant for the Country to the extent that currently, 2 Law projects are under discussion at the HE Ministry (MENFP) level; they are focused on 1) the creation of the Haitian QA Agency, and 2) on the definition of QA Standards & Guidelines at study programme level, in line with international standards. EMINENT will be framed in this context with the main aim of fostering the enhancement & harmonisation of Haitian HE QA procedures with views on reinforcing the quality of the HE system and study programme offer in Haiti and increase its attractiveness.

This will be achieved by 1) carrying out pilot exercises of Internal Quality Assurance System (IQAS) definition at Faculty level and study programme self-assessment (SER) at the 5 PC HEIs for the improvement of institutional QA procedures and of the educational offer; and 2) setting up QA Units at PC HEIs and establish the EMINENT Network to raise the awareness on the importance of having a QA system in line with national/international standards and to boost the national harmonisation of QA practices in line with the last international development policies.

After a SWOT analysis to have an in-depth understanding of PC HEIs needs in terms of QA, the QA Units will be created at PC HEIs and its staff (together with other relevant key actors) will be duly trained in relevant topics, crucial to them perform the 2 pilot exercises of IQAS Manual design and study programmes SER. QA Units will establish the EMINENT Network that will be enlarged. Different networking events (National Conferences & Round Tables) will be celebrated to bring together the EMINENT Network with key actors such as MENFP, and bring to their attention to the Roadmap document with recommendations to be included in the 2 current Law Projects.

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<b>Partners:</b>	AGENTUR FUR QUALITATSSICHERUNG UND AKKREDITIERUNG AUSTRIA	AT
	ECOLE SUPERIEURE D'INFOTRONIQUE D'HAITI SA	HT
	UNIVERSITE PUBLIQUE DE L'ARTIBONITE AUX GONAIVES	HT
	UNIVERSITE PUBLIQUE DES NIPPES	HT
	UNIVERSITE PUBLIQUE DU SUD AUX CAYES	HT
	UNIVERSITE PUBLIQUE DU SUD-EST A JACMEL	HT
	UNIVERSITY COLLEGE CORK - NATIONAL UNIVERSITY OF IRELAND, CORK	IE

**Grant Requested** 868,231 EUR

**Project Duration** 36 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Region 11 - ACP

<b>REFERENCE :</b> 598636-EPP-1-2018-1-EG-EPPKA2-CBHE-JP
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<b>TITLE:</b> Building University Requirements Core Curriculum Using Information Technology
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**Description:** University core curriculum refers to a set of campus wide courses that are set by HE institutes as a graduation requirement. Several Egyptian HE institutes has recently adopted this concept, mandating several courses in order to prepare a well-rounded graduate with non-major skills either requested by the job market or mandated by political and social needs. However, the choice of the courses and their curriculum was performed in a poor ad-hoc manner. Moreover, the teaching of these courses proven to be a challenging task in terms of accommodating the high number of students attending such campus-wide class, and the difficulty in engaging the students to achieve learning outcomes, resulting in poor delivery of the courses and bad student experience.

In this project, we aim to develop a pilot model for building and teaching university core curriculum courses utilizing Information technology. Blended learning teaching offers a perfect solution to the aforementioned core curriculum teaching problems. The Online content of the courses can offer a nationwide transfer of knowledge, practical case studies, and scalable tools for content and assignment delivery. We will fully develop the curriculum and Online platform for three new courses on informatics and information technology. We will also develop updated curriculum and transform it into the blended learning model for five soft skills courses. The choice of the courses and their learning outcomes will be based on a market job gap analysis. We will establish a national training and certification program to train the instructors on the teaching of the developed courses using the Online platform and tools.

We will conduct a pilot run of the developed courses in the five partner universities. We expect a high impact of the developed content due to the campus wide deployment of the courses. The developed courses will also serve as a model for the use of communication and information technology in large class teaching.

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	MINISTRY OF COMMUNICATIONS & INFORMATION TECHNOLOGY	EG
	NATIONAL TECHNICAL UNIVERSITY OF ATHENS - NTUA	EL
	NILE UNIVERSITY	EG
	Suez Canal University	EG
	UNIVERSITA DEGLI STUDI DELL'AQUILA	IT
	UNIVERSITA DEGLI STUDI DI ROMA TOR VERGATA	IT

**Grant Requested** 992,000 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 598649-EPP-1-2018-1-FR-EPPKA2-CBHE-JP
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<b>TITLE:</b> Building Skills4.0 THrough UniversitY and Entreprise CollaboraTion
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**Description:** The adoption of Industry 4.0 by developed countries poses a significant threat to other countries and nations. It is expected that each country will face a number of challenges related to the skill level of its employees. Industry 4.0 will provide expertise in information technology, data analytics... in the industrial sectors. The result is a growing need for skilled employees trained in cross-cutting areas and capable of managing new processes and information systems. The aim of this project is to build Skills 4.0 THrough UniversitY and Entreprise Collaboration (SHYFTE) by analysing the gap between the skills acquired in HEIs and the skills required by industry 4.0, and develop a new model of emergent skills in line with the needs of the industry of the future.

To provide a performant job market platform in Thailand, China and Malaysia. SHYFTE project will provide an emergent skill development strategy in both EU and Asia with main focus on four research domains: Industrial engineering and management, Software Engineering and Big data analytics, Wireless and Networks analytics, and Artificial Intelligence by incorporating the competencies of all partners to fill the skill gap in Asian partner countries.

The overall aims of SHYFTE project are:

- To support academic and administrative staff in Asian HEIs to design and implement new methodology and learning materials to enhance and improve the competences and skills related to Industry 4.0. That will enable HEIs organizations aligning their learning program strategy both to the requirements of the regional industry and the global labor market.
- To build and strengthen links between HEIs and Industry 4.0, and promote the job market by minimizing the skills gap.
- To build Skills 4.0 LABs or Learning centers of excellence in Asian Partner's HEIs to enable each of them to become the reference center in its country and disseminate the outcomes of the project nationally and regionally.

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**Partners:**

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CHIANG MAI UNIVERSITY	TH
COGNITUS	FR
Kasetsart University	TH
UNIVERSIDADE NOVA DE LISBOA	PT
UNIVERSITA DEGLI STUDI DEL SANNIO	IT
UNIVERSITI PUTRA MALAYSIA	MY
UNIVERSITI TEKNOLOGI MALAYSIA	MY

**Grant Requested** 952,617 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598651-EPP-1-2018-1-CL-EPPKA2-CBHE-JP
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**TITLE:** Developing research and innovation capacities of Latinamerican HEI for the analysis of informal labour market

**Description:** LATWORK project aims to create innovative research structures and Research Centres in the field of informal jobs and informal economy in Latin American HEIs.  
Latin American HEI, and particularly research staff, are requiring better resources and methodologies to develop research capacities to go forward in the analysis and knowledge of the endogenous phenome of informality in the labour market.  
There are several scientific and social motivations that are currently drawing the attention of HEI to the matter of informal in the labour market:  
(1) the multidisciplinary character of the topic,  
(2) the scientific motivation to overcome the difficulties to capture the informal labour market situations due to the lack of accurate methodologies  
(3) regular failures of small research efforts & statistical operators in definition, capturing and measuring the extent of informal jobs  
(4) the growing academic interest demonstrated from several knowledge areas of social science  
(5) the effects of this type of "labour relations", far away from decent work definitions, on people lives  
However, research staff at Latin American HEI are dealing day to day with the barriers and limitations that mean the lacks of research resources, networking inputs, innovation capacity to create projects, and sources of high quality data, that keep down any capacity to lead research and analyses in the field of informal jobs and informal economy. As a result, the leadership of the majority of the research initiatives in this field are always dipped to external research operators no always qualified in the multidisciplinary scope and scientific culture.  
LATWORK is targeted at the development of the HEI innovation and research capacities to:  
Upgrade the research leadership role of HEI in the field of informal jobs and informal economy.  
Transfer high quality of research outputs in this field.  
Raise de commitment of researchers, academics and policy makers with the research on informal labour market.

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	UNIVERSIDADE DE COIMBRA	PT
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	Universidade Federal de Campina Grande	BR
	UNIVERSIDAD NACIONAL DEL LITORAL	AR
	UNIVERSIDAD NACIONAL DE ROSARIO - UNR	AR
	UNIVERSIDAD SAN SEBASTIAN	CL

**Grant Requested** 970,038 EUR

**Project Duration** 36 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Region 8 - Latin America

<b>REFERENCE :</b> 598652-EPP-1-2018-1-BG-EPPKA2-CBHE-JP
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<b>TITLE:</b>	<b>Furthering International Relations Capacities and Intercultural Engagement to Nurture Campus Diversity and to Support Internationalisation at Home</b>
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**Description:** The FRIENDS project supports PC HEIs' internationalisation capabilities and campus diversity. The project's chief goal is to develop PC HEIs students' global competence through the integration of intercultural dimensions into universities' formal and informal curriculum. The project is built around the concept of internationalisation at home (IaH) that shifts HEIs' focus of attention from outbound to virtual mobility and on-campus intercultural engagement for the benefits of non-mobile students' employability and global outlook.

The consortium combines the expertise of 4 Eastern European PrC HEIs in BG, HU, PL and TR, as well 12 PC HEIs from Asia, namely 2 in BT, 2 in KH, 2 in MY, 3 in PH and 3 in TH.

The following key results will be achieved through FRIENDS:

1. Institutional IaH Action Plans adopted to streamline PC HEIs' initiatives for IaH and to improve PC HEIs IROs staff and faculty's capacities for internationalisation.
2. Intercultural Passport virtual module designed and embedded into PC HEIs' elective curriculum to build students intercultural knowledge and sensitivity to cultural diversity. The Intercultural Passport is an innovative tool that combines virtual mobility and methodologies for validation of prior experiential learning evidenced through the means of digital storytelling. At least 180 PC HEIs students will be awarded an Intercultural Passport at FRIENDS initial phase.
3. FRIENDS Teahouse social spaces established at 12 PC HEIs to function as student-friendly multicultural hubs that welcome diversity, and support the welfare of students with diverse cultural backgrounds. In addition, FRIENDS Teahouses will contribute to the improvement of overall university experience of PC HEIs' students across campus.
4. Home away from Home Programme induced as a model for integrated international student care and services. In the long run, the programme will contribute to the gradual increase of international and inbound students at the PC HEIs.

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	BUDAPESTI METROPOLITAN EGYETEM	HU
	CEBU TECHNOLOGICAL UNIVERSITY ARGADCEBU CAMPUS	PH
	DEWEY INTERNATIONAL UNIVERSITY	KH
	ISTANBUL AYDIN UNIVERSITESI VAKFI	TR
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	PRINCE OF SONGKLA UNIVERSITY	TH
	ROYAL INSTITUTE OF MANAGEMENT	BT
	ROYAL THIMPHU COLLEGE	BT
	SAINT LOUIS COLLEGE, INCORPORATED	PH
	SVAY RIENG UNIVERSITY	KH
	UNIVERSITY OF CEBU, INC	PH

**Grant Requested** 999,626 EUR

**Project Duration** 36 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598661-EPP-1-2018-1-RO-EPPKA2-CBHE-JP
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**TITLE: Developing services for Individuals with Disabilities**

**Description:** DECIDE will foster the right of individuals with special needs in Uzbekistan, Tajikistan and Kazakhstan to access education, enjoy the right of participation in everyday society and to combat discrimination by instilling awareness and acceptance in society as in line with the Bologna Process and the UN Convention on the Rights of Persons with Disabilities. This in turn facilitates the creation of the Access Liaison Officer role at each institution, to promote disability access, and the National Special Needs Awareness Day focus via the nationally strategic Action Groups comprised of Universities, Public Administration institutes, Ministries and NGO's.

The project will promote and develop access to inclusive education, social integration and non-discrimination treatment of those with special needs in education in accordance with Bologna Process and UN criteria. Through implementation of the 8 DECIDE Introductory and Advanced Curriculum modules, the project will foster regional integration and cooperation across different regions of the Central Asian countries through joint initiatives, sharing of good practices and cooperation to improve the level of competencies and skills in HEIs and Society by developing these new and innovative education programmes.

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BERDAQ ATINDAG'I QARAQALPAQ MA'MLEKETLIK UNIVERSITETI	UZ
INSTITUTE OF PUBLIC ADMINISTRATION UNDER THE PRESIDENT OF REPUBLIC OF TAJIKISTAN	TJ
KHUJAND STATE UNIVERSITY NAMED AFTER ACADEMICIAN B.GAFUROV	TJ
KULOB INSTITUTE OF TECHNOLOGY AND INNOVATION MANAGEMENT	TJ
LIMERICK INSTITUTE OF TECHNOLOGY	IE
MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION	UK
PANEPISTIMIO KRITIS	EL
PUBLIC ORGANIZATION RUSHDI INCLUSIA	TJ
REPUBLICAN STATE ENTERPRISE OPERATING UNDER THE RIGHT OF ECONOMIC MANAGEMENT A.BAITURSYNOV KOSTANAY STATEUNIVERSITY OF MINISTRY OF EDUCATIO	KZ
SAMARQAND IQTISODIYOT VA SERVIS INSTITUTI	UZ
SEIFULLIN KAZAKH AGRO TECHNICAL UNIVERSITY	KZ
TECHNISCHE UNIVERSITAET DRESDEN	DE
TOSHKENT AXBOROT TEXNOLOGIYALARI UNIVERSITETI	UZ
TOSHKENT SHAHAR MUSHTOQ KOZLAR IJTIMOYI O ZARO YORDAM NOGIRON BOLALAR JAMIYATI	UZ

**Grant Requested** 991,106 EUR

**Project Duration** 36 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Region 7 - Central Asia



<b>REFERENCE :</b> 598665-EPP-1-2018-1-PS-EPPKA2-CBHE-JP
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<b>TITLE:</b> Development of TVET Pedagogical Competences and Qualification in Palestinian Universities
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**Description:** The National Palestinian Authority (NPA) is fully aware of the importance of TVET in responding to the various diverse needs and challenges of the professional sector. Accordingly, the NPA approved "The National TVET Strategy" document in November 2010 (<http://www.tvet-pal.org/en/node/12>).

Taking as reference this document, the two ministries of Education and Labour deployed joint efforts to develop and rationalize the TVET system in Palestine.

Currently, within the Palestinian universities, there are departments dedicated to Education Sciences. These departments are issuing diplomas of a rather general character on the sciences of education.

This project, will have the following objectives:

1. Develop the skills of the teaching staff in specific areas of adult education and vocational training;
2. Develop study programs on these themes;
3. Enable the Palestinian teachers involved to liaise with the research groups and their counterparts from the three European universities who will be partners of the project;
4. Enable the Palestinian academic and technical staff to design and develop training programs skills required by the socio-economic sectors.
5. Sharing of skills and inter-university resources, aiming at the emergence of a Palestinian university network of expertise in the field of adult education and vocational training.

Sessions and training missions are planned in this project, they will develop objectives 1 and 2.

Two types of realization will be planned in this project:

- Supervision of student projects on topics related to TVET, by Palestinian teachers with a European co-supervision. It is fort launching experiments to initiate the objective 3.
- Realization of projects for the development of vocational training programs, which will have to meet specific professional skills. It is about launching experiences to initiate the objective 4.

On the other hand, all the work packages are organized in the form of collaborative work to promote Goal 5.

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	HOCHSCHULE DER WIRTSCHAFT FUR MANAGEMENT	DE
	MEDLINK	FR
	MINISTRY OF EDUCATION AND HIGHER EDUCATION	PS
	MINISTRY OF LABOUR	PS
	PALESTINE POLYTECHNIC UNIVERSITY	PS
	TECHNISCHE UNIVERSITAT BERLIN	DE
	UNIVERSITE DE LILLE	FR
	UNIVERSITY COLLEGE OF APPLIED SCIENCES	PS

**Grant Requested** 599,011 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 598669-EPP-1-2018-1-ES-EPPKA2-CBHE-SP
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<b>TITLE:</b> TOWARDS SUSTAINABLE FINANCIAL MANAGEMENT OF CAMBODIAN UNIVERSITIES
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**Description:** The BALANCE project will be implemented in Cambodia as a Structural action and its general objective is to strengthen financial autonomy & accountability of HEIs in Cambodia via modernisation of financial management (FM) practices & legal framework.

The partnership was conceived to face some of the most relevant deficiencies on HEIs FM and sustainable financing such as shortage of qualified staff on FM; inadequate IT infrastructure & systems at FM units; lack of effective national and institutional-level strategies or policies and need to improve quality & ensure sustainable financing of HE.

BALANCE present an innovative proposal to ensure that FM practices are harmonised in the Cambodian public HE system. The project specific objectives are (i) to promote modernisation of human and organisational capacities of FM in Cambodian HEIs through capacity building and experience exchange; (ii) to set up a sustainable communication platform between Cambodian HEIs & relevant ministries with the objective of improving transparency & systematisation of FM practices.

The BALANCE activities implemented by 11 Cambodian HEIs, the Ministry of Education, Youth and Sport & 2 EU HEIs with an outstanding trajectory on the FM and University Governance field, will include:

- Needs analysis activities & benchmarking will provide an insight of the situation of Cambodian HEIs on financial frameworks & practices  
& will identify good practices on financial models in EU HEIs;
- Capacity building on FM, via 5 workshops that trainees will adapt for the implementation of the replication seminars at institution level.
- Modernisation of IT infrastructures at FM units;
- Developing FM Action Plans for 2020 -2024;
- Creation of a BALANCE communication platform to host real time information on Key Performance Indicators from each Cambodian partner HEI to ensure the sustainability of the project;
- White Paper for a Financial Model for the Cambodian public HE system.

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	MEANCHEY UNIVERSITY	KH
	MINISTRY OF EDUCATION, YOUTH AND SPORT	KH
	NATIONAL INSTITUTE OF EDUCATION	KH
	NATIONAL UNIVERSITY OF MANAGEMENT	KH
	ROYAL UNIVERSITY OF AGRICULTURE	KH
	ROYAL UNIVERSITY OF PHNOM PENH	KH
	SVAY RIENG UNIVERSITY	KH
	UNIVERSITA DEGLI STUDI DI GENOVA	IT
	UNIVERSITY OF BATTAMBANG	KH
	UNIVERSITY OF HENG SAMRIN THBONGKHMUM	KH

**Grant Requested** 815,545 EUR

**Project Duration** 36 months

**Activity** Modernisation of policies, governance and management of higher education systems

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598682-EPP-1-2018-1-AR-EPPKA2-CBHE-SP
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<b>TITLE:</b> LATIN AMERICAN CONSENSUS FOR THE INTERNATIONALIZATION IN POSTGRADUATE EDUCATION
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**Description:** Internationalization is a common objective of LA HEIs. Two of the most common strategies for the internationalization of postgraduate education are:

- 1) International academic association for the development of joint programmes;
- 2) International postgraduate mobility with academic recognition.

Shortage of agreed indicators that allow the characterization and measurement in a comparable way of the principal variables involved in the mentioned two strategies has certainly contributed to hinder their implementation. Particularly important is the lack of a broad consensus on two essential components of postgraduate education that are worldwide recognized:

- a) Student centered learning (SCL), mainly in relation to three elements that are useful in the operationalization of said SCL: learning outcomes, competences and credits;
- b) Quality assurance.

In this context, this project aims at creating, developing and sustaining a Latin American network of Ministries of Education and Universities, both public and private ones, in order to contribute to the internationalization of postgraduate education, by means of the consensus on standards related to substantial variables linked to student-centered learning (learning outcomes, competences and credits) and quality assurance. Consensus not only to be applied in the postgraduate programmes provided by the universities that take part in the project but to be also used as a common platform, which will be continuously updated, for all those countries and universities who wish to internationalize their postgraduate programs. Such space will be constantly open to the incorporation of Ministries of Education and Universities from other LA countries who wish to contribute to the accomplishment of the objectives of the network. The expected impact of the project is to favor the deployment of the two main strategies that have the HEIs for the internationalization of postgraduates: joint programmes and mobility with academic recognition.

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	CONSORZIO INTERUNIVERSITARIO ITALIANO PER L'ARGENTINA	IT
	FUNDACION ISALUD	AR
	MINISTERIO DE EDUCACION, CULTURA, CIENCIA Y TECNOLOGIA	AR
	MINISTERIO DE EDUCACION Y CIENCIAS	PY
	UNIVERSIDAD COMPLUTENSE DE MADRID	ES
	UNIVERSIDAD GRAN ASUNCION	PY
	UNIVERSIDAD IBEROAMERICANA	PY
	UNIVERSIDAD NACIONAL DE ASUNCION	PY
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	UNIVERSITA DEGLI STUDI DI PAVIA	IT
	UNIVERSITA DEGLI STUDI DI ROMA LA SAPIENZA	IT
	UNIVERSITAT AUTONOMA DE BARCELONA	ES
	UNIVERSITE D'AIX MARSEILLE	FR

**Grant Requested** 999,500 EUR

**Project Duration** 36 months

**Activity** Modernisation of policies, governance and management of higher education systems

**Region(s)** Region 8 - Latin America

<b>REFERENCE :</b> 598690-EPP-1-2018-1-BE-EPPKA2-CBHE-JP
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<b>TITLE:</b> Establishing Master Programmes in HRM and Talent Development in Central Asia
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**Description:** In Central Asian (CA) countries, large groups of graduates don't find a job according to their degree, nor can they develop their talent within their work. The countries lack HRM experts that can e.g. introduce transparent selection and promotion procedures in enterprises, or assist the government in modernising its labour market policy.

In this project, 3 Kazakh, 2 Uzbek and 2 Kyrgyz universities will each develop a two-year HRM master programme (TALENT) that has similar core courses in the 7 universities. Each of the programmes has to obtain accreditation, by the middle of Y2. In Y3, the first year of the 7 TALENT programmes must take start. Some of the 7 universities have an excellent reputation; they will help the less prestigious universities to develop and maintain their TALENT programme.

The course development will be coached by the EU partners, with the teachers of each course meeting each other and further co-operating via a knowledge sharing platform. The teachers will develop separate, but highly comparable course syllabi and introductory texts. In 6 workshops, the EU and CA teachers will present HRM topics, adapted to the CA context and illustrated with CA examples.

The project website will start as an introduction to the project, and then develop into a website introducing HRM and its applicability to the CA context. It will include a selection of the introductory texts, together with video recorded material of the workshops and case studies. Most material will be available in 3 languages (EN, RU + (KZ or UZ or KG)).

The 7 CA universities already have good contacts with regional and national stakeholders. In this project, the focus will be on entrepreneurs, trade unions and governmental bodies on labour markets and work conditions. With each of the 6 HRM workshops, the stakeholders of the respective university will be engaged, i.c. in the role of disputant. A selection of stakeholders will be incorporated in each university's TALENT advisory board.

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	BUXORO DAVLAT UNIVERSITETI	UZ
	INNOVATIVE UNIVERSITY OF EURASIA	KZ
	Institute for the Study of Societies and Knowledge	BG
	KIMEP UNIVERSITY JSC	KZ
	KYRGYZ ECONOMIC UNIVERSITY NAMED AFTER MUSA RYSKULBEKOV	KG
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	OTTO-VON-GUERICKE-UNIVERSITAET MAGDEBURG	DE
	TOSHKENT SHAHRIDAGI XALQARO WESTMINSTER UNIVERSITETI	UZ

**Grant Requested** 947,595 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 7 - Central Asia

<b>REFERENCE :</b> 598691-EPP-1-2018-1-CR-EPPKA2-CBHE-JP
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<b>TITLE:</b>	<b>ESPECIALIZACIÓN EN GESTION DE INICIATIVAS ECONOMICAS COLABORATIVAS Y ECONOMÍA SOCIAL EN CENTROAMÉRICA</b>
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**Description:** In an apparent context of exit from the economic crisis of 2008, unexpected and surprising economic phenomena appear, unfold and develop, new models of production, organization and exchange of goods and services that in a much more horizontal, communitarian and self-managed way, point to an evolution of the traditional economy, based on the STATE-MARKET binomial, towards a Shared Economy or Common Good. Thus, what has been named Sharing Economy is a new concept that actually houses different concepts and business models and exchange, and that extend the traditional concept of Social Solidarity Economy. These emerging economic initiatives and business models require new skills, both for their development and for their management: renewed management methods, capacities to produce functionality, goods and services focused on the use and needs of people. Evolve the training programs of the Universities to this new business and economic reality, incorporating new content to train and train students capable of developing and managing this new type of business and economic initiatives is the goal to which the INICIA project aims to contribute, through the development of a course of "Specialization in Management of Collaborative Economic Initiatives and Social Economy", in order to improve the skills of their human resources and prepare them to face the challenges of these new economic models.

The project will be carried out with the support and collaboration of European and Argentine universities that have experience in this subject.

The main products of the project will be the creation of a Specialization Course, which will be taught in a first edition to 420 students and will be replicable at a regional level.

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<b>Partners:</b>	Consejo Superior Universitario Centroamericano	GT
	DINAMIA S. COOP. MAD.	ES
	ETABLISSEMENT D'ENSEIGNEMENT SUPERIEUR CONSULAIRE ESCP EUROPE	FR
	FUNDACION PARA EL DESARROLLO DE LA EDUCACION Y FOMENTO DE LA INICIATIVA EMPRESARIAL - FUNDAEMPRESA	HN
	INSTITUTO POLITECNICO DE VIANA DE CASTELO	PT
	ISAE UNIVERSIDAD	PA
	UNIVERSIDAD AMERICANA ASOCIACION	NI
	UNIVERSIDAD CENTROAMERICANA "JOSÉ SIMEÓN CAÑAS"	SV
	UNIVERSIDAD COMPLUTENSE DE MADRID	ES
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	UNIVERSIDAD DEL VALLE DE GUATEMALA	GT
	UNIVERSIDAD DE PANAMA	PA
	UNIVERSIDAD NACIONAL AUTONOMA DE HONDURAS	HN
	UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA MANAGUA	NI
	UNIVERSIDAD NACIONAL DE MORENO	AR
	UNIVERSIDAD NACIONAL DE QUILMES	AR
	UNIVERSIDAD RAFAEL LANDIVAR	GT
	UNIVERSIDAD TECNICA NACIONAL	CR

**Grant Requested** 996,799 EUR

**Project Duration** 24 months

**Activity** Curriculum development

**Region(s)** Region 8 - Latin America

<b>REFERENCE :</b> 598698-EPP-1-2018-1-FI-EPPKA2-CBHE-JP
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<b>TITLE:</b> Professional Development of Vocation Education Teachers with European Practices
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**Description:** Pro-VET will introduce a systematic approach to, and an open platform for, initial and continuous professional development of VET teachers, trainers and mentors in both school and work-based settings for Serbia and Russia. Pro-VET will address the challenges of the educational quality, relevance, delivery, and management of the VET systems and help to build confidence in the industry on the development of the VET systems. Pro-VET will provide opportunities for pedagogical skill development and increased work-life relevance and collaboration with proven European approaches and methodologies in VET in Serbian and Russian languages.

Pro-VET will build and capacitate a VET-Educators' Training Network (VET-ETN) on the basis of 8 partner institutions in Serbia and Russia that will strengthen European approaches in systems of VET and HE connected with VET teacher training in their respective countries. The capacity building actions will upgrade the ICT skills and facilities of teacher trainers as well as expose the trainers to European pedagogical practices and policies in VET. VET-ETN will facilitate admittance to these knowledge and skills for Serbian and Russian speaking world via an open access e-learning platform. The key activity of VET-ETN is the provision of in-service training opportunities for VET teachers. VET-ETN is capacitated with a process to develop new courses to target group needs and has MoU agreements with min. of 60 partners of VET providers, qualification agencies and companies.

Pro-VET aims to engender policy learning via the introduction of transferable practices in VET policy and approaches that can be adapted to the partner countries' VET systems. The policy learning consists of policy dialogue with ministries and VET sector, benchmarking and analysis of data from trained VET teachers (450 take part in the in-service training courses). It will result in national roadmaps for VET evolution and a Position Paper presented in National Conferences.

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	FEDERAL STATE EDUCATIONAL BUDGET INSTITUTION OF HIGHER VOCATIONAL TRAINING	RU
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	STATE UNIVERSITY RUSSIAN STATE VOCATIONAL PEDAGOGICAL UNIVERSITY	RU
	STICHTING AERES GROEP	NL
	TVER STATE UNIVERSITY	RU
	UNIVERSITAET BREMEN	DE
	UNIVERZITET U BEOGRADU	RS
	UNIVERZITET U NOVOM SADU	RS
	VISOKA POSLOVNA STRUKOVNIH SKOLA STDIJA U NOVOM SADU	RS
	VISOKA SKOLA ELEKTROTEHNIKE I RACUNARSTVA STRUKOVNIH STUDIJA	RS
	WARNBOROUGH COLLEGE LIMITED	IE

**Grant Requested** 983,138 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Cross-regional  
Region 1 - Western Balkans  
Region 4 - Russian Federation

<b>REFERENCE :</b> 598699-EPP-1-2018-1-BE-EPPKA2-CBHE-JP
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**TITLE:** **Professionnalisation des Enseignants et Renforcement des capacités des FORMateurs à Madagascar**

**Description:** The PERFORM project aspire to contribute to resolve the lack of qualified post-basic teachers in Madagascar. This project aims at designing and implementing an hybrid continuing education system for post-basic education teachers. It will be based on a collaborative approach in both design and implementation. The methodology is based on these principles:

- Training on hybrid training design for a group of teacher trainers at European universities;
- Training of teachers for teacher training colleges by this group of trainers, with the support of European experts;
- Co-design of a hybrid training device by a group of teachers from teacher training colleges and post-basic education teachers including the training time itself ;

Through the device put in place:

- 185 teacher trainers are trained in the design of a hybrid training device;
- 1,000 post-basic education teachers in the priority disciplines set by the ministries (mathematics, physics, chemistry, French and computer science) are trained in the didactics of their disciplines, as well as in education sciences and in French.

At the end of the project:

- The teachers of the teacher training colleges have the necessary skills to extend the system to initial training or even to other disciplines if necessary;
- Post-basic education teachers have improved their capacities and adopted the use of new technologies;
- Teachers are able to innovate by integrating a collaborative dimension into their teaching practices.

The PERFORM project has been endorsed and is supported by the three Malagasy ministries of education who intend to make the system sustainable, with the teaching policy being at the heart of the priorities of the 2018-2022 Education Sector Plan.

In the long term, the impact of the project is to reduce the repetition and drop-out rates of post-basic education students and increase the success rate of the "baccalaureate" (end of post-basic education degree).

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	UNIVERSITE DE LA REUNION	FR
	UNIVERSITE DE TOLIARA	MG
	UNIVERSITE LIBRE DE BRUXELLES	BE
	UNIVERSITY OF ANTANANARIVO	MG

**Grant Requested** 764,902 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 11 - ACP

<b>REFERENCE :</b> 598710-EPP-1-2018-1-AT-EPPKA2-CBHE-JP
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<b>TITLE:</b>	<b>Engineering Knowledge Transfer Units to Increase Student's Employability and Regional Development</b>
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**Description:** Companies operating in the automotive and mechanical engineering (AE) industry always need to be up-to-date to be competitive. All partners from Thailand (TH), Indonesia (ID) and Malaysia (MY) face one big challenge which inhibits them from further growing in the AE industry: the lack of highly educated engineers focusing on AE. ID, MY and TH are highly important for the global production of cars. However, in comparison very little is done in the area of development and advancement of technological innovation, hands-on trainings and HEI-business cooperation.

As there is a lack of human capacities (well-educated professionals), UNITED will close the current lack of skilled labour in AE to increase the positive impact on AE on regional development and internationalization of the AE industry. The installation and operation of the engineering knowledge transfer units (EKTUs) and increased knowledge on AE, higher standards in teaching, innovative teaching methods and through the HEI-business cooperation higher employability of graduates will be created.

The EKTUs offer vocational trainings to upgrade skill on AE to industry professionals done by academic staff and student assistant trainers. Selected well trained student assistant trainers will work in the EKTUs in the frame of project based courses. Through the EKTUs the following aims can be reached:

- to spread the knowledge of AE at HEIs and to industry professionals to increase regional development in AE
- to increase the employability of students due to upgraded knowledge

To expand generated knowledge a network for AE will be established. It's promoted through cross-border conferences and strategically planned dissemination activities. Uni-business cooperation will be increased nationally & internationally

This leads to 3 advantages:

- increased employability of students in AE due to trainings of EKTUs
- strengthen cooperation HEI-business through EKTUs
- increased teaching standards through capacity trainings

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	POLITECNICO DI TORINO	IT
	UNIVERSITAS SUMATERA UTARA	ID
	UNIVERSITAS UDAYANA	ID
	UNIVERSITI PUTRA MALAYSIA	MY
	UNIVERSITI TEKNIKAL MALAYSIA MELAKA	MY

**Grant Requested** 980,841 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Region 6 - Asia



<b>REFERENCE :</b> 598715-EPP-1-2018-1-TR-EPPKA2-CBHE-JP
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<b>TITLE:</b> Establishment of Leather Hubs in Russia and Mongolia
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<b>Description:</b>	<p>The main output of the project will be two training and innovation centers which will be set up in four universities in Russia and Mongolia, which will provide training services for tanneries, support the design and the implementation of curricula for university studies, and also implement research on the use environmentally friendly technologies for tanning raw materials and recycling of collagen-containing waste. The centers will have the form of innovation hubs which will solve the problems that are acute for the leather industry community of the EU, Russia and Mongolia.</p> <p>The established centers will be equipped with modern analytical and testing equipment, professional literature, magazines, and regulatory documents in force in Russia, Mongolia and the EU. These centers will act also as technology brokers for local leather industry. The partners of the EU, as well as trade unions (the Russian Union of Leatherworkers and Shoemakers and the Mongolian Tanning Association) of the two countries will help in the establishment of the centers and the evaluation of their work.</p> <p>The specific aim of the project is to create the appropriate environment for the establishment of the universities as innovation hubs for Leather industry in Russia and Mongolia. Towards this aim the following activities will be implemented:</p> <ul style="list-style-type: none"> <li>• 4 training and innovation centers in leather sector (1 in each HEI in region 4 &amp; 6)</li> <li>• online Platform for Transferring Research and Innovation through project based training and also for Supporting the Collaboration between industry and academia</li> <li>• re-engineering model for leather industry management systems for a better adaption to the new era</li> <li>• a bouquet of scouting and brokerage services will be offered along with networking and match-making activities that will directly link needs with the technology and business offering</li> </ul>																										
<b>Coordinator:</b>	<p>EGE UNIVERSITY  Deri Muhendisligi Bolumu  Bornova 35100,TR  Phone : +90 535 827 75 22  Email : mete.mutlu@ege.edu.tr  Internet site address : <a href="http://www.ege.edu.tr">http://www.ege.edu.tr</a></p>																										
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<b>Grant Requested</b>	995,950 EUR																										
<b>Project Duration</b>	36 months																										
<b>Activity</b>	Strengthening of relations between HEIs and the wider economic and social environment																										
<b>Region(s)</b>	Cross-regional Region 4 - Russian Federation Region 6 - Asia																										

<b>REFERENCE :</b> 598716-EPP-1-2018-1-EL-EPPKA2-CBHE-JP
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**TITLE: Mastering Energy Supply focusing on Isolated Areas**

**Description:** This project aims to adapt existing or create new Master of Science Programs in South East Asia Countries aiming at energy supply optimization focusing on Isolated Areas, such as unelectrified areas, island systems etc. Education on various aspects of Energy Supply covering Energy Management, Renewable Energy Sources (RES) utilization, Energy conservation, Intelligent materials application to energy sector and Demand Side management have become a reality on both EU and partner countries. Mastering Energy Supply focusing on Isolated Areas (MESfIA) emphasizes on meeting the need for systematic training on the aforementioned issues for application on the fragile environment of isolated areas. MESfIA main goal is to improve the capacities of the students and teachers of Partner Countries to apply specific skills for the efficient energy supply of isolated areas. This is in line with the needs of these countries where the unelectrified areas are rural areas and according to IEA unelectrified population exceeds 50 million people. MESfIA consortium will prepare a detailed planning of training cycles including scheduling and effort management for the implementation of training courses that will be run in each Partner country. The scope is to provide postgraduate training for Electrical, mechanical engineers and technicians so that they can realize and cope with the difficulties in Isolated Environments and the associated peculiarities with energy management on such systems even in stronger power systems. Apart from knowledge, MESfIA will aid in the legal establishment of recognized MSc titles so that their students can take advantage of participation in applying for jobs in regions with relatively low electrification level and many islands. Within this procedure MESfIA will aid in establishing EU-Asia co-operation at regional level-island regions as common problems require common solutions. This will be sought via workshops, conferences and well defined extovert actions.

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<b>Partners:</b>	ASIAN INSTITUTE OF TECHNOLOGY	TH
	CANARY WHARF CONSULTING LIMITED	UK
	EUROTRAINING EDUCATIONAL ORGANIZATION	EL
	GADJAH MADA UNIVERSITY	ID
	INSTITUTO TECNOLOGICO DE CANARIASSA	ES
	INSTITUT TEKNOLOGI BANDUNG	ID
	NARESUAN UNIVERSITY	TH
	TRUONG DAI HOC NONG LAM - THANH PHO HO CHI MINH	VN
	UNIVERSITE PAUL SABATIER TOULOUSE III	FR
	UNIVERSITY OF DANANG	VN

**Grant Requested** 951,297 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598719-EPP-1-2018-1-MK-EPPKA2-CBHE-JP
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**TITLE:** Promoting academia-industry alliances for R&D through collaborative and open innovation platform

**Description:** The aim of the All4R&D project is to accelerate research, innovation, knowledge and technology transfer in Bosnia and Herzegovina and Armenia through enhancing strategic academia-industry alliances.

The specific project objectives are:

- To reinforce existing and to establish new university structures – Cooperative R&D Units together with industry; partners in the areas of knowledge creation and transfer, research and innovation, commercialisation of R&D results;
- To develop a methodology for collaboration and open innovation and establish web based platform focusing on knowledge transfer, innovation and networking potential;
- To test and review the model of collaboration between universities and companies through pilot projects; and
- To enhance career development and employability of students and alumni by offering new and innovative opportunities in research and education.

The following stakeholders are potential users of the project results:

1. Academic and research institutions
2. Industry partners (private companies, especially those who have strong research and innovation potential)
3. Students and alumni
4. Government agencies, ministries, public enterprises; business and professional associations
5. Investing agencies and third-party funds

The excellence of this project will be provided by developing and application of a unique approach of establishing specific, wide-ranged, interactive, comprehensive connection between academia and industry, one being an inspiration and a confirmation to the other. Through synergetic partnership of 13 organisations the academia-industry alliances will be built in holistic approach which will provide vital human capital, with skills and competences needed today. Our motivation was the understanding that when companies and universities work in tandem they can push the frontiers of knowledge, and become a powerful engine for innovation and economic growth.

**Coordinator:** Ss. CYRIL AND METHODIUS UNIVERSITY IN SKOPJE

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<b>Partners:</b>	HP INVESTING DOO MOSTAR	BA
	INSTITUTE FOR INFORMATICS AND AUTOMATION PROBLEMS OF THE NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF ARMENIA	AM
	NATIONAL POLYTECHNIC UNIVERSITY OF ARMENIA FOUNDATION	AM
	NATIONAL UNIVERSITY OF ARCHITECTURE AND CONSTRUCTION OF ARMENIA	AM
	PRIVATE SCIENTIFIC INSTITUTION, INSTITUTE FOR RESEARCH IN ENVIRONMENT, CIVIL ENGINEERING AND ENERGY, SKOPJE	MK
	RUHR-UNIVERSITAET BOCHUM	DE
	UNIVERZITET DZEMAL BIJEDIC U MOSTARU SA SUPSIDIJARNOM ODGOVORNOSCU	BA
	SASJEDISTEM U MOSTARU	
	UNIVERZITET U SARAJEVU	BA
	VAASAN YLIOPISTO	FI
	WINNER PROJECT PRIVREDNO DRUSTVO ZAPROJEKTOVANJE, INZENJERING I IZVODENJE SPECIJALNIH I ZAVRSNIH RADOVA UGRADEVINARSTVU DOO SARAJEVO	BA
	WORLD UNIVERSITY SERVICE-OSTERREICHISCHES KOMITEE VEREIN	AT
	YEREVAN TELECOMMUNICATION RESEARCH INSTITUTE CJSC	AM

**Grant Requested** 531,165 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Cross-regional  
Region 1 - Western Balkans  
Region 2 - Eastern Partnership Countries

<b>REFERENCE :</b> 598726-EPP-1-2018-1-JO-EPPKA2-CBHE-JP
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**TITLE:** Building Innovation Infrastructure via Technology Transfer Offices CONducted IN JOrdanian Higher Education Institutions (BITTCOIN-JO)

**Description:** The Jordan's digital economy action plan aims to ease the creation of new businesses and create more supportive environments for entrepreneurs to thrive and grow. However, the National Innovation Strategy (2013 – 2017), developed by the Higher Council of Science and Technology (HCST) in Jordan, discussed the weaknesses of the national innovation systems in Jordan which includes legislative, legal, human, and institutional factors such as the absence of proper structures of transfer and distribution of innovation as well as the weak relationship between universities and industrial companies. Universities play a very important role in that context. They should be empowered to contribute to equip students and faculty members with entrepreneurial capabilities to support innovation and facilitate connections between academia and industry. BITTCOIN-JO will build on the previous EU supported projects in Jordan such as TEJ and STRD II. It will focus on creating the infrastructure needed to create self-sustainable Technology Transfer offices according to a new model that not only focuses on the practical steps to create and run those offices but also on providing legal, licensing, business and innovation training courses to university scientists, university administrative staff, students, and industry stakeholders. The previous projects focused on stimulating the development of university-enterprise cooperation, but they ignored the process of Technology Transfer when running those offices, which requires detailed practical knowledge about research commercialisation, startups, spinoffs, and patents. BITTCOIN-JO will provide detailed steps for establishing new TTO according to a metric-oriented model, and modernization of the existing TTOs in the higher education institutions in Jordan, which in turn provide better career options. The project aims at building capacities to create TTOs in Jordan. The offices will be established at YU, and HTU and modernised at UOP and GJU.

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<b>Partners:</b>	AL-HUSSEIN BIN ABDULLAH II TECHNICAL UNIVERSITY	JO
	GERMAN JORDANIAN UNIVERSITY	JO
	Hochschule Bonn-Rhein-Sieg	DE
	LICENSING EXECUTIVES SOCIETY - ARAB COUNTRIES	JO
	MAELARDALENS HOEGSKOLA	SE
	PETRA FOR EDUCATION	JO
	PROFESSIONAL START GBR	DE
	TALAL ABU-GHAZALEH INFORMATION TECHNOLOGY INTERNATIONAL	JO
	THE ARAB INTELLECTUAL PROPERTY MEDIATION AND ARBITRATION SOCIETY	JO
	THE HIGHER COUNCIL FOR SCIENCE AND TECHNOLOGY HCST	JO
	UNIVERSIDAD DE CASTILLA - LA MANCHA	ES
	UNIVERSITA DEGLI STUDI DELL'AQUILA	IT

**Grant Requested** 846,704 EUR

**Project Duration** 36 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 598746-EPP-1-2018-1-LT-EPPKA2-CBHE-JP
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**TITLE:** Integrating education with consumer behaviour relevant to energy efficiency and climate change at the Universities of Russia, Sri Lanka and Bangladesh

**Description:** Wider objective of the BECK project – to upgrade the curricula with 16 new harmonized multidisciplinary adaptive MOOC modules on environmental protection technology in the Russian, Sri Lanka and Bangladesh universities in order to increase their capacity to continually modernise, enhance the quality and relevance of education of students to the global market needs and to ensure international cooperation. Project aims to:

1. Upgrade curricula of BSc/specialists, MSc and PhD programmes in Russian, Sri Lanka and Bangladesh universities by adding 16 new multidisciplinary adaptive, recognised and certificated MOOC modules on consumer behavior related to energy efficiency and climate change;
2. Transfer European practices in education (learning and teaching tools, methodologies and pedagogical approaches including learning outcomes and ICT-based practices) from participating EU universities to PC universities;
3. Assist competence development of teachers within PC universities;
4. Develop the Simulated Big Data Interuniversity Networked Affective Educational Centre to encourage use of ICT-based methodologies in education and research;
5. Strengthen educational and scientific networking among EU and PC universities in the BECK field.

The PC and EU students will profit from high quality international and multidisciplinary modules with real world positioning indicating how to employ theory in the real world. BECK project will offer adaptive certified MOOCs aimed at unlimited participation and open access via the Centre in response to the lack of knowledge in climate change and energy savings across PC countries.

Seminars, round tables and national and international conferences will reach PC learners and stakeholders to notify them about the accessibility of BECK modules and the Centre. Associations will participate in this project by transferring their contemporary labor market experiences and assisting with applicable BECK case studies.

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Internet site address : www.vgtu.lt

<b>Partners:</b>	ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA	IT
	FEDERAL STATE INSTITUTION OF HIGHER EDUCATION MOSCOW STATE UNIVERSITY OF CIVIL ENGINEERING (NATIONAL RESEARCH UNIVERSITY)	RU
	INTERNATIONAL NONCOMMERCIAL ASSOCIATION OF SUPPORT AND DEVELOPMENT OF HIGHER EDUCATIONAL INSTITUTIONS IN ENGINEERING OBEDINENIE STROITELNIKH VUZOV	RU
	KALININGRAD STATE TECHNICAL UNIVERSITY	RU
	M.V. LOMONOSOV MOSCOW STATE UNIVERSITY	RU
	PATUAKHALI SCIENCE AND TECHNOLOGY UNIVERSITY	BD
	PETER THE GREAT SAINT PETERSBURG POLYTECHNIC UNIVERSITY	RU
	TALLINNA TEHNIKAULIKOOL	EE
	THE UNIVERSITY OF HUDDERSFIELD	UK
	UNIVERSITY OF BARISAL	BD
	UNIVERSITY OF COLOMBO	LK
	UNIVERSITY OF MORATUWA	LK
	UNIVERSITY OF RUHUNA	LK

**Grant Requested** 949,592 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Cross-regional  
Region 4 - Russian Federation  
Region 6 - Asia

<b>REFERENCE :</b> 598748-EPP-1-2018-1-FR-EPPKA2-CBHE-JP
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<b>TITLE:</b> SUstainable developmeNt Smart Agriculture Capacity
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**Description:** Farming is one of the important link in the food sector. This sector needs to be built on an appropriate organization and control of processes, and to provide assurance on the safety and quality of its products which consumers could trust. Smart farm is of foremost relevance for the sustainability of the farming sector in meeting this responsibility. By smart farming we understand the application of data management and automation technologies on the overall value chain, that jointly orchestrated allow operation and management improvement (analytics) of a farm with respect to standard operations (near real time) and re-use of these data (animal-plant-soil) in improved chain transparency (food safety) and chain optimization (smart data) (Ref. AIOTI- WP6). Small and medium sized farms, which build the majority of the global agricultural production, are traditionally slow in adopting the use of these innovative digital tools and technology. This finding is more true in some Asian countries where farmers have not learned how to earn more money by producing and marketing their produce in a better way. SUNSpaCe provides an Education and training System to help Farmers understand the use and usefulness of the new technologies in three target country: Thailand, Nepal and Bhutan. SUNSpaCe is strategically designed to ensure the improvement of agriculture through efficient and appropriate use of intelligent agriculture in partner countries. The rationale is, each partner country will gain smart framing experience in both a particular context, and in a cross pilot setting up to share the smart farming best practices in the partner and neighboring countries. The expected long term impact of SUNSpaCE, in target countries are food safety, organic farming, environmental conservation, and poverty eradication, Improve working conditions, wealth sharing and sustainability in new normal globalization.

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<b>Partners:</b>	ACME ENGINEERING COLLEGE	NP
	BUDAPESTI CORVINUS EGYETEM	HU
	CHIANG MAI UNIVERSITY	TH
	KANTIPUR ENGINEERING COLLEGE	NP
	KHON KAEN UNIVERSITY	TH
	ROYAL UNIVERSITY OF BHUTAN	BT
	UNIVERSITY OF THE WEST OF SCOTLAND	UK

**Grant Requested** 869,676 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598749-EPP-1-2018-1-IT-EPPKA2-CBHE-JP
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<b>TITLE:</b> Curriculum Development: An Innovative Master in History and Archaeology
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<b>Description:</b>	<p>CUDIMHA intends to address Tunisian's needs of modernisation and internationalisation of Higher Education Institutions (HEIs) by developing an innovative 2 years Master in History and Archaeology providing labour market-oriented skills for the target audience holding Bachelor's degree in the Humanities field. In particular, CUDIMHA aims at fostering innovative teaching, learning approaches and methodologies through the delivery of blended teaching units combining in presence and on-line courses, tutored projects on the field, traineeships, experience abroad keeping the focus on new contents and ICT tools use. The project targets objectives dealing with: 1) internationalisation and modernisation of HEIs History and Archaeology curriculum fostering innovative teaching/learning approaches; 2) better alignment of students' skills to labour market requirements; 3) sharing of best practices and knowledge transfer; 4) enhancing cooperation between Tunisian and EU universities, and also at national scale among Tunisian universities and other relevant stakeholders: some of them appearing in the project as Associated partners; 5) addressing gender inequality issues in the education and participation on the labour market; 6) raising awareness among project stakeholders regarding the cultural heritage in Tunisia. These objectives will be realized in close collaboration with Tunisian public authorities, encouraging the development of new contents, the use of ICT tools, experience abroad for Tunisian students and staff, involving 85 students (65 Tunisian), 51 academic and administrative staff people (41 Tunisian), civil servants representing Tunisian authorities.</p>	
<b>Coordinator:</b>	<p>UNIVERSITA DEGLI STUDI DEL MOLISE  Via De Sanctis loc. Vazzieri  CAMPOBASSO 86100,IT  Phone : 00390874404314  Email : giuliana.fiorentino@unimol.it  Internet site address : <a href="http://www.unimol.it">http://www.unimol.it</a></p>	
<b>Partners:</b>	<p>CARTHAGE UNIVERSITY  FORMIT - FONDAZIONE PER LA RICERCA SULLA MIGRAZIONE E SULLA INTEGRAZIONE DELLE TECNOLOGIE  Masarykova univerzita  SFAX UNIVERSITY  UNIVERSIDAD DE ALICANTE  UNIVERSITA DEGLI STUDI INTERNAZIONALI DI ROMA  UNIVERSITE DE GABES  UNIVERSITY OF MONASTIR</p>	<p>TN  IT  CZ  TN  ES  IT  TN  TN</p>
<b>Grant Requested</b>	931,887 EUR	
<b>Project Duration</b>	36 months	
<b>Activity</b>	Curriculum development	
<b>Region(s)</b>	Region 3 - South Mediterranean Countries	

<b>REFERENCE :</b> 598750-EPP-1-2018-1-DE-EPPKA2-CBHE-JP
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<b>TITLE:</b> INTERNATION MASTER OF SCIENCE ON CYBER PHYSICAL SYSTEMS
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**Description:** MS@CPS is a collaborative effort among EU and MENA countries for the establishment of an International Master of Computer Systems on Cyber Physical Systems. The envisioned master programme will focus on the contemporary recent technologies in the fields of Embedded Systems (ES) and Knowledge-based Systems (KBS) that provide the needed expertise for a CPS education and tremendous economic opportunities and furthermore span various important applications in our daily life such as: Internet of Things (IoT), autonomous cars, smart phones, embedded systems, big data, semantic computing, cloud computing, etc.

The curriculum of MS@CPS program will be designed by analyzing the existing curricula in the area of embedded and knowledge-based systems, then a field study of market requirements and needs in the MENA region will be conducted. In parallel, the consortium members will review and examine pedagogical teaching and learning methods to fulfil the program objectives. Further, the curriculum of MS@CPS will be strongly aligned with the special requirements of the industry in the MENA countries in order to establish the skills of the students for strengthening the economy. In particular, MS@CPS will arrange several activities in cooperation with the industry partners to provide an open platform for students and industry, which will strengthen the students' skills and establish joint internships and master thesis. By providing solid skills in entrepreneurship and adopting proven mechanisms from program countries, the graduated students of MS@CPS will be able to establish their own start-ups.

By enrolling in this program, the students will benefit from the multi-cultural experience and contact with different teaching styles responding to labour market needs, foster innovation and create top talents as the mobility readiness and complex system solution handling are highly valued skills for technology-driven companies.

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<b>Partners:</b>	AL-QUDS UNIVERSITY	PS
	CARTHAGE UNIVERSITY	TN
	GERMAN JORDANIAN UNIVERSITY	JO
	KUNGLIGA TEKNISKA HOEGSKOLAN	SE
	PALESTINE TECHNICAL COLLEGE -DEIR ELBALAH	PS
	SFAX UNIVERSITY	TN
	TAFILA TECHNICAL UNIVERSITY	JO
	THE UNIVERSITY OF HERTFORDSHIRE HIGHER EDUCATION CORPORATION	UK

**Grant Requested** 999,976.18 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 3 - South Mediterranean Countries



<b>REFERENCE :</b> 598755-EPP-1-2018-1-FI-EPPKA2-CBHE-JP
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<b>TITLE:</b> Strengthening problem-based learning in South Asian Universities
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**Description:** Nepal, Bhutan and India face serious development challenges, compounded by shortage of workforce trained with modern pedagogical methods. Solving such challenges requires transdisciplinary engagement with societal partners. Problem Based Learning (PBL) methodologies provide an effective way to educate students in systems thinking and deal with complexity. But most technical Higher Educational Institutions (HEIs) in South Asia do not offer such PBL based courses. Educators are not trained in using PBL methods, especially to deal with complex development goals.

In contrast, EU HEIs such as Aalto and TU Delft focus on university-wide efforts for global inclusive development. Through this project, the EU HEIs aim to develop a leading practice for global PBL projects. This project addresses a strategic bottleneck: preparing graduates for challenging work, holistic problem analysis and interdisciplinary knowledge creation in real settings.

The two layers of cooperation include 1) training of faculty and the development of PBL methodologies, and 2) joint piloting of PBL cases involving student teams. The project will establish PBL into the curricula of partner HEIs in Nepal and Bhutan. The EU HEIs each take a specific role in the project: TUDelft with entrepreneurship education and online education, KTU with data gathering and monitoring of project results, and Aalto in overall project management and emphasis on global sustainability issues. IISc Bangalore and IIT Bombay will develop a regional network of PBL specialists and disseminate best practices through teacher training and policy influencing activities in India. All HEIs will contribute to the student case pilots.

Dissemination will be carried out through publications, seminars, and creation of a regional PBL network in South Asia. After the end of the project, PBL courses will continue in all the ten participating HEIs.

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<b>Partners:</b>	ASIAN INSTITUTE OF TECHNOLOGY & MANAGEMENT	NP
	INDIAN INSTITUTE OF SCIENCE	IN
	INDIAN INSTITUTE OF TECHNOLOGY BOMBAY	IN
	KATHMANDU UNIVERSITY	NP
	KAUNO TECHNOLOGIJOS UNIVERSITETAS	LT
	NEPAL ENGINEERING COLLEGE	NP
	ROYAL UNIVERSITY OF BHUTAN	BT
	SAGARMATHA ENGINEERING COLLEGE	NP
	TECHNISCHE UNIVERSITEIT DELFT	NL

**Grant Requested** 997,380 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598756-EPP-1-2018-1-AT-EPPKA2-CBHE-JP
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<b>TITLE:</b> Contemporary Teaching Skills for South Asia / CONTESSA
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**Description:** For international follow-up and competitiveness, the quality of a country's education is central. The teacher education in South Asia is far behind that of developed countries, hence, also the educational quality in the schools of these countries is poor:

The overall aim of CONTESSA consists in the improvement of the educational situation in Cambodia and Sri Lanka. In this project concrete didactic programmes teachers need to appropriate contemporary skill sets and to be equipped with the didactic competences for 21st century are elaborated. CONTESSA provides a three step programme aiming at the professional development of a continuum of teacher education for:

- 1) Teacher educators: A comprehensive train the trainer programme for higher education didactics is worked out.
- 2) Teacher students: An online-based learning programme for the acquisition of 21st century teaching skills is accessible on an OER platform.
- 3) In-service teachers: The online-modules are offered to in-service teachers for further education measures as well as for the training of teachers without pedagogic formation.

To ensure broad accessibility and usability, the didactic programmes will be translated into Khmer, Singhalese and Tamil. Ethnic and country-specific requirements and adaptations are made.

**IMPACTS:**

- Delivering a 'step-change' in the development of critical skills, knowledge and competences to provide the foundations for participation in work and society.
- Improving the transition of learners at critical stages in the education and training system.
- Increasing the use of ICT in teaching and learning as flexible learning paths for individual development.
- £- Improving the learning experience and the success of learners: Increase the quality of Early Years to deliver a better learning experience for young children.
- Improving the progress of learners at risk of educational disadvantage or learners with special educational needs.

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	THE OPEN UNIVERSITY OF SRI LANKA	LK
	THE UNIVERSITY OF CAMBODIA UC CO LTD	KH
	UNIVERSITY OF COLOMBO	LK

**Grant Requested** 910,041 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598757-EPP-1-2018-1-EG-EPPKA2-CBHE-JP
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<b>TITLE:</b> Academic System Resource Planning: A Fully-Automated Smart Campus
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<b>Description:</b>	<p>The project aims at creating a Quality-Tailored ICT-based smart automated academic university environment infiltrating the global perspective of Quality Assurance and Best Practices for university management within the HE system in EG through the design and development of a smart digital platform for monitoring, analysis and control of internal processes allowing for transparency, efficient management of human and capital resources, fact-based decision making, yielding a HEI model with Education Quality KPIs being the controlling metrics for its automated processes, rendering Education Quality an INHERENT feature in ALL actions occurring within.</p> <p>The proposed automated system starts with identification of the inputs, outputs and procedures of all academic and administrative processes and quantification of performance metrics along with the KPIs and associated Education Quality criteria to be compatible with the proposed automatic control algorithm for university automation. A set of university-wide control variables are defined, which influence the performance of each and every process within the HEI. Processes such as academic, administrative, stakeholders' relations, student affairs, Quality Assurance and university management decision making are fully computerized and programmed with inputs, outputs and performance metrics that are used in a feedback closed-loop control to map against model values prescribed by the national Quality Assurance criteria and KPIs for Best Practice models. Any deviation in the performance metrics is spotted automatically and corrective actions are either taken autonomously, or via HEI decision making system to close this gap. Via the proposed system, HEI management shall have instantaneous access to the current Quality-Tailored performance within the institution, allowing for fast, fact-based decision making. Quality Assurance authority shall have a real-time remote visual access to the Quality-based KPIs at the participating EG HEIs.</p>	
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<b>Partners:</b>	<p>ASWAN UNIVERSITY  EQAA EUROPEAN QUALITY ASSURANCE AGENCY UG (HAFTUNGSBESCHRANKT)  KUNGLIGA TEKNISKA HOEGSKOLAN  MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  NILE UNIVERSITY  STAFFORDSHIRE UNIVERSITY  Suez Canal University  THE NATIONAL AUTHORITY FOR QUALITY ASSURANCE AND ACCREDITATION OF EDUCATION  UNIVERSIDAD DE OVIEDO</p>	<p>EG  DE  SE  EG  EG  UK  EG  EG  ES</p>
<b>Grant Requested</b>	975,530 EUR	
<b>Project Duration</b>	36 months	
<b>Activity</b>	Modernisation of governance, management and functioning of HEIs	
<b>Region(s)</b>	Region 3 - South Mediterranean Countries	

<b>REFERENCE :</b> 598758-EPP-1-2018-1-AT-EPPKA2-CBHE-JP
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<b>TITLE:</b> INNOVATIVE TEACHING ACROSS CONTINENTS – UNIVERSITIES FROM EUROPE, CHILE AND PERU ON AN EXPEDITION
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**Description:** Advances in ICTs are opening up new opportunities that impact teaching & learning (T&L) methods in Higher Education (HE). An increasing reliance on “blended models” combining elements of face to face & online modalities in different proportions is emerging, which subsequently have transformed the roles of teachers, students & universities. Despite this wave of innovation over the last decade, many universities around the world are not yet ready for this change and fully prepared for e-learning. For instance, traditional HE’s model in Latin America is still predominant: face to face learning represents 65% of its HE offer.

InnovaT aims to modernise HE, enhancing innovation in T&L experiences by promoting the integration of new pedagogies and technologies in LA HEIs; equipping teachers and students with relevant skills for the digital transformation of HE and society worldwide.

Expected results & Impact envisaged:

- Enhanced teaching capacities in innovative T&L pedagogies and digital skills by delivering training in blended model, combining face to face teacher training with MOOCs and E-learning;
- Modernised technical infrastructure of LA HEIs by creating, equipping and putting in operation the InnovaT offices (Innovative Teaching offices): to offer state of art tools to develop digital learning content as well as counseling services on the topic of innovative T&L;
- Increased HE-Enterprise cooperation and students learning experience by developing Pilot Classes with real projects with entrepreneurs, preparing the students for innovative thinking in “real life” contexts;
- Greater awareness and reach of high-quality training material & publications by providing access to Open Educational Resources and E-Learning to regional and international academic community;
- Extended networks between Europe and Latin America, and among Latin American neighbor countries in the topic of teaching & learning innovation by organizing an open International E-Conference.

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<b>Partners:</b>	STICHTING BREDA UNIVERSITY OF APPLIED SCIENCES	NL
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	UNIVERSIDAD CARLOS III DE MADRID	ES
	UNIVERSIDAD CATOLICA SAN PABLO	PE
	UNIVERSIDAD DE LIMA	PE
	UNIVERSIDAD DE PIURA	PE
	UNIVERSIDAD DE SANTIAGO DE CHILE	CL
	UNIVERSIDAD VINA DEL MAR	CL

**Grant Requested** 992,962 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Region 8 - Latin America

<b>REFERENCE :</b> 598763-EPP-1-2018-1-EL-EPPKA2-CBHE-JP
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<b>TITLE:</b> Including Students with Impairments in Distance Education
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**Description:** Students with Impairments (SwI) appear to be unwilling towards transition to Higher Education (HE), face serious challenges during their studies or quit university without developing the necessary skills to cover future working requirements. In Africa, HE has failed modernisation, while Individuals with Impairments (IwI) are numerous and have limited access to appropriately designed HE programmes.

The aim of the project is to develop accessible Distance Education Programmes (DEP) for individuals with Visual, Hearing, and Mobility/ Physical (ViHeMo) impairments. The objectives are to:

- Develop accessible and inclusive DEP improving the quality of HE for individuals with ViHeMo impairments and offering flexible learning and virtual mobility
- Upgrade the facilities in HE Institutions (HEIs) through accessibility offices and assistive technology resulting in modernisation of services
- Build capacity in HE staff in developing and carrying out accessible DEP
- Involve IwI in a user-center design

The project's innovative aspects lie in:

- The development of a complete educational material in all the possible types of information output. The material will be delivered in adapted format to meet the needs of students with ViHeMo impairments.
- The user-center design – the material will be examined by end-users with the purpose of further improvements.
- The multi-aspect adaptation of the Distance Education (DE) delivery system – i.e. adaptations pertaining to accessibility, usability and educational effectiveness.
- The overall assessment through complete DEP and the participation of end-users.

The development of accessible DE programmes will benefit directly the IwI. Many of them (285) will be actively engaged in the assessment of educational materials, at least 132 in the pilot courses, and 165 in the trainings. Teaching staff (at least 550) and trainers (66) will benefit directly from their participation in the project since they will receive in-service training.

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	UNIVERSITAT LINZ	AT
	UNIVERSITE ABDELMALEK ESSAADI	MA
	UNIVERSITE CADI AYYAD	MA
	UNIVERSITE DE BLIDA 2	DZ
	UNIVERSITE DES SCIENCES ET DE LA TECHNOLOGIE D'ORAN	DZ
	UNIVERSITE DE TIZI OUZOU	DZ
	UNIVERSITE DE TLEMCEN	DZ
	UNIVERSITE DE TUNIS EL MANAR	TN
	UNIVERSITE MOHAMMED V DE RABAT	MA
	University of Sousse	TN

**Grant Requested** 999,582 EUR

**Project Duration** 36 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 598783-EPP-1-2018-1-ES-EPPKA2-CBHE-JP
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<b>TITLE:</b> Improving Malaysian HE Knowledge towards a Wood and Furniture Industry4.0 - MAKING4.0
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**Description:** The Malaysian wood and furniture industry is one of the major contributors to the Malaysian economy, estimated in nearly €4bn of exports and about 300,000 workers. In fact, in 2017 Malaysia was ranked as the 9th World country in furniture exports and 17th in production. Consequently, the National Timber Industry Policy 2009-2020 established innovation and technology, and human capital development as the main challenges of the industry. Moreover, the blueprint for the Malaysian National Industry 4.0 policy framework is expected to have a focus on the training aspects and update workers knowledge

Likewise, the Malaysia Education Blueprint 2015-2025 was launched by the Ministry of Education whose prime aim was to address the mismatch in the supply and demand of graduates, with employers reporting the lack of knowledge, skills and attitudes required in graduates

Following all these recommendations, MAKING4.0 will establish a European-Malaysian collaborative consortium integrated by 4 Malaysian and 3 European Universities, the Wood and Furniture Technological Centre of Murcia (Spain), and the Malaysian Timber Industry Council

MAKING4.0 aims to develop an innovative Master on Industry4.0 technologies for engineers of wood and furniture smart factories that will update High Education and increase competitiveness of the Malaysian manufacturing industry

To achieve this objective, different technical activities will be carried out:

1. Analysis and comparison of the current HE offer and wood industry in Malaysia and Europe
2. Definition of the training path, learning content structure and methodological aspects
3. Development of training materials and guides for trainers
4. Performance of a test analysis to validate and accredit the Master course

As a final result, MAKING4.0 will procure a new Master in Malaysian universities related to Industry4.0 and the woodworking industry, taught in English and with a high impact on the Malaysian HE and manufacturing industry

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	KARLSRUHER INSTITUT FUER TECHNOLOGIE	DE
	MALAYSIAN TIMBER INDUSTRY BOARD	MY
	SZKOLA GLOWNA GOSPODARSTWA WIEJSKIEGO	PL
	UNIVERSITI KEBANGSAAN MALAYSIA	MY
	UNIVERSITI PUTRA MALAYSIA	MY
	UNIVERSITI SAINS MALAYSIA*	MY
	UNIVERSITI TEKNOLOGI MARA (UTM)	MY

**Grant Requested** 951,337 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598785-EPP-1-2018-1-FI-EPPKA2-CBHE-JP
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<b>TITLE:</b> South-East Asian Sales Competition
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**Description:** Teacher-centred teaching and learning has strong roots in Indonesian education and conventional learning methods are still prevalent in most of Indonesian Universities. In Thailand, higher education organizations can't attract new students in proportion to their existing structures and resources. Higher education is the efficiency enhancer and acknowledged prerequisite for the economic success of a country. Therefore, it is obvious that Indonesian and Thai higher education should meet better the international standards and needs of the society.

In modern business-to-business (B2B) environment, companies are not competing against each other's but instead the competition is done in between of different supply chains and value networks. Higher education graduates can't rely on old business models; they must be armed with the mindset and competences needed in modern international businesses. B2B sales is a growth accelerator but it has not been given the appreciation it deserves as a profession, neither a stable position as in higher education.

The main aim of the SEASAC project is to strengthen South-East Asian Universities' capability to provide highly skilled B2B Sales professionals for the emerging international markets. In the project, we will utilize existing European knowledge and experiences in developing a pedagogically rich concept for the cooperation of Universities and companies in the sales education. Best practices from Europe will be matched with Asian sales cultures.

A concrete tangible output will be a South-East Asian Sales Competition concept, consisting of International B2B Sales Course and South-East Asian Sales Competition Finals event. These novelties engage companies to the University level Sales education in its all phases: planning, implementation and assessment of students' performance. In addition to core partner countries, concept will attract Universities from other South-East Asian countries during the implementation of the project.

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<b>Partners:</b>	BENDAHARA SEAMED REGIONAL OPEN L CENTER SEAMOLECI-DEPDIKNAS	ID
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	FACHHOCHSCHULE WIENER NEUSTADT GMBH	AT
	HAAGA-HELIA AMMATTIKORKEAKOULU OY	FI
	MAHASARAKHAM UNIVERSITY	TH
	POLITEKNIK NEGERI BATAM	ID
	RANGSIT UNIVERSITY	TH
	UNIVERSITAS BINA NUSANTARA	ID
	UNIVERSITAS SEBELAS MARET	ID
	YAYASAN PERGURUAN TINGGI KATOLIK PARAHYANGAN	ID
	YAYASAN PERGURUAN TINGGI KOMPUTER PADANG	ID

**Grant Requested** 999,965 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598787-EPP-1-2018-1-PS-EPPKA2-CBHE-JP
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**TITLE:** **Strengthening of National Research Capacity on Policy, Conflict Resolution, and Reconciliation**

**Description:** Conflict is one of the most important development challenges facing the world today . Reports have clearly demonstrated that conflict is a key barrier to human development and prosperity. In Palestine, a generation has passed since the signing of Oslo agreement between Palestine and Israel. However, the conflict still exists in a frustrating and vicious cycle that must be broken, or otherwise the development potential of future generations will continue to be restrained.

The higher education system plays a vital role in societies that experience conflict situations . Indeed, through academic research, the higher education system can bridge the gap between civil society and decision makers. In addition, it can provide opportunities to analyze and adjust policies that have impact on society reconciliation.

As more initiatives are undertaken to analyze conflict and reconciliation interventions in the Middle East, Palestine provides a fertile ground for research and development activities. Therefore, academic research in conflict-resolution & reconciliation shall be strengthened and multidisciplinary research should be promoted (e.g. conflict resolution, political science, law). Indeed, multidisciplinary academic research will definitely support decision and policy makers in Palestine in finding more constructive ways of addressing difficult, long-term, and intractable conflicts. However, this can only be achieved by bringing together researchers and political strategists from Palestine and Europe, including international conflict resolution institutes. Greater collaboration between different parties is called for because sharing of experience and bringing people together will lead to an improved understanding of the conflict dynamics, along with better methods for confronting and managing the conflict.

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**Partners:** FRIEDRICH-SCHILLER-UNIVERSITAT JENA DE  
HEBRON UNIVERSITY PS  
THE ISLAMIC UNIVERSITY GAZA PS  
THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF IE  
THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN

**Grant Requested** 515,701 EUR

**Project Duration** 36 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Region 3 - South Mediterranean Countries



<b>REFERENCE :</b> 598790-EPP-1-2018-1-IT-EPPKA2-CBHE-SP
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<b>TITLE:</b> INnovative Governance Practices in the Higher Educations Institutions in IRAq
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**Description:** The overarching goal of INsPIRe is to support modernisation and internationalisation of the Governance system of HEIs in Iraq with a specific focus on planning and programming systems. Due to the recent crisis and political economic situation, the current higher education system requires a strong intervention to face the weakness of the existing governance system.

The WP1- Update of needs analysis requires the realisation of a comprehensive literature review aimed at identifying the existing governance frameworks and the development of an update needs analysis in Iraq HE system. The WP2- Training and capacity building activities for internal staff in quality assurance and strategic planning aims at realising capacity building through: online training; 3-days training study visits at four European Universities; 3-days training field missions in Iraq; 10 ToT (one per Iraqi university). Once the training section will end, the partners are ready to start the WP3- Implementation of changes and best practices through action plans, where the trainees and their institutions will be involved in the development of action plans that should be implemented by each HEI. According to the relevant literature on higher education governance, internationalization and wide participation of stakeholders are trend topic that guarantee a better governance. Thus the WP4 provides a specific focus on the management and governance of international relation through the development of useful tools and techniques. The WP5 provides the set up of a formal consultative body within HEIs, in order to assure a better coordination between the systems of higher education, and private/public sector, also ensuring the involvement of other non-state actors. In term of impact at short term, improvement and strength of skills and knowledge on innovative governance practices and strategic planning topics will be ensured as well as on long term the development of an ongoing process of self- improvement.

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	ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA	IT
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	BASRAH UNIVERSITY FOR OIL AND GAS	IQ
	ISTANBUL AYDIN UNIVERSITESI VAKFI	TR
	MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH	IQ
	SOUTHERN TECHNICAL UNIVERSITY	IQ
	UNIMED - UNIONE DELLE UNIVERSITA DEL MEDITERRANEO	IT
	UNIVERSIDADE DE EVORA	PT
	UNIVERSITY OF BAGHDAD	IQ
	UNIVERSITY OF BASRAH	IQ
	UNIVERSITY OF MOSUL	IQ
	UNIVERSITY OF SUMER	IQ
	WASIT UNIVERSITY	IQ

**Grant Requested** 998,365 EUR

**Project Duration** 36 months

**Activity** Modernisation of policies, governance and management of higher education systems

**Region(s)** Region 9 - Middle East (Iran, Iraq, Yemen)

<b>REFERENCE :</b> 598797-EPP-1-2018-1-EL-EPPKA2-CBHE-JP
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<b>TITLE:</b> Strengthening education, research and innovation for climate smart crops in India
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**Description:** The basis of higher education is the development of MSc and PhD programs, that could greatly benefit from international cooperation and state-of-the-art teaching methodologies. The growing human population will need a continued input from agricultural sector, that will be increasingly challenged by climate change. It is thus crucial to develop higher education programs in the agricultural field. Climate smart crop development (CSCD) could be accomplished when crop adaptation to a changing environment is improved. Climate change management (CCM) would be the second pillar in achieving a sustainable agriculture and in eliminating hunger (2nd FAO objective). The main aim of AdaptNET is to strengthen education, research and innovation capacities in the area of CCM & CSCD by promoting information exchange from higher education institutions (HEIs) of EU, and building capacities in HEIs in India. This will be achieved by tuning existing MSc and PhD programs, developing new MSc programs, and implementing the blended learning approach.

AdaptNET aspires to improve the capacity for sustainable cooperation and create a long-lasting international network of excellence, that could continue its activities after the end of the project, also by involving local NGOs and governmental bodies.

The outputs of AdaptNET will be:

- Advanced professional competences of teachers
- Revised & updated PhD curricula
- Updated MSc programs
- Use of new pedagogical methods & QA mechanisms
- Establishment of e-laboratories at Indian (PC) partners
- Establishment of e-learning systems at PC Universities to support students, as well as professionals in Life-Long learning.

It is foreseen that PC participants will master the innovative teaching techniques, and their academic mobility will be stimulated, allowing mutual cultural enrichment & sustainable international partnership between EU & PC partners.

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<b>Partners:</b>	ACADEMY OF ATHENS	EL
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	INTERNATIONAL CROPS RESEARCH INSTITUTE FOR THE SEMI-ARID TROPICS	IN
	TEZPUR UNIVERSITY	IN
	UNIVERSITA DEGLI STUDI DI MILANO	IT
	UNIVERSITA POLITECNICA DELLE MARCHE	IT
	UNIVERSITY OF AGRICULTURAL SCIENCES, DHARWAD	IN

**Grant Requested** 863,020 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598799-EPP-1-2018-1-FI-EPPKA2-CBHE-JP
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<b>TITLE:</b> Holistic tools for competence-based curricula to promote Dignity in Vietnam and Nepal
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**Description:** The aim of the project is to modernize nursing and social work curricula, teaching and facilities in four higher education institutions in Vietnam and Nepal. Improving the situation of disadvantaged communities requires a multidisciplinary approach and proper tools for service provision. There is a demonstrated lack of human and material resources to implement a modern competence-based curriculum in the four institutions. As indicated by IBE-UNESCO, the agency of teachers and students needs to increase to equip learners with 21st century competences.

The project establishes a holistic learning network between Finland, Norway, Turkey, Vietnam and Nepal. A multidisciplinary study module on people-centered services will be designed, implemented and assessed. Relevant curricula will be revised to express learning outcomes relevant to the world of work, and the assessment system will be renewed for better agency of teachers and students. E-learning and library tools will be integrated into the process, and intensive courses will be platforms for participatory action research data, later turned into text books. The innovation potential of local students and staff will be enhanced by targeted expert facilitation. Similarly, the ability to operate in EU projects will be improved. A diversified mobility program will complement the sharing of good practices between and inside regions.

The DVINE project enables local institutions to take ownership that makes the design of further competence-based curricula a standard. The joint module can be developed further, but the enhanced institutional capacity at all levels will be the most sustainable outcome. Pedagogical guides, academic publications and a new library service concept will underpin the improved capacity in processing global information. Improved educational quality will enable the institutions to promote the dignity of communities and individuals.

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	HUE UNIVERSITY OF SCIENCE	VN
	NEPAL JESUIT SOCIETY	NP
	PATAN ACADEMY OF HEALTH SCIENCES	NP
	TRUONG DAI HOC Y DUOC DAI HOC HUE	VN
	VID VITENSKAPELIGE HOGSKOLE AS	NO

**Grant Requested** 941,420 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598807-EPP-1-2018-1-ES-EPPKA2-CBHE-JP
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<b>TITLE:</b>	<b>Cooperation in Quality Assurance for Pharmacy Education and Training between Europe and Latin America</b>
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**Description:** Globally, the role of pharmacists is changing to a more patient centred, and biotechnological oriented role not covered by most of the current study programmes. There is a need for specialisation and, especially in Latin America (LA) according to the reports of many professional and academic associations.

COPHELA aims to develop and pilot implementation of a COPHELA M.Sc. in pharmacy that by increasing specialisation and research in hospital, community and industrial pharmacy foster the development of pharmacy in LA in conjunction with EU.

COPHELA M.Sc. will develop innovative course units with two main characteristics: 1. a competence-based learning framework that fits in well with the highly heterogeneous regulations of the pharmacy profession in the Mexico, Costa Rica, Peru, Ecuador, Venezuela, Argentina, Chile, Brazil, etc. and thus can be of general application and use in LA; 2. using distance learning technology to avoid the excessive cost of the traditional specialisation courses that limit access to many LA pharmacists. The materials generated will be freely available.

COPHELA will also develop quality assurance tools to facilitate the recognition of the courses. This M.Sc. development will therefore also be the starting point for the development of post-registration continuous professional development and for the validation of learning in universities all around the world and in the work place.

The short-term impact will be the production of pharmacy specialists adapted to the modern LA and EU situation. The long-term impact will be a global improvement of LA healthcare with more efficient pharmaceutical care and the evolution of the LA pharmaceutical industry.

The impact for the EU will be improvement in collaboration with LA in the fields of pharmacy education, healthcare and the pharmaceutical industry. The tools and teaching material developed will be used to promote continuing professional development for EU pharmacists.

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	UNIVERSIDAD DE VALPARAISO	CL
	UNIVERSIDADE DE LISBOA	PT
	UNIVERSIDADE FEDERAL DE SAO PAULO	BR
	UNIVERSIDADE FEDERAL FLUMINENSE	BR
	UNIVERSITA DEGLI STUDI DI CAMERINO	IT

**Grant Requested** 605,623 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 8 - Latin America

<b>REFERENCE :</b> 598816-EPP-1-2018-1-SE-EPPKA2-CBHE-JP
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<b>TITLE:</b> University Teaching and Learning Enhancement
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**Description:** The project is aimed to enhance quality of HE with employment focus in content by enhancing internal QA for teaching/ learning & improving teaching staff performance at BY Universities for them to respond to the increased demands of society/economy. It has objectives to enhance QA policy-making & procedures for work with teaching staff to ensure quality in HE through the establishment of Centres for Academic Development & Teacher Training (CADTT) at each BY partner; optimise pedagogical performance of teaching staff via the development of an in-service university teacher training programme for university staff who need pedagogical training; increase quality of students' performance at University & at work places through application of innovative education methods to ensure transition to student-centred practice-based & market-oriented education; apply QA system at BY Universities for identifying staff in need of pedagogical training; & introduce new regulations on teaching staff employment at BY Universities. Managerial, academic staff & students are the target groups in the project. Labour market, the other Universities in the country are the major stakeholders.

The major outcomes & outputs achieved in the project – CADTTs, internal system of QA, innovative methods of education, In-service University Teacher Training Programme, & regulation for staff employment, will be the tools for producing impact on the target groups & stakeholders. An important aspect of the project is the development of pedagogical interaction & networks for staff in the EU, TK & BY. The main impact will be on the university management system in what concerns QA for teaching/learning & teaching staff performance-staff & students will be the target group. Innovative education methods will expand the impact. The society's stakeholders-other BY universities & labour market will be final beneficiaries of the wider impact – graduates' enhanced skills for better employment & performance at work.

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<b>Partners:</b>	BELARUSIAN STATE OF THE ORDERS OF THE OCTOBER REVOLUTION AND OF THE LABOR	BY
	RED BANNER AGRICULTURAL ACADEMY	
	BELARUSIAN STATE UNIVERSITY	BY
	BREST STATE TECHNICAL UNIVERSITY	BY
	EDUCATIONAL INSTITUTION SUKHOI STATE TECHNICAL UNIVERSITY OF GOMEL	BY
	NEVSEHIR HACI BEKTAS VELI UNIVERSITY	TR
	PADAGOGISCHE HOCHSCHULE HEIDELBERG	DE
	POLOTSK STATE UNIVERSITY	BY
	UNIVERSITA DEGLI STUDI DI GENOVA	IT
	YANKA KUPALA STATE UNIVERSITY OF GRODNO	BY

**Grant Requested** 737,701 EUR

**Project Duration** 36 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Region 2 - Eastern Partnership Countries

<b>REFERENCE :</b> 598817-EPP-1-2018-1-DE-EPPKA2-CBHE-JP
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<b>TITLE:</b> Economics, Ecology and Infrastructure at High-Speed Railways
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<b>Description:</b>	<p>Railway transport is a means of conveyance of passengers and goods. Due to a significant increase in traffic volume and a long-lasting demand for the economic development of regional agglomerations, along with the interest in reduction of travel time and stimulating population mobility, construction of efficient high-speed rail lines is considered as a priority for all countries seeking full participation in the world economy. For Russian and Kazakh governments high-speed rail has become increasingly important.</p> <p>Therefore, the transport strategies of Russia and Kazakhstan now include the development of a high-speed rail network in excess of 250 km/h. In order to enable such an ambitious project, effective technology and knowledge transfer is necessary. In Russia and Kazakhstan, with their limited experience in this area, specific know-how is strongly required. This evolution towards a modern high-speed transport system means that gaining more expertise in this field is on the agenda.</p> <p>The aim of the Project is to set up a master programme EEIHSR and to disseminate the knowledge of the master programme to gain more expertise in the field of high-speed railway. The master programme will be started firstly on PGUPS and KazATC. The dissemination of the knowledge will be achieved by composing a book on the topic of EEIHSR, implementing the teaching contents into the curricula of USURT, FESTU, SKSU, ENU and setting up the qualification upgrade courses for the companies (in Russia and Kazakhstan).</p> <p>The bilingual dual degree master programme EEIHSR consists of four semesters and is designed to meet the criteria of the Bologna System. It is derived from the experience and knowledge exchange between Russian, Kazakhstan and European universities. The teaching modules and contents will be delivered to the students by balancing theory and practice. This will include sessions in technical laboratories, technical excursions and specialist presentations/colloquia.</p>																
<b>Coordinator:</b>	<p>TECHNISCHE UNIVERSITAET DRESDEN          HELMHOLTZSTRASSE 10          DRESDEN 01069,DE          Phone : +49 351 463-36538          Email : jochen.trinckauf@tu-dresden.de          Internet site address :</p>																
<b>Partners:</b>	<table> <tr> <td>FEDERALNOYE GOSUDARSTVENNOYE BYUDZHETNOYE OBRAZOVATELNOYE UCHREZHDENIYE VYSSHEGO OBRAZOVANIYA DALNEVOSTOCHNYY GOSUDARSTVENNYY UNIVERSITET PU</td> <td>RU</td> </tr> <tr> <td>KAZAKH ACADEMY OF TRANSPORT AND COMMUNICATION NAMED AFTER M. TYNYSHPAYEV</td> <td>KZ</td> </tr> <tr> <td>L.N. Gumilyov Eurasian National University</td> <td>KZ</td> </tr> <tr> <td>M AUEZOV SOUTH KAZAKHSTAN STATE UNIVERSITY</td> <td>KZ</td> </tr> <tr> <td>Petersburg State Transport University</td> <td>RU</td> </tr> <tr> <td>UNIVERSIDAD POLITECNICA DE MADRID</td> <td>ES</td> </tr> <tr> <td>UNIwersytet Ekonomiczny w Katowicach</td> <td>PL</td> </tr> <tr> <td>Urals State University of Railway Transport</td> <td>RU</td> </tr> </table>	FEDERALNOYE GOSUDARSTVENNOYE BYUDZHETNOYE OBRAZOVATELNOYE UCHREZHDENIYE VYSSHEGO OBRAZOVANIYA DALNEVOSTOCHNYY GOSUDARSTVENNYY UNIVERSITET PU	RU	KAZAKH ACADEMY OF TRANSPORT AND COMMUNICATION NAMED AFTER M. TYNYSHPAYEV	KZ	L.N. Gumilyov Eurasian National University	KZ	M AUEZOV SOUTH KAZAKHSTAN STATE UNIVERSITY	KZ	Petersburg State Transport University	RU	UNIVERSIDAD POLITECNICA DE MADRID	ES	UNIwersytet Ekonomiczny w Katowicach	PL	Urals State University of Railway Transport	RU
FEDERALNOYE GOSUDARSTVENNOYE BYUDZHETNOYE OBRAZOVATELNOYE UCHREZHDENIYE VYSSHEGO OBRAZOVANIYA DALNEVOSTOCHNYY GOSUDARSTVENNYY UNIVERSITET PU	RU																
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UNIVERSIDAD POLITECNICA DE MADRID	ES																
UNIwersytet Ekonomiczny w Katowicach	PL																
Urals State University of Railway Transport	RU																
<b>Grant Requested</b>	999,565 EUR																
<b>Project Duration</b>	36 months																
<b>Activity</b>	Curriculum development																
<b>Region(s)</b>	<p>Cross-regional</p> <p>Region 4 - Russian Federation</p> <p>Region 7 - Central Asia</p>																

<b>REFERENCE :</b> 598825-EPP-1-2018-1-RS-EPPKA2-CBHE-JP
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**TITLE:** **Enhancing the digital competencies and entrepreneurship skills of academic musicians in Serbia for culturally more engaged society**

**Description:** Entrepreneurship, digital media and eLearning have until now only played a minor role in higher education in music in Serbia, despite the ongoing digitalization and recent massive development of IT sector in Serbia. DEMUSIS project aims at enhancing entrepreneurial abilities of academic musicians to use digital technologies artistically, creatively, knowledgeably, critically and responsibly (both toward self and others) in general and cultural context. The objective is to introduce forward-looking curricula that will offer sustainable career for musicians and provide them with knowledge, skills and understanding how to work alone and manage their own careers. DEMUSIS aims to ensure capacity development of HEIs to educate culturally engaged professionals willing to participate in the civil society. There are 3 main project objectives: 1) development of new master programme "Music in digital environment", modernization of existing study programmes in areas of music entrepreneurship and digital competencies. E-learning platform, on-line courses and LoLa system for distant musical performance will encourage the use of digital technologies; 2) continuing professional development for music professionals, aiming at improvement and enhancement of their digital and entrepreneurial skills; 3) strengthening music education in its lessons in citizenship and cultural participation and to bridge the current gap between music higher education institutions and civil society. The project consortium consolidates efforts of 6 academic and 3 non-academic partners. Expected impact of the project will include innovative and new curricula and new career possibilities for professional musicians, development of stronger and modernized academic institutions, novel methodology approach towards education of musicians able to facilitate interaction of academia and civil society and to enhance public participation in music .

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<b>Partners:</b>	Association Europeenne des Conservatoires, Academies de Musique et Musikhochschulen	BE
	EIPIX ENTERTAINMENT DOO NOVI SAD	RS
	JAVNA MEDIJSKA USTANOVA RADIO - TELEVIZIJA SRBIJE	RS
	LIETUVOS MUZIKOS IR TEATRO AKADEMIJA	LT
	NEW BULGARIAN UNIVERSITY	BG
	STICHTING HOGESCHOOL DER KUNSTEN DEN HAAG	NL
	UNIVERZITET U KRAGUJEVCU	RS
	UNIVERZITET U NOVOM SADU	RS

**Grant Requested** 695,401 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 1 - Western Balkans

<b>REFERENCE :</b> 598826-EPP-1-2018-1-ES-EPPKA2-CBHE-JP
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<b>TITLE:</b> Mediterranean Environmental Change Management. Master Study and Ecosystem Building
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**Description:** The Mediterranean basin is famous for its natural diversity, but also an area with pressing environmental problems. Countries on its southern shore are particularly vulnerable to these issues, since their socioeconomic reality is full of difficulties directly connected to their environment: Apart from general issues such as waste management, water and air pollution and their effects on the population's health, these countries face severe challenges through desertification, deforestation and threats to biodiversity caused directly by environmental change and with severe implications for their economies, especially regarding agriculture and the tourism sector.

Consequently, strategic environmental change management will be crucial to seize socioeconomic opportunities linked to environmental change and minimize its risk. Therefore, the wider objective of this project is to enable Algerian, Moroccan and Tunisian HEIs to develop and implement a new master's curriculum in the field of Mediterranean Environmental Change Management. Master Study and Ecosystem Building (MEHMED) aligned with the EU Bologna educational approach (duration of 1,5 year, 90 ECTS).

To this end, EU HEIs will transfer their knowledge and experience from related degrees to the Partner Country HEIs and participate in the joint development of a new curriculum in accordance with EU and international standards and labour-market requirements to prepare students to apply their knowledge, skills and competences in the field of environment and sustainable development. The new master will assume an interdisciplinary approach, through the collaboration of various faculties and by involving graduate students from different academic fields. MEHMED will be developed in collaboration with various Algerian, Moroccan and Tunisian public and private stakeholders in the environmental sector, and include an internship module thematically linked to the students' master's theses to improve alumni's employability.

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<b>Partners:</b>	AGENCE NATIONALE DE LA PROMOTION DE LA RECHERCHE SCIENTIFIQUE	TN
	INSTITUT MEDITERRANEEN DE TECHNOLOGIE	DZ
	SORBONNE UNIVERSITE	FR
	UNIVERSITA DEGLI STUDI DI SASSARI	IT
	UNIVERSITE ABDELMALEK ESSAADI	MA
	UNIVERSITE DE BORDJ BOU ARRERIDJ	DZ
	UNIVERSITE DE CONSTANTINE 3	DZ
	UNIVERSITE DE MOSTAGANEM	DZ
	UNIVERSITE MOHAMMED PREMIER 1 - UMP	MA
	UNIVERSITE SIDI MOHAMMED BEN ABDELLAH	MA
	UNIVERSITY OF MONASTIR	TN
	University of Sousse	TN
	WORLD UNIVERSITY SERVICES OF THE MEDITERRANEAN-WUSMED	ES

**Grant Requested** 788,626 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 3 - South Mediterranean Countries



<b>REFERENCE :</b> 598829-EPP-1-2018-1-RS-EPPKA2-CBHE-JP
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<b>TITLE:</b> Advanced Data Analytics in Business
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**Description:** Business analytics is the practice of iterative, methodical exploration of an organization's data, with an emphasis on statistical analysis. The project goal is to fill the existing gap on the labor market and through cooperation with companies and other stakeholders develop sustainable study program with international orientation and to become the leader in business analytics in the region of Western Balkans. The principal project outcomes will be the new courses and master program of advanced data analytics in business at Serbian universities, developed teaching methodology in business analytics and LLL courses for professionals in business analytics.

The project is motivated by needs for professionals in the field of business analytics in many branches of economy. This need is justified by all national strategic documents (Strategy for Education Development in Serbia until 2020, National Employment Strategy 2011-2020, etc.). The goal is to educate future experts capable of doing mathematical and statistical analysis, data mining, predictive modeling, multivariate testing, big data analytics, machine learning and text analytics. The use of business analytics will become a key basis of competition and growth for individual firms. Companies and other non-academic stakeholders will leverage data-driven strategies to innovate, compete, and capture value from deep and up-to-real-time information.

Well trained professionals in the vast area of applications of mathematics and statistics in business are of great importance for economic and social development. Participation of four largest universities in Serbia and several large companies as non-academic partners in this project will generate a significant impact on the national level while the EU partners will provide experience and know-how necessary for fast and successful achievements of the project's goals. Sustainability of the project results will provide a permanent impact at the national and regional levels.

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<b>Partners:</b>	ECOLE INTERNATIONALE DES SCIENCES DU TRAITEMENT DE L'INFORMATION	FR
	ETHNIKO KENTRO EREVNAS KAI TECHNOLOGIKIS ANAPTYXIS	EL
	SRPSKA ASOCIJACIJA MENADZERA	RS
	UNIVERSITA DEGLI STUDI DI ROMA TOR VERGATA	IT
	UNIVERZITET U BEOGRADU	RS
	UNIVERZITET U KRAGUJEVCU	RS
	UNIVERZITET U NISU	RS
	WIRTSCHAFTSUNIVERSITAT WIEN	AT

**Grant Requested** 750,609 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 1 - Western Balkans

<b>REFERENCE :</b> 598838-EPP-1-2018-1-EL-EPPKA2-CBHE-JP
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<b>TITLE:</b> GIS and Remote Sensing for Sustainable Forestry and Ecology
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**Description:** By the 1980s, countries began to recognize that forests have a Global role in the stability of the biosphere, in the maintenance of biodiversity, in the protection of threatened indigenous and traditional cultures, as well provide unique ecosystem services. Proper management of forest resources is only possible based on accurate and reliable information. There is increased international tendency towards the use of powerful and flexible geospatial technologies such as GIS (geographic information systems) and remote sensing (satellite imagery) (GIS&RS) in various applications. SUFOGIS proposes a "knowledge-competence-skills based" innovative approach that will be developed in close collaboration with the project EU partners.

The main outputs of the project will be: Report on the situational analyses in RU and CH in the field of GIS&RS, workshops for 200 participants, 56 persons from Partner countries will get training in EU, two summer schools in EU for 36 students from Partner countries, one platform to promote the "University-enterprise" collaboration in the field of GIS&RS, Guidelines "How to promote the knowledge transfer in GIS&RS", 25 Case-studies, GIS&RS centers established and equipped in RU and CH HEIs, Quality assurance plan, 200 evaluation reports of staffs, trainees and students, 2 reports of external experts, the project's web portal, 8 Info-days in EU, RU and CH, two dissemination conferences in CH and RU, 6 E-bulletins for the wider community. More specific impacts of the project include creation of: a wide professional network of the organizations in Partner countries that will be interested in the project outputs and findings, new jobs and new opportunities for business initiatives by young scientists.

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<b>Partners:</b>	BASHKIRSKII GOSUDARSTVENNYI AGRARNYI UNIVERSITET	RU
	DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH	AT
	EUROPEAN FOREST INSTITUTE	FI
	FEDERAL STATE BUDGETARY EDUCATIONAL INSTITUTION OF HIGHER EDUCATION VOLGA	RU
	STATE UNIVERSITY OF TECHNOLOGY	
	Fujian Normal University	CN
	ITA-SUOMEN YLIOPISTO	FI
	OY ARBONAUT LTD	FI
	SPACE RESEARCH INSTITUTE OF RUSSIAN ACADEMY OF SCIENCES	RU
	UNIVERSITAET FUER BODENKULTUR WIEN	AT
	Zhejiang University	CN

**Grant Requested** 799,995 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Cross-regional  
Region 4 - Russian Federation  
Region 6 - Asia

<b>REFERENCE :</b> 598839-EPP-1-2018-1-IT-EPPKA2-CBHE-JP
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<b>TITLE:</b> Education, Agriculture and Resources for Territories and Heritage
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**Description:** Institutional weakness and the lack of territorial management instruments and mechanisms is one of the main problems faced by local , departmental and national governments in Latin America in the field of management and development of rural territories. To face this situation, initiatives to be taken must necessarily include research on management and territorial development mechanisms at municipal level, the dissemination of good management practices of territorial development and mostly the diffusion of new ideas and postgraduate training under a pragmatic pedagogical approach focused on action and case studies.

EARTH project addresses the lack of skilled human resources and to the weakness of training programs in HEIs related to rural development management and planning. Overall objective is to capitalise the experience of EU partners, in view of enhancing the management, governance, teaching, research and outreach capacities of PC HEIs' to reinforce their role in the promotion and management of processes of local rural development. This will allow to better align PC HEIs research and teaching activities with pressing local socio-economic challenges and key national development goals related to rural development and to become better integrated into their external environment and be better positioned to contribute to local economic growth of the rural sector. These objectives will be realized also through an online library, a white book summarizing and presenting a repertory of good practices, a method manual, online workshops and international courses for putting in common educational programs, quality assurance procedures, teaching materials, and to improve them with input from society in terms of required skills and jobs in rural development topics. As a result, the promotion of homogenization dynamics affecting educational patterns will improve international cooperation ability and effectiveness supporting the efforts played at national and regional levels.

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**Partners:**

CENTRO INTERNAZIONALE CROCEVIA ONLUS	IT
FUNDACION INESAD	BO
INVESTIGACION PARA EL DESARROLLO	PY
UNIVERSIDAD CATOLICA BOLIVIANA SAN PABLO	BO
UNIVERSIDAD DE GRANADA	ES
UNIVERSIDAD MAYOR DE SAN ANDRES	BO
UNIVERSIDAD NACIONAL DE ASUNCION	PY
UNIVERSIDAD NACIONAL DEL SUR	AR
UNIVERSIDAD PROVINCIAL DEL SUD-OESTE	AR
UNIVERSIDAD SAN CARLOS	PY
UNIVERSITE DE TOULOUSE II - LE MIRAIL	FR

**Grant Requested** 928,257 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Region 8 - Latin America

<b>REFERENCE :</b> 598846-EPP-1-2018-1-EL-EPPKA2-CBHE-JP
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<b>TITLE:</b> Enhancing Digital Capacities in Higher Education for Asian Universities
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<b>Description:</b>	<p>Over the past 50 years, the continued miniaturization of transistors has allowed them to run faster and dissipate less energy. This meant more efficient computation and radical changes in the electronics industry. On the same time, automation and robotics have also developed all these years to an unprecedented level: faster and more flexible production lines and higher level of automation have been created.</p> <p>This radical change affected all the industrial and societal sectors, and it is difficult for a country to keep-up to the globalization changes, if its educational system does not keep-up with these. For specific regions of Asia however, this process have not been developed adequately. To this end, the Digi-CHE-Asia project focuses on enhancing the Digital Capacities of these countries through specific actions and cross-fertilization of ideas and methodologies with successful examples from Europe.</p> <p>The Digi-CHE-Asia project has 3 main pillars: a) the enhancement of undergraduate studies via suggestions to optimize curricula, b) the development of an innovative MSc programme in relation also with VET courses for professionals and c) the inclusion of public and private stakeholders, especially from the manufacturing and high-tech industry in order to give the opportunity to students and professionals to increase their capacities in Electronics, Automation and Robotics (EAR) and thus becoming invaluable assets to the modern industries.</p> <p>Additionally, Digi-CHE-Labs will be created in order to create a focal point of EAR in each University, where interested students, academics, professionals and industry experts will have the opportunity to exchange ideas and keep up-to-date with the new technological advancements.</p> <p>It is expected that the Digi-CHE-Asia project will have an important impact at academic, industrial and societal level, allowing the participating countries to become important players in the manufacturing and high-tech industry.</p>																
<b>Coordinator:</b>	<p>INSTITUTE OF COMMUNICATION AND COMPUTER SYSTEMS          Heron Polytechniou,9          ATHINA 15780,EL          Phone : +302107724270          Email : dsoudris@microlab.ntua.gr          Internet site address :</p>																
<b>Partners:</b>	<table> <tr> <td>CHAMPASACK UNIVERSITY</td> <td>LA</td> </tr> <tr> <td>HUE UNIVERSITY OF SCIENCE</td> <td>VN</td> </tr> <tr> <td>NOVEL GROUP SARL</td> <td>LU</td> </tr> <tr> <td>SAVANNAKHET UNIVERSITY</td> <td>LA</td> </tr> <tr> <td>SVAY RIENG UNIVERSITY</td> <td>KH</td> </tr> <tr> <td>UNIVERSIDADE DE EVORA</td> <td>PT</td> </tr> <tr> <td>UNIVERSITY OF BATTAMBANG</td> <td>KH</td> </tr> <tr> <td>UNIVERSITY OF DANANG</td> <td>VN</td> </tr> </table>	CHAMPASACK UNIVERSITY	LA	HUE UNIVERSITY OF SCIENCE	VN	NOVEL GROUP SARL	LU	SAVANNAKHET UNIVERSITY	LA	SVAY RIENG UNIVERSITY	KH	UNIVERSIDADE DE EVORA	PT	UNIVERSITY OF BATTAMBANG	KH	UNIVERSITY OF DANANG	VN
CHAMPASACK UNIVERSITY	LA																
HUE UNIVERSITY OF SCIENCE	VN																
NOVEL GROUP SARL	LU																
SAVANNAKHET UNIVERSITY	LA																
SVAY RIENG UNIVERSITY	KH																
UNIVERSIDADE DE EVORA	PT																
UNIVERSITY OF BATTAMBANG	KH																
UNIVERSITY OF DANANG	VN																
<b>Grant Requested</b>	996,180 EUR																
<b>Project Duration</b>	36 months																
<b>Activity</b>	Curriculum development																
<b>Region(s)</b>	Region 6 - Asia																

<b>REFERENCE :</b> 598861-EPP-1-2018-1-IT-EPPKA2-CBHE-JP
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**TITLE:** **Designing and managing international relations, educational projects and mobility schemes in Asian Universities**

**Description:** Concerning its main activities and methodology, the project will be primarily focused at grasping the needs and priorities of Asian HEIs when it comes to internationalization strategies and tools, so to tailor the subsequent actions and knowledge-sharing programs.

After having consolidated a clear outlook of the practices and tools currently adopted in this sector by the universities of Myanmar, Laos, and Cambodia, the TOOLKIT consortium will start providing training activities in the EU partner universities for Asian IROs on writing/updating the IR strategic plans, educational project-writing and management and management of mobility schemes. The newly acquired skills and expertise in such fields will be then disseminated by local IROs on a national and regional level, through the organization of specific workshops and cascade trainings in their home universities to train additional HEIs from the three countries involved.

In the meantime, TOOLKIT Asian partners will also foster the engagement of the entire academic community in IR activities concerning students and teaching staff through events organized by the IROs. Furthermore, to lay the foundations for tangible and long-lasting outcomes, the project is also targeted at other additional stakeholders, such as academic leaders and local policymakers, in order to raise their awareness and commitment to sound, innovative internationalization agendas.

Finally, TOOLKIT endeavours in terms of dissemination, exploitation, and sustainability will revolve around the setting-up of two MOOCs, an HelpLine for project management, and a Policy Paper, that will raise the attention of international policymakers on the needs of Asian HEIs.

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	SOUPHANOUVONG UNIVERSITY	LA
	UNIVERSITY OF PERADENIYA	LK
	UNIVERSITY OF KELANIYA	LK
	University of Yangon	MM
	UPPSALA UNIVERSITET	SE
	VILNIAUS UNIVERSITETAS	LT
	YANGON UNIVERSITY OF ECONOMICS	MM
	YEZIN AGRICULTURAL UNIVERSITY	MM

**Grant Requested** 996,618 EUR

**Project Duration** 36 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598874-EPP-1-2018-1-BE-EPPKA2-CBHE-JP
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<b>TITLE:</b>	<b>Enhancing Academic Leadership and Governance of Chinese and European Universities in the Context of Innovation and Internationalization</b>
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**Description:** The LEAD2 project is built on the results of the LEAD project, but with significant new & innovative contributions. The rationale for setting up the LEAD2 project is two-fold: 1) need for deeper & broader innovative capacity building on university governance and academic leadership among Chinese and European HEIs, 2) the lack of Knowledge Base and Referencing tool for academic leaders. Therefore, the LEAD2 has four main objectives: 1) customise innovative specialized & targeted blended training for academic leaders, 2) deepen the understanding of university governance and academic leadership (AL) in diverse contexts through comparative studies, 3) create an online Knowledge Base and Referencing Tool for academic leaders, 4) establish an EU-China Center on AL.

The key results will include 1) customised blended training (MOOCs & F2F workshop series) targeted for young, middle-level and top-level academic leaders; 2) research reports and publications that significantly contribute to the understanding of university governance and AL in China and the EU; 3) created online Knowledge Base and Quick Referencing tool for (potential) academic leaders; 4) a sustainable EU-China Center on AL.

The project will have significant impact in further strengthening the EU-China cooperation in university governance, supporting the modernisation and internationalisation of HEIs and fostering innovative capacities of Chinese and European universities. It will also further contribute to the EU-China High Level People-to-People Dialogue (HPPD), especially the EU-China cooperation in higher education. The key stakeholders include university academic leaders at different levels including potential academic leaders, Chinese and European HEIs, and relevant policy makers. The Consortium is a strong and unique partnership with 6 European and 6 Chinese universities, which ensures a complementarity of expertise and also regional relevance of capacity building in different parts of China & the EU.

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<b>Partners:</b>	AARHUS UNIVERSITET	DK
	BEIJING NORMAL UNIVERSITY	CN
	CHINA UNIVERSITY OF GEOSCIENCES (WUHAN)	CN
	GUANGXI NORMAL UNIVERSITY	CN
	MIDDLE EAST TECHNICAL UNIVERSITY	TR
	NATIONAL ACADEMY OF EDUCATION ADMINISTRATION	CN
	POLITECHNIKA SLASKA	PL
	TONGJI UNIVERSITY	CN
	UNIVERSIDADE NOVA DE LISBOA	PT
	UNIVERSITAT WIEN	AT
	YUNNAN NORMAL UNIVERSITY	CN

**Grant Requested** 999,790 EUR

**Project Duration** 36 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598888-EPP-1-2018-1-DE-EPPKA2-CBHE-JP
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<b>TITLE:</b>	<b>Steering Migration through Sustainable Development: Euro-Egyptian Program for Agriculture and Rural Development</b>
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**Description:** Egyptian emigrants to the big cities or crossing the Mediterranean to Europe are most often young men belonging to rural rather than urban areas. Migrants and refugees move to Europe driven from their country of origin ("push factors") and because they are drawn to Europe ("pull factors").

The challenge to be addressed in this project is reducing the number of people seeking to leave the countryside or their countries due to the lack of attractive prospects. In Egypt, agriculture and rural regions clearly remain a source of resilience for many families in the face of economic shocks. This project supports the Egyptian rural-community with the necessary qualified graduates and university expertise to improve agricultural productivity, enable more sustainable food production, develop the poor villages, enhance farmers' income and their living conditions to prevent migration to cities or abroad. The project has five specific objectives that can be summarized as follows:

1. To identify the push factors for migration from rural communities and identify the needed qualifications to support rural development.
2. Modification and re-orientation of the existing post- and undergraduate curricula to supply the market with graduates who contribute in the implementation of the country's sustainable development vision and ensure the sustainable rural development.
3. Establishing four DeVillage Service Offices at the four Egyptian universities to provide technical support for the farmers and public and private sectors.
4. To develop a capacity building programme to train and equip the professors in the Egyptian universities with the knowledge and tools to address the different dimensions of sustainable agriculture and rural development.
5. To develop Massive Open Online Courses (MOOCs) as Open Education Resources (OER) for spreading the knowledge and raising the awareness of different stakeholders.

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<b>Partners:</b>	BIBLIOTHECA ALEXANDRINA*LIBRARY OF ALEXANDRIA BIBALEX	EG
	CAIRO UNIVERSITY	EG
	EDEX - EDUCATIONAL EXCELLENCE CORPORATION LIMITED	CY
	FAYOUM UNIVERSITY	EG
	HELIOPOLIS UNIVERSITY ASSOCIATION	EG
	SVERIGES LANTBRUKSUNIVERSITET	SE
	THE AGRICULTURAL RESEARCH CENTER	EG
	THE AMERICAN UNIVERSITY IN CAIRO	EG

**Grant Requested** 996,750 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 598910-EPP-1-2018-1-CO-EPPKA2-CBHE-JP
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**TITLE:** **Modernisation of Institutional Management of Innovation and Research in the Andean Region and Latin America / MIMIR-ANDINO**

**Description:** MIMIR- ANDINO is primarily designed to aid, assist and soccour partner universities in Latin America to understand the status quo of their innovation and research management systems, performance, efficacy, and practices and devise pathways to overcome impediments, hindrances, fiascos and pitfalls that prevent them from achieving recognised stature in the international landscape. The core tread to accomplish this goal is to measure existing innovation and research activities, to gauge regulatory framework management, administration and tools, and to scope opportunities for overcoming bureaucratic obstacles, stimulating conditions and elevate mindsets. Coupled to provision of comparative analysis to European processes, practices and state-of-the-art, the consortium will identify areas for change, targets for improvement, and a trajectory to excel. Accordingly, partner universities will be informed on the organisation of management of innovation and research in European universities, understand present model, principles, and standards, and embrace and partake the opportunity for support, guidance and corroboration from European partners.

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<b>Partners:</b>	AGENCIA NACIONAL DE EVALUACION DE LA CALIDAD Y ACREDITACION (ANECA)	ES
	ASOCIACION COLOMBIANA DE FACULTADES DE MEDICINA ASCOFAME	CO
	ASOCIACION OBSERVATORIO DE LAS RELACIONES UNION EUROPEA AMERICA LATINA (UE/AL)	ES
	CONSEJO DE RECTORES DE LAS UNIVERSIDADES CHILENAS	CL
	CONSEJO NACIONAL DE CIENCIA TECNOLOGIA E INNOVACION TECNOLOGICA	PE
	KUNGLIGA TEKNISKA HOEGSKOLAN	SE
	MINISTERIO DE EDUCACION	CL
	MINISTERIO DE EDUCACION DEL PERU	PE
	UNIVERSIDAD ANTONIO NARINO	CO
	Universidad de Antofagasta	CL
	UNIVERSIDAD DE AYSEN	CL
	UNIVERSIDAD DE EXTREMADURA	ES
	UNIVERSIDAD DEL BIO-BIO	CL
	UNIVERSIDAD DE MANIZALES	CO
	UNIVERSIDAD DE PIURA	PE
	UNIVERSIDAD NACIONAL AGRARIA LA MOLINA	PE
	UNIVERSIDAD NACIONAL TORIBIO RODRIGUEZ DE MENDOZA DE AMAZONAS	PE
	UNIVERSIDAD PEDAGOGICA Y TECNOLOGICA DE COLOMBIA	CO
	UNIVERSITA DEGLI STUDI DI ROMA LA SAPIENZA	IT

**Grant Requested** 899,008 EUR

**Project Duration** 36 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Region 8 - Latin America



<b>REFERENCE :</b> 598914-EPP-1-2018-1-DK-EPPKA2-CBHE-JP
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**TITLE:** Capacity building and ExchaNge towards attaining Technological Research and modernizing Academic Learning

**Description:** CENTRAL aims at developing and implementing academic educational curricula with an international orientation in content and/or form, which is integrated with digital tools technology and is aimed at preparing students for performing (professionally/socially) in an international and multicultural context and designed for domestic and/or foreign (international) students. CENTRAL is aimed at enabling employability, internationalisation and interdisciplinary engagement of students and graduates, as well as research staff.

The project will support ASIAN PARTNER UNIVERSITIES for upgrading facilities necessary to implement innovative practices including Campus Management System (CMS), Document Management System (DMS) and Virtual Campus (tele-training tool). The aim is to ensure that potential of information technology will be fully utilized for benefiting Asian Universities on one hand and European Universities will extend their expertise by supporting them. The project will deliver a sustainable technology-enabled educational platform that would have short-and long-term impact for increased employability of graduates, productivity and efficiency of the educational process, research output, cost effectiveness of higher education. The project plans to provide new and advanced systems of digital technologies to support partners and their scholars to compete at all levels.

On the other hand European countries will get academic human support as well as joint publications and intellectual property rights. Joint conferences, seminars and workshops will be held at coordinated Asian/ European countries. The project builds on achievements from a long-term previous cooperation among the involved partner organisations.

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<b>Partners:</b>	CHIANG MAI UNIVERSITY	TH
	KOLHAPUR INSTITUTE OF TECHNOLOGY	IN
	MAE FAH LUANG UNIVERSITY	TH
	MEHRAN UNIVERSITY OF ENGINEERING & TECHNOLOGY	PK
	SIR SYED UNIVERSITY OF ENGINEERING AND TECHNOLOGY	PK
	TECHNICAL UNIVERSITY OF SOFIA	BG
	UNIVERSIDAD DE MALAGA	ES
	VISHWANIKETAN	IN

**Grant Requested** 1,000,000 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598915-EPP-1-2018-1-SE-EPPKA2-CBHE-JP
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<b>TITLE:</b> Euro-Asia Collaboration for Enhancing STEM Education
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**Description:** Bridging the skills gap for graduates is a key challenge globally and has a detrimental effect on both individual employability, local, national and regional growth and development. Both the EU and ASEAN are putting significant resources towards addressing the issue.

Partner institutions have expressed a need for the activities planned in this project. In spite of the focus on development of professional skills development for employability in recent years nationally, regionally and locally (including several EU funded projects), the penetration rate remains low, particularly in STEM education.

EASTEM will facilitate employability of STEM graduates and enhance the quality of STEM education by bridging the skills gap through student centered competence development approaches, increase visibility and sustainability for institutional STEM education activities through the creation of 10 STEM Education centers and a sustainable STEM Education network. The project will also facilitate competence orientation of educational programs and increase university industry engagement

Staff development in cascade format is used to address lecturer and student competence development. Sharing of good practices provide collaborative insights into partner institution contexts.

All major teaching and learning materials will be made available in four languages (English, Thai, Indonesian and Vietnamese)

Outputs include

- Change in attitude (Lecturers, students, institution)
- Inclusion of industry-based problems in teaching,
- Asian staff development sessions in student centered competence development
- Asian partners having developed and lead student focused test bed module
- Functioning centers of Excellence in STEM education
- Increased visibility of STEM education
- Active engagement with industry partners
- AS partners staff development sessions for external partners
- national/international network of STEM Education centers
- University strategy plans updated with focus on competence development

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<b>Partners:</b>	CHIANG MAI UNIVERSITY	TH
	GADJAH MADA UNIVERSITY	ID
	HUE UNIVERSITY OF SCIENCE	VN
	INSTITUT MINES-TELECOM	FR
	INSTITUT TEKNOLOGI BANDUNG	ID
	MAHIDOL UNIVERSITY	TH
	PRINCE OF SONGKLA UNIVERSITY	TH
	TRUONG DAI HOC SU PHAM KY THUAT HUNG YEN	VN
	TRUONG DAI HOC SU PHAM KY THUAT THANH PHO HO CHI MINH	VN
	UNIVERSITAS UDAYANA	ID
	VILNIAUS UNIVERSITETAS	LT
	YAYASAN DEL	ID

**Grant Requested** 999,000 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598923-EPP-1-2018-1-ES-EPPKA2-CBHE-JP
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<b>TITLE:</b> Building the future of Latin America: engaging women into STEM
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<b>Description:</b>	<p>The participation of Women in STEM in the Latin-America region is a very complex problem in which necessarily call for actions from different actors, such as governments, private sector, families, as well the different levels of education (since childhood to higher education).</p> <p>In order to make concrete contribution, Higher Education Institutions need to focus on those needs and situations in which it has certain influence for making real progress, such as:</p> <ul style="list-style-type: none"> <li>- Significant minority of Women choose and access to STEM programs at tertiary level. The lowest rates appears in science and engineering programs.</li> <li>- Data is scarce, showing a need for analytical and systematic methods, which reflect actual participation of women in STEM at HEIs.</li> <li>- Tertiary studies with a high math component such as STEM seem to be excluded from the studies options by girls in secondary schools.</li> <li>- Lack of bridges between public policy and institutional actions led by HEIs.</li> </ul> <p>In this way, and aligned to the Erasmus + Capacity Building priority for improving management and operation of higher education, in terms of access to and democratization of Higher Education, the W-STEM Project aims at Improving strategies and mechanisms of attraction, access and guidance of Women in Latin-American STEM Higher Education programs.</p> <p>For achieving this main objective, W-STEM project, will</p> <ul style="list-style-type: none"> <li>• Measure the gender equality in enrolment and retention rates in STEM programs.</li> <li>• Implement Universities' policies, strategies and organizational mechanisms for improving attraction, access and guidance at undergraduate levels in STEM programs.</li> <li>• Promote STEM studies vocation and choice in girls and young women in secondary schools as well as guidance in the first year of the STEM program.</li> <li>• Develop an online training package for Higher Education Institutions to implement effective strategies to enhance attraction, access and guidance of Women in STEM programs.</li> </ul>																												
<b>Coordinator:</b>	<p>UNIVERSIDAD DE SALAMANCA  Paseo de Canalejas, nº169  Salamanca 37008,ES  Phone : +34 923294734  Email : fgarcia@usal.es  Internet site address : www.usal.es</p>																												
<b>Partners:</b>	<table> <tr><td>FUNDACION UNIVERSIDAD DEL NORTE</td><td>CO</td></tr> <tr><td>INSTITUIUD TEICNEOLAI OCHTA BHAILE ATHA CLIATH</td><td>IE</td></tr> <tr><td>INSTITUTO TECNOLOGICO DE COSTA RICA</td><td>CR</td></tr> <tr><td>INSTITUTO TECNOLOGICO Y DE ESTUDIOS SUPERIORES DE MONTERREY</td><td>MX</td></tr> <tr><td>NORTHERN REGIONAL COLLEGE</td><td>UK</td></tr> <tr><td>OULUN YLIOPISTO</td><td>FI</td></tr> <tr><td>POLITECNICO DI TORINO</td><td>IT</td></tr> <tr><td>PONTIFICIA UNIVERSIDAD CATOLICA DE VALPARAISO</td><td>CL</td></tr> <tr><td>UNIVERSIDAD DE COSTA RICA</td><td>CR</td></tr> <tr><td>UNIVERSIDAD DE GUADALAJARA</td><td>MX</td></tr> <tr><td>UNIVERSIDAD TECNICA DEL NORTE</td><td>EC</td></tr> <tr><td>UNIVERSIDAD TECNICA FEDERICO SANTA MARIA</td><td>CL</td></tr> <tr><td>UNIVERSIDAD TECNICA PARTICULAR DE LOJA</td><td>EC</td></tr> <tr><td>UNIVERSIDAD TECNOLOGICA DE BOLIVAR</td><td>CO</td></tr> </table>	FUNDACION UNIVERSIDAD DEL NORTE	CO	INSTITUIUD TEICNEOLAI OCHTA BHAILE ATHA CLIATH	IE	INSTITUTO TECNOLOGICO DE COSTA RICA	CR	INSTITUTO TECNOLOGICO Y DE ESTUDIOS SUPERIORES DE MONTERREY	MX	NORTHERN REGIONAL COLLEGE	UK	OULUN YLIOPISTO	FI	POLITECNICO DI TORINO	IT	PONTIFICIA UNIVERSIDAD CATOLICA DE VALPARAISO	CL	UNIVERSIDAD DE COSTA RICA	CR	UNIVERSIDAD DE GUADALAJARA	MX	UNIVERSIDAD TECNICA DEL NORTE	EC	UNIVERSIDAD TECNICA FEDERICO SANTA MARIA	CL	UNIVERSIDAD TECNICA PARTICULAR DE LOJA	EC	UNIVERSIDAD TECNOLOGICA DE BOLIVAR	CO
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UNIVERSIDAD TECNICA PARTICULAR DE LOJA	EC																												
UNIVERSIDAD TECNOLOGICA DE BOLIVAR	CO																												
<b>Grant Requested</b>	862,268 EUR																												
<b>Project Duration</b>	36 months																												
<b>Activity</b>	Modernisation of governance, management and functioning of HEIs																												
<b>Region(s)</b>	Region 8 - Latin America																												

<b>REFERENCE :</b> 598924-EPP-1-2018-1-ES-EPPKA2-CBHE-JP
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<b>TITLE:</b>	<b>CAPACITY BUILDING FOR EDUCATION AND APPLIED RESEARCH IN MEDITERRANEAN UNESCO's BIOSPHERE RESERVES</b>
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**Description:** The project aims to strengthen, ameliorate and upgrade academic activity at four Moroccan and Lebanese Higher Education Institutions (HEIs) in the context of Mediterranean Biosphere Reserves (BRs), in collaboration and through networking with BRs' stakeholders (citizens, visitors, managers and technicians), public administrations and EU Partners. 'BR' is a UNESCO label for territories composing a mosaic of natural protected areas, cultural heritage, human settlements, and land use designations for small-scale, eco-friendly economic activity. The designation falls under the auspices of UNESCO's "Man and Biosphere" (MAB) program, which aim is to explore solutions for the improvement or relationships between people and their environments on a multidisciplinary scientific basis. It grows the necessity in Region 3 to link countries, universities and territories so that they cooperate in tackling common socio-economical-ecological challenges of the new era. After an in-depth analysis of the inertias at the intersection of knowledge fragmentation between and within HEIs, needs and demands from BR citizens and staff, and policy frameworks, the Consortium will gather to set the work agenda by means of thematic workshops. The idea is to build an infrastructure for the flow of knowledge made of (i) IT systems for data management and sharing; (ii) 'citizen science' tools to engage civil society as co-producer of knowledge; (iii) training for teachers from the South at a Winter School in Europe; (iv) international mobility and internship schemes for teachers and learners to conduct collaborative case study research in BRs and a Winter School for teachers and BR managers for an interchange of expertise. The initiative will alignate Region 3 HEIs' activity with territorial needs; innovate their research capacity; promote their internationalization and openness; enrich their staff's expertise; enable mutual learning between stakeholders; enhance its interdisciplinary character

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<b>Partners:</b>	American University of Beirut	LB
	JABAL MOUSSA PROTECTION ASSOCIATION	LB
	MAB FRANCE	FR
	UNIMED - UNIONE DELLE UNIVERSITA DEL MEDITERRANEO	IT
	UNIVERSITE CADI AYYAD	MA
	UNIVERSITE D'AIX MARSEILLE	FR
	UNIVERSITE MOHAMMED V DE RABAT	MA
	UNIVERSITE SAINT-JOSEPH	LB

**Grant Requested** 929,230 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 598929-EPP-1-2018-1-PT-EPPKA2-CBHE-JP
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<b>TITLE:</b> World Pendulum Alliance
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**Description:** The objective is to establish a global network of remote controlled pendulum experiments for science education purposes and capacity building in higher education. The project main innovation will consist in the deployment of a network of pendulums distributed across the world. These pendulums are therefore remote experiments will allow students/general public to directly collect data from distinct points of the globe and study the physical characteristics of our planet on their own. The pendulum experiment has always been used transversely in different school levels and contexts, due to its simplicity yet rich in scientific information, making it a great experiment to provide diversified objectives, encompassing various educational levels and for developing a project able to promote cooperation for innovation and exchange of good practices between the involved actors. Experimental apparatuses will be accessed remotely via a public web portal, enabling real-time access to the pendulums and experimental data collected, watching live videos stream and provide access to digital quality educational content, seamlessly integrated with the experiment. The main outcomes are: Establish the 1st global scope scientific remote experiment (Collecting experimental data in real time at a planetary scale; Students will be able to measure and conclude about one of earth's physical characteristics on their own; Accessible to all students/general public via a dedicated web portal). Improving Science Education (Deliver high quality on-line remote experiments: serving education anytime, anywhere. Supporting scientific promotion by providing a modern, state-of-the-art educational asset Deliver open e/b-learning activities and supporting content); Capacity building in experimental learning (Promoting the professional development of staff and youth workers in ICT methodologies; Achieve a low-cost maintenance network, which operation and evolution can be supported sustainable by its participants)

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<b>Partners:</b>	CESKE VYSOKE UCENI TECHNICKE V PRAZE	CZ
	ECOLE CENTRALE DE MARSEILLE	FR
	FACULDADES CATOLICAS ASSOCIACAO SEM FINS LUCRATIVOS	BR
	FUNDACAO UNIVERSIDADE DE BRASILIA	BR
	LINKARE TI - TECNOLOGIAS DE INFORMACAO	PT
	UNIVERSIDAD DE CHILE	CL
	UNIVERSIDAD DE LOS ANDES FUNDACION	CO
	UNIVERSIDADE ESTADUAL DE SANTA CRUZ	BR
	UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA - UNAD	CO
	UNIVERSIDAD SANTA MARIA LA ANTIGUA	PA
	UNIVERSIDAD TECNICA FEDERICO SANTA MARIA	CL
	Universidad Tecnologica de Panama	PA
	UNIVERSITAT POLITECNICA DE CATALUNYA	ES

**Grant Requested** 999,954 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Region 8 - Latin America

<b>REFERENCE :</b> 598932-EPP-1-2018-1-LB-EPPKA2-CBHE-SP
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<b>TITLE:</b> The Lebanese Diploma Supplement
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**Description:** With the growth of globalization, education and employability challenges, there is an expanded need to graduate confident future leaders by providing them with the necessary documents supplement to their diploma and helping them highlight on their qualifications acquired from different Higher Education institutions. The right implementation of the project will result in various outputs and products that will promote the Higher Education System in Lebanon. The project could eventually unite universities, graduates, employers and other stakeholders for the sake of delivering a Diploma Supplement that could translate the qualifications and skills of students and refugees graduated from Lebanese Higher Education institutions. These outputs are summarized as follows:

- Clear educational objectives and student outcomes for degree programs
- Principles for generating a Diploma Supplement similar to the ones adopted in Europe
- A national information centre which oversees the Lebanese Diploma Supplements issuance and raises awareness on its benefits to students and refugees
- A platform "LEBPASS" that includes the Diploma Supplement module and other related modules

The envisioned impacts of the project are really promising and listed as follows:

- 1- Sufficient independent data to promote transparency between Lebanese and other Higher education Systems
- 2- A potential initiative towards recognition of prior learning and pre-university education for all students including refugees willing to resume their university studies in Lebanon
- 3- A clarified common language for the nature, level, context, content and status of university studies in Lebanon
- 4- Role model for Higher Education Systems in the region through the establishment of the LEBPASS platform and the Lebanese National Recognition Information Centre.

This project shall be supported by European expertise that is of added value to the implementation process by offering guidance towards best practices adopted in Europe.

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<b>Partners:</b>	BEIRUT ARAB UNIVERSITY	LB
	DIRECTION RÉGIONALE MOYEN-ORIENT - AGENCE UNIVERSITAIRE DE LA FRANCOPHONIE	LB
	ESPACE MENDES FRANCE-MAISON DES SCIENCES ET TECHNIQUES DU POITOU-CHARENTES	FR
	FRIEDRICH-ALEXANDER-UNIVERSITAET ERLANGEN NUERNBERG	DE
	LEBANESE AMERICAN UNIVERSITY	LB
	LEBANESE CANADIAN UNIVERSITY	LB
	MINISTRY OF EDUCATION AND HIGHER EDUCATION	LB
	STIFTUNG EVALUATIONSAGENTUR BADEN-WUERTTEMBERG	DE
	UNIVERSITE DE BRETAGNE SUD	FR
	UNIVERSITE LIBANAISE	LB
	UNIVERSITY OF CYPRUS	CY

**Grant Requested** 750,000 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between higher education systems and the wider economic and social environment

**Region(s)** Region 3 - South Mediterranean Countries

<b>REFERENCE :</b> 598935-EPP-1-2018-1-UK-EPPKA2-CBHE-JP
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<b>TITLE:</b> Advancing Co-creation of RLOs to Digitise healthcare Curricula
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**Description:** Despite e-learning being a national higher education agenda, a survey on Malaysian HEIs found that implementation of digital learning tools remains suboptimal. There is a need to develop high quality e-learning content and build capacity in academic and technical staff around digital pedagogies and development of digital resources. This project will involve three EU Programme Countries with an international reputation for digital learning (UK, Norway, Sweden) working with three Malaysian HEIs to produce locally relevant materials to 'train the trainers' on how to develop high quality interactive multimedia learning tools called reusable learning objects (RLOs) in the fields of medicine, nursing, biomedical science and other health-related disciplines. The training is structured around the ASPIRE methodology (Aim, Storyboard, Populate, Implement, Release, Evaluate) for the development of RLOs. ASPIRE involves a participatory co-creation process involving end users and other stakeholders in workshops to ensure alignment of the digital content with the individual learning needs of the students. 22 RLOs will be developed during the project and housed in an open access repository which will be sustained after the project to accommodate further RLOs from the growing teams of developers. The RLOs will be integrated into the curricula of the partner institutions and evaluated. By providing the RLOs as trackable open educational resources, the outputs of the project will achieve reach and impact beyond just the institutions involved. The consortium will reach out to the Malaysian HEI e-learning stakeholders through support from the Ministry of Higher Education as well as individual HEI learning and teaching centres.

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<b>Partners:</b>	KAROLINSKA INSTITUTET	SE
	TAYLOR'S UNIVERSITY SDN BHD	MY
	UNIVERSITETET I STAVANGER	NO
	UNIVERSITI PUTRA MALAYSIA	MY
	UNIVERSITY OF MALAYA	MY

**Grant Requested** 688,813 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598938-EPP-1-2018-1-LV-EPPKA2-CBHE-JP
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<b>TITLE:</b> Innovative Rehabilitation Education - Introduction of new master degree programs in Ukraine
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**Description:** The REHAB project aims to strengthen bilateral relations between higher institutions in Ukraine and Europe providing physiotherapy study programs. This project addresses three major goals: (1) building professional capacity of the academic and research staff between and within and between the partner institutions, (2) development of the teaching/ learning/assessment resources, and (3) specific educational infrastructure needed to provide the nationally new professional study program in physiotherapy. In addition, development and implementation of the professional Physical Therapists standard-based study programs in Ukraine will help to train European highly professional PT specialists. With expertise from European partners, the foundation of modern rehabilitation system will be founded in a country with major problems with disabling diseases and presence of victims of military intervention. Also, the project will increase competence level of human resources which will raise the potential for high added value product development leading to contributing economical increase.

The following specific objectives are:

- update and revise the current Bachelor study programs (2018 -2020) by implementing the transitional format (tBPT) based on a content gap analysis (in future professional BPT);
- create the Physical Therapy Mastery study program (starting on 2019/2020) offering advanced competence (knowledge, skills and attitudes) in sport physiotherapy (SPT) and adapted physical activity in rehabilitation (APA-R);
- increase professional capacity of the academic/professional personell including about 40 qualified PT faculty members for teaching physical therapy (2019 -2020).
- create the Educational Infrastructure for Physical Therapy at partner HES
- Pilot the PT master study programs based on the new content and innovative teaching approaches (start on 2019/2020) expecting up to 200 graduates by 2022.

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	CENTR TESTUVANNA PROFESIJNOI KOMPETENTNOSTI FAHIVCIV Z VISHOU	UA
	OSVITOSUNAPRAMIV MEDICINA I FARMACIJA	
	LIETUVOS SPORTO UNIVERSITETAS	LT
	LVIV STATE UNIVERSITY OF PHYSICAL CULTURE	UA
	NATIONAL UNIVERSITY OF UKRAINE ON PHYSICAL EDUCATION AND SPORT	UA
	OS EVROPSKA FEDERACE APLIKOVANYCH POHYBOVYCH AKTIVIT	CZ
	SATAKUNNAN AMMATTIKORKEAKOULU OY	FI
	STATE HIGHER EDUCATIONAL INSTITUTION I. HORBACHEVSKY TERNOPIL STATE MEDICAL	UA
	UNIVERSITY OF THE MINISTRY OFPUBLIC HEALTH OF UKRAINE	
	SUMY STATE UNIVERSITY	UA

**Grant Requested** 997,249 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 2 - Eastern Partnership Countries



<b>REFERENCE :</b> 598946-EPP-1-2018-1-VN-EPPKA2-CBHE-JP
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<b>TITLE:</b> Education Hubs for Excellence in Midwifery
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**Description:** Trained midwives can avert maternal and newborn deaths. With the support of international organizations and national policy initiatives midwifery has become a rapidly growing field, in which HEIs can play a critical role. SafeMa project will develop a midwifery professional training course on 'Advanced Midwifery Practice', comprising of eight modules that can be taught as short courses, and facilitated internship. It will fully align with ICM Global Standards for Midwifery Education and focus on specific learning objectives that respond to identified skills shortages. Its methodology will promote clinical and research skills and experiential, hands-on learning.

The course will be at the core of the SafeMa Hubs: model teaching, research and pedagogic resource centres in midwifery, established in each partner university. Hubs will also support midwifery at the local and regional levels, with particular emphasis to remote rural areas, partnering with hospitals and health centres, for improving youth awareness, attitudes and behaviour about reproductive health and women rights. They will themselves be strengthened by the creation of partnerships with other national and international institutions and organisations.

Hubs will support a Research Cluster aiming to produce interdisciplinary research of rigour and relevance both locally and globally in a diverse range of areas relevant to midwifery. The RC is expected to act as an incubator for larger research projects and funding.

SafeMa will support strong synergies with UN, WHO, ICM, FIGO, IPA and other projects that work towards the empowerment of midwifery and the cooperation with local, regional and national authorities and health services, the national associations of midwives and other key stakeholders.

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	DAI HOC THAI NGUYEN	VN
	HANOI MEDICAL UNIVERSITY	VN
	MINISTRY OF HEALTH	KH
	PROFESSIONSHOJSKOLEN UNIVERSITY COLLEGE NORDJYLLAND	DK
	RESEARCH INNOVATION AND DEVELOPMENT LAB PRIVATE COMPANY	EL
	TRUONG DAI HOC DIEU DUONG NAM DINH	VN
	UNIVERSITY OF HEALTH SCIENCES	KH

**Grant Requested** 824,940 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598957-EPP-1-2018-1-IT-EPPKA2-CBHE-JP
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<b>TITLE:</b>	<b>Networking Knowledge, Skills and Competencies for an Inclusive and Sustainable Territorial Valorization of Cultural Heritage, Origin products and Biodiversity</b>
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**Description:** Cultural heritage, origin products and biodiversity in rural areas are often underutilized or exploited according to short-term logics. SUS-TER addresses the need of developing specific knowledge, skills and abilities for the elaboration and support of inclusive and sustainable territorial valorization of these local resources. SUS-TER will develop a new interdisciplinary profile of "Territorial Enhancer" capable to activate and facilitate these processes of sustainable valorisation.

He/she will be able to design and implement:

- local forms of interaction between resources, society and local economy, applying a territorial development paradigm
- local systems of governance of biocultural rural territories and associated knowledge and know-how
- territorial marketing plans, applying methodologies that allow local enterprises to participate in markets competitively, sustainably and inclusively.

This general aim will be pursued by means of the design, elaboration and testing delivering of an innovative course, based on the concepts of modularity, integration of theoretical and practical knowledge, blending of different learning methods, recognition within existing HEI curricula. Territorial laboratories will play a key role in the methodology, allowing for the integration of knowledge and practice by means of a learning space linking teachers, producers, entrepreneurs and public authorities.

The course will be delivered at international level and within 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 materials will be in Spanish. Preliminarily, a specific training for academic staff will be carried out.

SUS-TER will impact students and Universities, but also SMEs, NGOs, collective organizations, international, national and local development agencies, allowing for inclusive and sustainable processes of valorization of rural heritage.

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	UNIVERSIDAD DEL QUINDIO	CO
	UNIVERSIDAD IBEROAMERICANA	MX
	UNIVERSIDAD NACIONAL	CR
	UNIVERSIDAD NACIONAL AUTONOMA DE MEXICO	MX
	UNIVERSITAT DE BARCELONA	ES

**Grant Requested** 915,600 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 8 - Latin America

<b>REFERENCE :</b> 598963-EPP-1-2018-1-AL-EPPKA2-CBHE-JP
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<b>TITLE:</b> MSc in Sustainable Food Production Systems
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**Description:**

The project aims at building the capacities of higher education institutions in Western Balkans countries, in order to help them offer curricula aligned with the needs of the labour market and society. The objective of the project is the development and the implementation of a new Joint MSc programme on "Sustainable Food Production Systems" (STEPS), which will be linked with the national - and regional - priorities of the countries involved. The scope of the preparatory tasks is to analyse the needs of stakeholders, the structure and the content of relevant MSc programmes at national, European and international level, and identify and analyse "best practices" on the links of education with the world of work, national strategies and rural societies. The objective is to meet stakeholders' needs through the development of scientific background and competencies of graduates. The STEPS programme will be a blend of courses on engineering, management, economic and social sciences, structured according to the Bologna convention. Courses will be designed and developed based on modern educational methodologies and ICT tools. Seminars will be organised for transferring and exchanging knowledge between peers, aiming at improving the quality of education offered by HEIs and also, their capacity to innovate and increase their participation in European and international projects.

The joint degree programme will be applied for accreditation in the national authorities and agencies. The programme will be delivered, monitored and evaluated, based on standards and guidelines of the European Higher Education Area. A dissemination campaign will focus on raising the awareness of project results and exploitation tasks will be devoted to ensure their sustainability after the project lifetime. Coherent management with transparent processes and responsibilities clear decision-making and conflict resolution procedures will ensure the successive implementation of the project.

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**Partners:**

CESKA ZEMEDELSKA UNIVERZITA V PRAZE	CZ
MINISTARSTVO OBRAZOVANJA, NAUKE, KULTURE I SPORTA UNSKO-SANSKOG KANTONA	BA
N.SH. KOLEGJI AGA XHITE	XK
RESEARCH INNOVATION AND DEVELOPMENT LAB PRIVATE COMPANY	EL
TEHNOLOGIKO EKPEDEFTIKO IDRIMA STEREAS ELLADAS	EL
U.E.T. SHPK	AL
UNIVERSITATEA DE STIINTE AGRONOMICE SI MEDICINA VETERINARA DIN BUCURESTI	RO
UNIVERSITETI HAXHI ZEKA	XK
UNIVERZITET U BIHACU	BA
UNIVERZITET U SARAJEVU	BA

**Grant Requested** 989,292 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 1 - Western Balkans

<b>REFERENCE :</b> 598964-EPP-1-2018-1-UK-EPPKA2-CBHE-JP
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<b>TITLE:</b>	<b>Journalism Education for Democracy in Ukraine: Developing Standards, Integrity and Professionalism</b>
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**Description:** The project aims to facilitate the transformation of Journalism education in Ukraine by raising the quality of BA and MA programmes to EU standards, improving students' employability and international mobility, and promoting 'media literacy' within the society. These aims reflect the urgent need to improve Journalism education, as articulated in many independent studies.

There are 20 partners

- 4 EU HEI with Journalism/Media programmes
- 2 independent professional organisations
- 1 Quality Assurance organisation
- 10 Ukrainian universities representing the Journalism educators across the country
- 1 national employer of Journalism graduates
- 2 national bodies: the Ministry and Association of Students

The 10 Ukrainian university teams will review and reform their current BA and MA programmes to ensure that their new/ revised programmes align with EU standards for course design and quality assurance, and with the knowledge, skills, cultural awareness, work-based learning and professional training that would be expected within a EU university. This will entail study trips to learn about European models of Journalism education; training in the utilisation of EQF; self and international peer-review of new/revised curriculum; and staff, student and employer evaluation of programmes. Project findings will lead to the production of National Guideline Statements for BA and MA Journalism programmes.

In alliance with the processes of curriculum reform, DESTIN will undertake activities to increase public understanding of the role of journalists and citizens within a multi-cultural society. These will include opportunities for stakeholders to contribute to the development and sustainability of the project (e.g. through Open Days at Ukrainian universities, responses to needs-surveys, and an online discussion forum); and opportunities to learn from a suite of online 'media literacy' courses, targeted to the needs of secondary schools, university students, and the wider public.

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<b>Partners:</b>	ACADEMIAN STEPAN DEMIANCHUK INTERNATIONAL UNIVERSITY OF ECONOMICS AND HUMANITIES	UA
	BOHDAN KHMELNYTSKYI NATIONAL UNIVERSITY AT CHERKASY	UA
	CHERNIVTSI NATIONAL UNIVERSITY YURIY FEDKOYCH	UA
	DUN LAOGHAIRE INSTITUTE OF ART, DESIGN & TECHNOLOGY	IE
	ETHICAL JOURNALISM NETWORK	UK
	EUROPEAN JOURNALISM TRAINING ASSOCIATION	BE
	HIGHER EDUCATIONAL ESTABLISHMENT UKRAINIAN CATHOLIC UNIVERSITY	UA
	IVAN FRANKO NATIONAL UNIVERSITY OF LVIV	UA
	LINNEUNIVERSITETET	SE
	MARIUPOLSKYI DERZHAVNYI UNIVERSYTET	UA
	MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE	UA
	PUBLIC ORGANISATION PUBLIC RADIO	UA
	STATE HIGHER EDUCATIONAL ESTABLISHMENT ZAPORIZHZHYA NATIONAL UNIVERSITY OF THE MINISTRY OF EDUCATION AND SCIENCES OF UKRAINE	UA
	SUMY STATE UNIVERSITY	UA
	TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV	UA
	UKRAINIAN ASSOCIATION OF STUDENTS	UA
	UNIERSYTET IM. ADAMA MICKIEWICZA W POZNANIU	PL
	UZHGORODSKYI NACIONALNYI UNIVERSITET	UA
	WORLD UNIVERSITY SERVICE-OSTERREICHISCHES KOMITEE VEREIN	AT

**Grant Requested** 802,970 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 2 - Eastern Partnership Countries

<b>REFERENCE :</b> 598977-EPP-1-2018-1-RS-EPPKA2-CBHE-JP
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<b>TITLE:</b> Keep Educating Yourself
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**Description:** Effective provision of preschool education sets the foundation for children's lifelong learning, social integration, personal development and employability. It directly correlates with quality preschool teachers education and training and their Continuous Professional Development (CPD) practices.

Within the KEY project ECEC practitioners, educators and regulators in Serbia and Montenegro join efforts with EU partners to design modern pathways to efficient CPD system for preschool teachers based on the introduction of professional learning communities (PLC) approach, going beyond the training courses required for teachers certification encouraging them to review the learning needs, acquire new knowledge/competences through formal, informal and non-formal learning throughout their careers while enabling HEIs to provide students with competences they need to adapt to globalised settings, where creativity, innovation, initiative, and commitment to continuous learning are as important as knowledge.

Establishing 6 ECEC learning hubs at participating HEIs as operational facilities supporting teachers and practitioners training specialized in 5 different areas (inclusive education – work with socially deprived children and their families, Roma and migrant children; education for sustainable development across the curriculum; ICT in preschool education, work with gifted children and their families, teaching English to preschool children) is the project main output. Other products include CPD courses and materials, Guidelines on M&E and QA in CPD, CPD model of standards, introduction of Moodle platform in CPD. In sustained efforts to address equality and inclusion, project outputs will be prepared in Serbian, English, Romani and Hungarian.

KEY project will impact ECEC learning communities in Serbia and Montenegro, bringing about greater value of teachers profession and students and young professionals learning competences and skills mandatory for their careers in 21 century.

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	JAVNA USTANOVA UNIVERZITET CRNE GORE PODGORICA	ME
	JPU LJUBICA POPOVIC PODGORICA	ME
	RIS RAZISKOVALNO IZOBRAZEVALNO SREDISCE DVOREC RAKICAN	SI
	SAVEZ UDRUZENJA VASPITACA SRBIJE	RS
	UDRUZENJE VASPITACA VOJVODINE	RS
	UNIVERSITATEA DE VEST DIN TIMISOARA	RO
	UNIVERZA V MARIBORU	SI
	VISOKA SKOLA STRUKOVNIH STUDIJA ZAOBRAZOVANJE VASPITACA	RS
	VISOKA SKOLA STRUKOVNIH STUDIJA ZA OBRAZOVANJE VASPITACA PIROT	RS
	VISOKA SKOLA STRUKOVNIH STUDIJA ZA VASPITACE I POSLOVNE INFORMATICARE - SIRMIIUM, SREMSKA MITROVICA	RS
	VISOKA SKOLA STRUKOVNIH STUDIJA ZAVASPITACE KRUSEVAC	RS
	WESTERN BALKANS INSTITUTE UDRUZENJE	RS
	ZAVOD ZA SKOLSTVO PODGORICA	ME
	ZAVOD ZA UNAPREDIVANJE OBRAZOVANJAI VASPITANJA	RS

**Grant Requested** 877,732 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Region 1 - Western Balkans

<b>REFERENCE :</b> 598982-EPP-1-2018-1-FI-EPPKA2-CBHE-JP
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<b>TITLE:</b> Empowering Vietnamese VET Teachers for Transformation towards Education 4.0
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**Description:** In Vietnam, there is a need for vocational and higher education to provide new kind of competences required in the rapidly changing world of work. The development of Industry 4.0 and Web 4.0 creates a need to create Education 4.0 following the principles of student-centered and competence based education. Teachers and educational institutions need new competences, enhanced collaboration through communities of practice and sustainable networks with the world of work to build a learning ecosystem for Education 4.0. In EMVITET project, this aim is achieved by building a process of development cycles utilizing participatory action research approach (PAR), where teacher and organizational development are intertwined. Vietnamese teachers and their managers are engaged in identifying their development needs and contextualizing the development activities to ensure their ownership. European educational developers will facilitate teacher and organizational learning by providing online mentoring and workshops in Europe and Vietnam. Digital platforms are used throughout the project in dissemination of outputs and outcomes as well as assessing and guiding teacher development (e.g. ePortfolios, Digital Badges). The impacts are related to teachers' new competences and change in the mindset, as well as improved educational structures providing relevant competences for students, the future workforce in labour market. In addition, the teachers participating in EMVITET activities will become multipliers sharing their experiences and further training their colleagues and other teachers beyond the partner institutes by utilizing the outputs and materials produced in the project. Further, vocational and higher education institutions will operate productively with the world of work creating bridges and increasing the relevance of education. On top, vocational and higher education institutions will strengthen the educator networks and work with each other in the new learning ecosystem.

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<b>Partners:</b>	DUBLIN CITY UNIVERSITY	IE
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	LAC HONG PRIVATE UNIVERSITY	VN
	TRUONG CAO DANG CONG NGHIEP HUE	VN
	TRUONG CAO DANG KY NGHE II	VN
	TRUONG DAI HOC SU PHAM KY THUAT THANH PHO HO CHI MINH	VN
	TRUONG DAI HOC SUR PHAM KY THUAT -DAI HOC DA NANG	VN

**Grant Requested** 909,982 EUR

**Project Duration** 36 months

**Activity** Strengthening of relations between HEIs and the wider economic and social environment

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 598987-EPP-1-2018-1-MY-EPPKA2-CBHE-JP
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<b>TITLE:</b> MSc course in Food Processing and Innovation
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**Description:** The overall objective of the FOODI project is to enhance the institutional capacity of 10 HEI in Malaysia, Cambodia and Thailand by developing a new innovative MS Programme in Food Processing & Innovation. The purpose of the MSc Programme in Food Processing & Innovation is to educate aspiring food entrepreneurs, healthcare professionals, government officials, and food industry professionals in the end-to-end value chain of food processing: from understanding the elements of food, to starting a new venture for disrupting and enriching the food processing industry in Asia. The overarching goal is to enable Programme participants to apply, develop and communicate knowledge in the cross-field between food, health and innovation. To do so, they will be educated in innovation, entrepreneurship, food science/engineering, and elements of social science. Also, beyond coursework, the program will be structured around:

- industry placement, in relevant businesses, government agencies, etc.;
- digital learning, to allow modern forms of learning, as well as to enable contribution from experts across the globe in the development of the program;
- promote cooperation, exchange of know-how and good practices in the subject area between EU and PC HEIs;
- establish viable synergies and links with the regional food industry in order to address their needs in specialized personnel, and enhance the employability of FOODI graduates;
- contribute to local economic growth, by providing to program participants the right knowledge/skills/tools to turn the local food processing sector into a driver of social and economic growth;

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**Partners:**

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INSTITUTE OF TECHNOLOGY OF CAMBODIA	KH
MINISTRY OF EDUCATION, YOUTH AND SPORT	KH
MITROPOLITIKO COLLEGE ANOYMI EKPAIDEYTIKI ETAIRIA	EL
PANEPISTIMIO AIGAIUO	EL
PRINCE OF SONGKLA UNIVERSITY	TH
RESEARCH INNOVATION AND DEVELOPMENT LAB PRIVATE COMPANY	EL
SVAY RIENG UNIVERSITY	KH
UNIVERSITA DEGLI STUDI DI SALERNO	IT
UNIVERSITI KUALA LUMPUR	MY
UNIVERSITI TEKNOLOGI MARA (UTM)	MY
UNIVERSITY COLLEGE DUBLIN, NATIONAL UNIVERSITY OF IRELAND, DUBLIN	IE
UNIVERSITY OF BATTAMBANG	KH
UNIVERSITY OF HENG SAMRIN THBONGKHMUM	KH
UNIVERSITY OF MALAYA	MY

**Grant Requested** 999,055 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 599008-EPP-1-2018-1-HR-EPPKA2-CBHE-JP
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<b>TITLE:</b> Advancing higher education in Maldives through E-learning Development
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**Description:** The project aims to support the modernisation, accessibility and internationalisation of higher education in Maldives, by improving the level of competencies and skills of university teachers by developing new and innovative education programme in the field of e-learning.

The specific objectives are:

- Co-creation and piloting of a new study programme for professional development focusing on the use of ICT in education.
- Establishing institutional framework for e-learning at the Maldives National University by training of staff, improving e-infrastructure and (re)organisation of departments to provide support to e-learning;
- Promotion of new forms of teaching and learning in Maldives, notably strategic use of open and flexible learning, lifelong learning, virtual mobility, open educational resources and better exploitation of the ICT potential by raising awareness, supporting leadership, engaging early adopters and developing a community of practice

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<b>Partners:</b>	DHIVEHI RAAJEYGE QAUMEE UNIVERSITY	MV
	FUNDACIO PER A LA UNIVERSITAT OBERTA DE CATALUNYA	ES
	HRVATSKA AKADEMSKA I ISTRAZIVACKA MREZA CARNET	HR

**Grant Requested** 720,592 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia



<b>REFERENCE :</b> 599010-EPP-1-2018-1-NL-EPPKA2-CBHE-JP
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<b>TITLE:</b> Mediation: training and society transformation/ MEDIATS
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**Description:** The project envisages enabling Universities to be one of the key players in facilitation of the processes of mediation in Azerbaijan, Georgia and Ukraine to enhance democracy and objective problem resolution by acquiring best European practices.

To do this, the project teams will learn the best EU practices, select and train the staff, select students, develop and implement Master Degree Program in Mediation. The quality of training and competencies of the students will be carefully evaluated by national and EU experts, the practical activities will be organized in partner countries and in the EU to ensure qualitative preparation of mediators.

The Mediation Federations will be established in each partner country, that will act as sustainable mechanisms, through which HEI staff will have opportunities to promote the mediation values, introduce legislative changes, develop cooperation with various stakeholders and make impact on the local, national and international level.

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<b>Partners:</b>	CHERNIVTSI NATIONAL UNIVERSITY YURIY FEDKOVYCH	UA
	FUNDACION UNIVERSITARIA SAN ANTONIO	ES
	GANJA STATE UNIVERSITY	AZ
	HULTGREN NACHHALTIGKEITSBERATUNG UG (HAFTUNGSBESCHRANKT)	DE
	ILIA STATE UNIVERSITY	GE
	KHAZAR UNIVERSITY	AZ
	KROK UNIVERSITY	UA
	SHOTA RUSTAVELI STATE UNIVERSITY	GE
	SIA BIZNESA AUGSTSKOLA TURIBA	LV
	V. N. Karazin Kharkiv National University	UA

**Grant Requested** 848,524 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 2 - Eastern Partnership Countries

<b>REFERENCE :</b> 599020-EPP-1-2018-1-NL-EPPKA2-CBHE-JP
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<b>TITLE:</b> Integrated Ecotourism Management in Indonesia
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**Description:** In Indonesia, the recent economic transformation from agriculture to manufacturing and services is facing serious problems, largely due to a lack of skilled human capital and unsustainable use of resources. The tourism sector reveals similar problems where despite projections of growing numbers of foreign visitors to 20 million by 2020, uncontrolled growth and careless profit seeking are emerging at the cost of human, natural and cultural resources. Fragmentation of policies, regulations and approaches in the absence of modern management capacity is rendering tourism a most vulnerable sector to myopic views of tourism as an easy driver of a cash economy of 9.1% of GDP and a ruthless earner of foreign exchange of \$10 billion in 2013.

Despite the Government's resort to conventional ecotourism, hoping that it would lead to sustainable conservation of bio-cultural resources and improved living standards of rural people, such rather univocal strategy falls short of solving the multifaceted goal to attain sustainable tourism conserving bio-cultural diversity while developing the economy. In order to reverse the process of mismanagement of the tourist sector and its negative impacts on the Indonesian society and resources, there is an urgent need for modern programs in Indonesia's higher education system to train specialised managers and scientists who are capable to implement a comprehensive approach of integration of eco-, ethno-, cultural- and community-based tourism at all levels in order to understand and solve the current complex problems of tourism in Indonesia.

The innovative multidisciplinary MSc program of Integrated Ecotourism Management (INTEM) jointly designed by European and Indonesian education scientists provides an excellent response to such urgent need of higher education of expert managers in the country by fostering an output of graduates of integrated ecomanagement and ethics of tourism guided by pedagogical strategies of the Bologna Process and a mul

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<b>Partners:</b>	INDONESIAN HERITAGE SOCIETY FOUNDATION	ID
	MEDITERRANEAN AGRONOMIC INSTITUTE OF CHANIA	EL
	MINISTRY OF TOURISM	EL
	UNIVERSITAS PAJAJARAN	ID
	UNIVERSITAS PENDIDIKAN INDONESIA	ID
	YAYASAN MARTHA TILAAAR	ID
	YAYASAN TRISAKTI - TRISAKTI SCHOOL OF TOURISM	ID

**Grant Requested** 900,348 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 6 - Asia

<b>REFERENCE :</b> 599023-EPP-1-2018-1-UK-EPPKA2-CBHE-JP
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<b>TITLE:</b> Professional Development in Intercultural Competence in Higher Education Institutions
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**Description:** The PROFIC project will explore the topic of Intercultural competence curriculum development through professional development and pedagogical testing in higher education institutions in Latin America. Intercultural competence (a set of abilities for successfully dealing with different cultures and diversity) is one of top 10 graduate competences needed for the modern labour market. Universities are expected to provide their students with the competence to deal with different cultures and use the cultural diversity of their surrounding as an advantage for innovation. However, this task is put on academic and administrative staff, who might not have all the necessary skills to tackle rising diversity challenges or to support development of intercultural competence in their teaching. Studies and previous research experience show that, on the one hand, academic and administrative staff in universities might need to develop a higher level of intercultural competence themselves. In order to competently deal with such complex cultural challenges the PROFIC project will investigate, develop and test a holistic, customized, flexible and reflective professional and curriculum development programme that would provide LA HEI's with increased knowledge, awareness, skills, attitudes and tools to be an intercultural competent professional (Region 8, priority 1). Moreover, through the use of work-integrated learning supported by technology enhanced learning and use of mobile technology and development of Open-Educational Resources (OER) Toolkit to support staff in integrating IC in their curriculum, the project will also address (Region 8, Priority 3) of New technologies in higher education. Therefore, the PROFIC project is committed to developing a learning programme and related OER tools a step change in how intercultural competence is perceived and tau at the individual, institutional, national and international level.

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	UNIVERSIDAD DE LA IGLESIA DE DEUSTO ENTIDAD RELIGIOSA	ES
	UNIVERSIDAD DON BOSCO	SV
	UNIVERSIDAD NACIONAL DE CORDOBA	AR
	UNIVERSIDAD NACIONAL DE LANUS	AR
	UNIVERSIDAD NACIONAL DE LA PLATA	AR
	UNIVERSIDAD TECNOLOGICA DE EL SALVADOR	SV
	UNIVERSIDAD VERACRUZANA	MX
	UNIVERSITA DEGLI STUDI GUGLIELMO MARCONI - TELEMATICA	IT

**Grant Requested** 691,663 EUR

**Project Duration** 36 months

**Activity** Curriculum development

**Region(s)** Region 8 - Latin America

<b>REFERENCE :</b> 599030-EPP-1-2018-1-FR-EPPKA2-CBHE-JP
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<b>TITLE:</b>	<b>Appropriation des Standards Internationaux pour la structuration de formations d'Ingénieurs en Afrique de l'Ouest</b>
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**Description:** Today, the quality of engineering training in Western Africa (more specifically in Senegal and Togo) has to meet international standards while being closely connected to local economic and sociocultural contexts. To reach this goal, global structuring involving representatives of the different economic sectors is required. Four European higher education institutions will support six schools from Senegal and Togo in their pursuit of autonomy by helping them to develop their own method of improving quality in order to obtain the CTI accreditation and the EUR-ACE label and, by doing so, to reach international standards. The six schools have been chosen to reflect as much as possible the diversity of institutional models and training programs, and to consider potential synergy beyond the countries involved in this project. They all possess both a strong will for improvement and local resources that have yet to be structured. An upgrade of the traditional academic streams along with the development of new specialties (applied mathematics) should highlight local skills that are much sought-after worldwide. Support, which includes training personnel, will structure all different phases of the process. It should allow the African institutions to decide what needs and evolutions are required. It will cover pedagogical, economical and institutional stakes in order to ensure autonomous and effective grasp of the quality process. It will lead them to design online training programs that could be shared. The acquired know-how and the general method will be assessed and adjusted when necessary. They will give rise to a White Paper and to the implementation of an adapted follow-up that should guarantee the sustainability of the quality process within the socio-economic and cultural context.

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	ECOLE POLYTECHNIQUE DE THIES	SN
	INSTITUT POLYTECHNIQUE DE GRENOBLE	FR
	TECHNICAL UNIVERSITY OF SOFIA	BG
	UNIVERSITE CATHOLIQUE DE L'AFRIQUE DE L'OUEST UNITE UNIVERSITAIRE AU TOGO	TG
	UNIVERSITE CATHOLIQUE DE LOUVAIN	BE
	UNIVERSITE CHEIKH ANTA DIOP DE DAKAR	SN
	UNIVERSITE DE LOME	TG
	UNIVERSITE GASTON BERGER DE SAINT LOUIS	SN
	UNIVERSITE VIRTUELLE DU SENEGAL (UVS)	SN

**Grant Requested** 997,616 EUR

**Project Duration** 36 months

**Activity** Modernisation of governance, management and functioning of HEIs

**Region(s)** Region 11 - ACP

<b>REFERENCE :</b> 599600-EPP-1-2018-1-TH-EPPKA2-CBHE-JP
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**TITLE: Curriculum Development in Data Science and Artificial Intelligence**

<b>Description:</b>	<p>Across TH, ID and LK there is an urgent demand and lack of supply in the ICT industry for Data Scientists and other relevant experts, which preclude their respective economies from competing in the region and progressing to the digital era. These trends all indicate that the development of appropriate educational programs to build skills in data science (DS) &amp; AI that bring European experts together with Asian experts will contribute to regional success in the race to transform national economies from commodity-based to knowledge-based economies. This proposal focuses on MSc's level training, providing advanced courses and guidance in developing research skills necessary to develop innovative new data-driven technologies. To widen the reach of our efforts and develop appropriate synergies with the business sector, besides full-time MSc's courses, we will develop professional education courses that could immediately increase a company's capability for data science and AI R&amp;D while also providing trainees with early credit towards the full MSc degree program. The project will result in:</p> <ul style="list-style-type: none"> <li>- 16 new MSc courses in DS&amp;AI</li> <li>- 3 new professional training courses in DS&amp;AI and</li> <li>- Accreditation of the MSc degree in 3 countries</li> <li>- 8 new Data Science Laboratories in LK, ID &amp; TH</li> <li>- The DS&amp;AI VLE for academic training and the support of the MSc programmes</li> <li>- 96 HEI students taking the degree and participating in internships</li> <li>- 54 academic professional and staff being trained in the PCs</li> <li>- The upskilling/reskilling of 96 ICT companies' personnel and professionals</li> <li>- Development of synergies with the regional ICT industry so as to address their needs and improve the employability of graduates</li> </ul>																												
<b>Coordinator:</b>	<p>ASIAN INSTITUTE OF TECHNOLOGY  MOO 9 KM42 PAHOLYOTHIN HIGHWAYKLONG NUENG KLONG LUANG 58  PATHUMTHANI 12120,TH  Phone : +66 2 524 5700  Email : dungpm@ait.ac.th  Internet site address :</p>																												
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<b>Region(s)</b>	Region 6 - Asia																												