



ERASMUS+

Strategic Partnerships in the field of higher education

Compendium 2015

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Introduction

Under the Erasmus+ Programme, Key Action 2 promotes cooperation for innovation and exchange of good practices in the fields of education, training and youth. The action supports a wide range of diverse projects best described as 'transnational strategic partnerships between organisations involved in education, training and/or youth activities or other relevant sectors developing and implementing joint initiatives and promoting exchanges of experience and know-how'.

Strategic Partnerships are expected to result in development, transfer and implementation of innovative practices at organisational, local, regional, national or European level. At systemic level, they are expected to trigger modernisation and reinforce the response of education and training systems and youth policies to the main challenges of today's world: employment; the need to promote social, civic and intercultural competences; intercultural dialogue; democratic values and fundamental rights; social inclusion; non-discrimination; and active citizenship, critical thinking and media literacy.

The Strategic Partnerships may address an issue in one specific field, but they also seek to promote cooperation across the education, training and youth fields and to establish links with the world of work. They may vary considerably in scale, ranging from fairly simple cooperation projects between small organisations to large-scale projects focusing on the development and exchange of innovative outputs in all fields of education, training and youth.

Over the lifetime of a project, partnership members have a broad flexibility in how best to organise the proposed activities. The emphasis is put on the achieved deliverables and expected impact. Activities organised by the projects may include development and adoption of innovative practices relating to new curricula or courses and modules; the testing and integration of a greater variety of study modes (distance, part-time and modular learning); strategic collaboration between learning providers, local and regional authorities, enterprises and other relevant players; joint study programmes and joint curricula; intensive programmes; and common modules between members from different countries, disciplines and economic sectors (public and private).

Depending on the priority and the objectives addressed by the project, Strategic Partnerships should involve the most appropriate and diverse range of relevant partners (local and regional authorities; enterprises; small and medium-sized enterprises; European networks; social partners; research institutions; civil society organisations; etc.) who possess the necessary profile, experience and expertise to ensure that activities can be implemented efficiently and effectively and to produce relevant and high-quality project results.

A strong emphasis is given to potential impact inside and outside the project. This implies a timely identification of the relevant stakeholders to be reached at the most appropriate level (local, regional, national or European) as well as the identification of project results that can be transferred to and used by relevant target groups and in other European countries.

Selection and management of the projects are decentralised: implemented by National Agencies located in each Programme Country. This mode of implementation enables better

consideration of the national context, brings project management closer to the beneficiaries and helps to ensure stronger relevance and maximum impact of the selected projects.

While the projects are managed by National Agencies at national level, each of them possess an inherent transnational dimension and is expected to generate results and an impact at the European level as well. There is, therefore, a common interest between the European Commission's DG Education, Youth, Sport and Culture and the National Agencies to ensure the appropriate level of quality of funded projects. These compendia are part of the DG's contribution to better dissemination of information about ongoing projects, and can also be used as a networking tool among project coordinators to identify the projects working on the same areas and with similar topics.

The present publication is **dedicated to the projects that were awarded funding in 2015**.

In 2015, a total of more than EUR 369 million was granted to **1 910 projects in the fields of school education, vocational and educational training, higher education, adult education and youth**.

The funded Strategic Partnerships involve **more than 10 900 organisations** and are benefiting over 450 000 participants in learning, training and teaching activities.

It is also worth stressing that over three quarters of the projects are producing 'intellectual outputs' such as open educational resources, massive open online courses (MOOCs), e-learning platforms or other pedagogical material.

Topics covered by selected projects deal with important items on the EU policy agenda, including quality in teaching and training; new technologies and digital competencies; employability; improving the quality of education/training systems; inclusion and tolerance; and youth and education for sustainable development. Among the subjects, there are also health and medicine, research and innovation and international cooperation.

In the compendium for higher education, you will find a short description of each project with its objectives, activities, methodology of work, profile of participants and expected impact as well as the contact details of the coordinating organisations and a list of partners involved.

The projects are **grouped by country and by cluster of topics covered**.

This will allow you to easily identify projects coordinated by specific organisations or to obtain an overview of themes and subjects covered by projects in particular fields. The compendium gathering strategic partnerships of all fields is ISBN 978-92-79-61245-9.

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ERASMUS+

Strategic Partnerships in the field of higher education

Compendium 2015

PROJECT DESCRIPTIONS

PROJECT NUMBER:

2015-1-AT01-KA203-004984

TITLE:

INTERNAL QUALITY MANAGEMENT: EVALUATING AND IMPROVING COMPETENCE-BASED HIGHER EDUCATION

DESCRIPTION:

The EU programme Erasmus+ aims to improve the quality and efficiency of European education systems. The proposed project will establish an international strategic partnership to consider quality management measures suitable for use in institutions of higher education. By involving experts from within and outside institutions of higher education, a robust and trustworthy procedure for quality management will be developed, tested and disseminated.

The issues of competence-based teaching in institutions of higher education and its evaluation are coming increasingly into the focus of debate, especially in the European Union. This is also reflected by the "Standards and Guidelines for Quality Management in European Higher Education Institutions (European Standards and Guidelines; ENQA, 2009) which are currently being revised. However, evaluation instruments often assess only single student competencies or specific elements of the teaching process. The aim of the proposed project is to provide a more comprehensive internal quality management procedure (short "IQM procedure") that can contribute to sustainable improvement of competence-based teaching in institutions of higher education. Furthermore, the IQM procedure will address issues of the revised European standards and guidelines (e.g. basic and transversal skills or the EU transparency and recognition tools).

The IQM procedure primarily addresses institutions of higher education that have developed and implemented a competence-based curriculum, as the number of such institutions is growing rapidly. It will be primarily designed for internal quality management at institutions of higher education, to be undertaken by internal evaluators or quality managers. The three concrete objectives of the project are:

1. Developing a European Toolkit for internal quality management in competence-based higher education that addresses the European standards and guidelines as well as EU transparency and recognition tools.
2. The participating institutions of higher education will have started a pilot project to implement and test the internal quality management procedure.
3. The European Toolkit will be available for European higher education institutions.

A total of ten institutions will participate:

Five institutions form the so-called implementation team: (1) University of Veterinary Medicine, Vienna, (2) University of Agricultural Sciences and Veterinary Medicine of Cluj-Napoca, Romania, (3) University of Ljubljana, Slovenia, (4) University of Oldenburg, Germany, and (5) Vilnius University, Lithuania. These five institutions have experience with competence-based teaching and are interested in implementing an internal quality management procedure for competence-based teaching. The University of Veterinary Medicine, Vienna, which is the coordinating institution, has experience with a scientific pilot study on competence-based evaluation instruments.

The activities of the implementation team are (a) developing the tools of the European Toolkit (templates for workshop procedures, questionnaires, reports, etc.), (b) implementing and testing the European Toolkit at their higher education institutions, and (c) disseminating the European Toolkit to a mostly local target audience.

The other five institutions form the expert team: (6) ENQA, (7) EAEVE, (8) AQ Austria, (9) Bologna experts from the University of Economics and Business, Vienna, and (10) evaluation experts from the University of Vienna. The expert team has international expertise in quality assurance in higher education and brings different perspectives of quality management.

The expert team (a) substantially participates in developing the tool "Practical Guidelines, (b) continually reviews the other tools developed by the implementation team, (c) gives advice in the implementation phase and (d) disseminates the European Toolkit to a mostly international target audience.

The most important result of the project will be the European Toolkit, including practical guidelines on how to implement internal quality management for competence-based teaching as well as a template for an online questionnaire to collect data on student competencies and competence-based teaching.

The project will impact the project participants (e.g. by integrating different perspectives on quality management) and the participating organizations (e.g. by anchoring the standards of quality assurance associations in the procedure), as well as the ultimate target group, which is European institutions of higher education that will receive information on the IQM procedure and access to the European Toolkit.

The potential longer-term benefits are wide-ranging. The most important benefit is that European institutions of higher education can implement the IQM procedure for competence-based teaching by using the European Toolkit and hence assure high student competencies.

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GRANT AMOUNT:	309 720 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
TOPIC 1:	Overcoming skills mismatches (basic/transversal)
TOPIC 2:	Quality Assurance
TOPIC 3:	Recognition, transparency, certification
CLUSTER(S):	Employability; Improving the Quality of Education / Training Systems

PROJECT NUMBER: **2015-1-AT01-KA203-005033**

TITLE:

UNIVERSITY MEETS SOCIAL RESPONSIBILITY

DESCRIPTION:

CONTEXT

Universities are embedded within local communities of business companies, NGOs, local associations, cities and other stakeholders, and do not operate in isolation. University's Social Responsibility (USR) was – as a concept – derived from Corporate Social Responsibility (CSR) and is about managing these relationships to produce an overall positive impact on society with research, development and higher education.

Universities must seek to strengthen their public commitment to the city they are located in, the local economy and to the wider society through their research and higher education activities in order to have a real impact on their local communities and to improve the relevance of higher education in society. To date this potential and impact of universities on local communities is to a large extent unexploited.

OBJECTIVES

Therefore the UNIBILITY-project ("university meets social responsibility) aims at strengthening the relationships of universities with their local communities through USR-activities. Specifically the project will develop strategies how universities can increase their social responsibility actively on student and researcher level, it will develop and implement USR service learning projects impacting the local community in the area of environmental, social or economic research, and will develop a USR Curriculum and train university management and students with it. Also learning networks between HE and local business partners will be created.

PARTICIPANTS

The UNIBILITY-project aims at working with participants of higher education on the one hand (university managers, researchers, students) and with local communities (local business partners, local NGOs, cities) on the other hand.

ACTIVITIES

The UNIBILITY-project will produce different intellectual outputs in four phases:

- STOCKTAKING PHASE: In the first phase a reader on USR as a training material is produced, and an interactive USR Toolkit with collected ideas how to actively connect universities with their local communities.
- TRAINING PHASE: In the training phase university management and students are trained in USR, using the developed training material (curriculum and material).
- IMPLEMENTATION PHASE: Then project partners, students and researchers will actively implement USR activities to benefit the local communities based on the trainings which were held before. In each country two service learning projects take place, are documented interactively. Also, active cooperation with business partners and NGOs in workshop series are initiated (5 per country).
- ROLL-OUT PHASE: In the roll-out phase a guideline for USR is written, which is disseminated at an international multiplier event in Spain.

RESULTS AND IMPACT

The UNIBILITY-project will contribute to improving relevance of HE in society, active cooperation between universities and the non-academic world, to help cities reach their full potential in terms of creating wealth, jobs and innovative solutions to the many challenges facing Europe until 2020, to forging corporate partnerships and universities connection to business. On participant level it will contribute to reducing isolation of researchers and to increasing employability of students. USR requires engagement between universities and external stakeholders so that universities can act as a driver for the development of new markets and create real opportunities for growth.

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GRANT AMOUNT:	178 180 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Making the knowledge triangle work
TOPIC 1:	Social dialogue
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	Inclusion and Tolerance; Teaching and Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2015-1-AT01-KA203-005039

TITLE:

IMPROVEMENT OF EDUCATION AND COMPETENCES IN DIETETICS

DESCRIPTION:

Non communicable diseases (NCDs) take 38 million people's lives each year worldwide (1). In Europe NCDs are the leading cause of morbidity and mortality. The World Health Organization (WHO) and the European Union (EU) have recognized the importance of nutrition in prevention and treatment of NCDs (2; 3). Dietitians play an important role in the prevention of NCDs and in patient care of several diseases (4).

Dietetics is a relatively young discipline at HEIs in Europe and differences in curriculum and thus education still exist. An example of the differences encountered is the "Dietetic Care Process (DCP) or "Nutrition Care Process, which is of key concern to all dietetic professionals. It is a systematic approach to recognize, diagnose and intervene in nutrition related health concerns. It improves consistency and quality of dietetic care and the predictability of outcomes, ensures evidence-based practice, and supports critical thinking as well as decision-making in all areas of dietetic practice (6). Worldwide and within Europe different frameworks of DCPs are used e.g. differences in the number of steps or used terminology. Equally important, each step should be strengthened by evidence-based recommendations, which are still not available for Europe. Furthermore, not all countries use a standardized language in dietetics (7). Thus implementation of international research projects, comparability of project results, agreement of the most efficient therapies and cross border mobility for professionals is difficult.

Moreover, there is a substantial need for innovative learning materials. Different learning materials for the training of the various DCP are available, but unfortunately none use an innovative learning approach or are free for use. Therefore, another key output of this project is a Massive Open Online Course (MOOC) based on the unified framework DCP and free for use. The project will be a role model for all of Europe and other HEIs will be encouraged to implement the unified framework DCP and the MOOC. IMPECD addresses also the Education and Training 2020 strategy of the EU (13).

Health professionals need to be trained to use new technologies as well as to provide innovative means of health care aimed at improving patient care (5). Therefore a Strategic Partnership composed of following five European institutions of higher education (HEI) has been formed to enhance the quality of dietetic education:

University of Applied Sciences, St. Pölten (Austria)

University of Applied Sciences, Neubrandenburg (Germany)

University of Applied Sciences, Fulda (Germany)

Artesis Plantijn Hogeschool, Antwerp (Belgium)

Hanze University of Applied Sciences, Groningen (Netherlands)

The project IMPECD aims at the IMProvement of Education and Competences in Dietetics

goals

- unify the framework Dietetic Care Process (DCP)
- produce a Massive Open Online Course (MOOC), free for use
- implement an Intensive Study Programme (ISP) to test the MOOC and evaluate the materials
- set up a syllabus and implementation guidelines to disseminate the results

objectives

- improving quality and relevance of dietetic higher education in Europe
- improving key competences including English language, digital competences, knowledge and understanding of dietetics, dietetic process as well as professional reasoning, building professional

relationships, autonomy and accountability, research and development in dietetics and thereby increasing employability.

- support discussions concerning a dietetic standardized language
- support Life Long Learning for dietitians

Output of the project include a unified framework DCP, as a basis for the development of clinical cases, and the production of the innovative MOOC, which is embedded in the IMPECD-platform. Furthermore, pedagogical training materials are developed to present the clinical cases on the MOOC and for the development of the contents of the two ISPs. A syllabus is compiled and addresses the other European universities as a guideline to implement the mentioned results within the curriculum. To disseminate the results as a role model for Europe, implementation guidelines are compiled as a discussion basis for the stakeholders. These results will support the development of a unified framework DCP and the discussions about the implementation of a standardized language in the field of dietetics. Furthermore, quality and relevance dietetic higher education improves and Life Long Learning will be supported and serves as basis of excellent dietetic therapy in all of whole Europe, which lead to cost savings in the health care sector.

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GRANT AMOUNT:	368 525 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 3:	Supporting the implementation of the 2013 Communication on Opening Up Education
TOPIC 1:	Health and wellbeing
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Health and Medicine; International Cooperation; Teaching and Training

PROJECT NUMBER:

2015-1-BE01-KA203-013189

TITLE:

PARTENARIATS DÉTUDIANTS ET ENSEIGNANTS-CHERCHEURS EN RÉSEAUX SOCIAUX

DESCRIPTION:

The PEERS project (Partnerships of teacher- researchers and students in social networks) is an initiative to increase the quality of teacher training and the development of the teacher-researcher network. Our initiative aims at promoting international projects which integrate the aspects of research and knowledge construction in the students' educational pathway.

Many students and future teachers who wish to benefit from a mobility experience have sometimes difficulties in finding the right equivalences during long stays. Furthermore, there is a significant tendency in the curricula to develop the international mobility and the use of ICT technologies as well as to strengthen the links between research and training. The PEERS project meets these contextual elements in authentic learning situations.

The main goal of the PEERS project is to strengthen the acquisition by future teachers of new skills in the fields of interculturality, citizenship and ICT technologies. The PEERS projects aim at encouraging the acquisition of 'soft skills' (tolerance, empathy, efficiency, flexibility, teamwork, ...) while developing research skills and scientific writing abilities.

The methodology is based on projects which will be carried out in the course of one academic year, alternating in situ collaboration with remote collaboration via ICT technologies. The PEERS groups will be composed of 6 students from two partner institutions supervised by two teacher-researchers. The research led by a PEERS group will focus on a topic related to pedagogy and/or didactics. Between the meetings in situ (autumn-spring) and in parallel with the remote collaboration, the students will apply their methodological solutions in their own educational context (in primary or secondary education classes). On basis of the experience acquired during the project, the students will be brought to draft an article formalizing a reflective feedback on their practice. At the end of the academic year, a staff training event will be organized to spread the PEERS methodology to new groups and to share its results.

As far as the expected impact and results are concerned, a collective book will be published, which will be composed of: 1) an analysis of the challenges of the internalization of teacher training within the European Union, 2) a methodological guide to ensure the dissemination of PEERS methodology, 3) a critical analysis of the productions realized by the PEERS groups, 4) the evaluation of the PEERS project and its impact. This publication will be the central subject of the international 2017 PEERS conference which will gather 150 people, 50% of whom will come from non-participating potential partners who would like to join the PEERS approach. The conference, the book and creation of a website stem from the partners' desire to promote the results of the project so that it can be undertaken at a European or even international level.

312 students and professors will be impacted by the PEERS projects at a European and international level. 990 students, primary and secondary school teachers will be indirectly impacted. A referenced website and a collaborative platform will be provided to the participants and to the public to ensure the sustainability of the project.

In summary, this project aims at increasing the quality and relevance of teacher training in higher education by meeting innovation needs in the curricula of future teachers while respecting the specificity of their studies and by meeting a growing need in ICT technologies and intercultural skills in our globalized world.

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Marie-France Pire

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GRANT AMOUNT:	127 575 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Strengthening quality through mobility and cross-border cooperation
PRIORITY 2:	Strengthening the profile of the teaching professions
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	New Technologies and Digital Competences; Teaching and Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2015-1-BE01-KA203-013192

TITLE:

BLENDED LEARNING IN RADIATION PROTECTION AND RADIOECOLOGY

DESCRIPTION:

This strategic partnership educational program presented in this document is established between European Universities, National Regulatory Bodies and Research Institutes. Its content fully complies with requirements of modern educational structures, in the field of radiation protection. In our proposal, the access to learning materials for a large group of student and professionals is made easier through the use of e-learning systems. The program is focused on students from partner – or other European – Universities, as well as on employed professionals (such as members of Regulatory Bodies, hospital employees, firms and research centres), concerned by ionizing radiations and willing to improve their skills or to restore their knowledge in the field of radiation protection.

The program consists in 6 intensive courses, and 6 modules on e-learning. The content of each course has been carefully selected. The preparation of educational programs and their later implementation is planned to be a joint effort of all partners. To this end, several working meetings including all European potential partners have already been organized with the purpose of performing an overview of the comprehensive situation in teaching and training radiation protection programs. These meetings have been organized in Mol (Belgium, 17th of February 2014), in Hasselt (Belgium, 25th of February 2014), in Bologna (Italy, 8th of April 2014) and in Thessaloniki (Greece, 27th of May 2014). Another meeting is foreseen in Prague (Czech Republic, 1th of April 2015).

An important part of the project is related to the harmonization of training and teaching programs in different European countries, with the perspective of developing the skills defined in the directive 2013/59/EURATOM (5th of December 2013). These activities aim at ensuring a sustainable development of competences for technological key fields for the future, e.g. nuclear energy (including decommissioning and waste management), health (nuclear medicine, radiation therapy), etc. The first year of the project solution will be mainly dedicated to the preparation of the 24 ECTS program, as well as to the promotion of the program in different Institutions. The program will be divided into three types of teaching activities, plus an internship. The teaching activities will be split in distance learning modules, advanced courses and practical training. The distance learning will be proposed for basic knowledge modules. The expected impact of the strategic partnership will propose many significant improvements for students: improving the knowledge in nuclear physics, in nuclear chemistry and in radiation protection; improving the range of knowledge in the field of study through discussions with teachers and researchers from different parts of Europe; improving independence in making decision; improving skills from own results presentation in an international group of students; improving skills to stand up for personal opinion; improving experimental skills by using new devices and data processing; creating new friendships with the students from different European countries – new personal contacts for future collaboration; improving students language skills, etc. The teachers will have the opportunity to participate in experiments, which are often not possible in the standard organization of their own universities. They can also have the possibility to exchange information about study programs in different European universities in the field of nuclear engineering, which are the basic step for inter-universities study training.

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Hélène Stiévenart

PARTNERS:	UNIVERSITEIT HASSELT, BE; CESKE VYSOKE UCENI TECHNICKE V PRAZE, CZ; UNIVERSIDADE DE COIMBRA, PT; ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA, IT; NATIONAL TECHNICAL UNIVERSITY OF ATHENS - NTUA, EL; STATNI USTAV RADIACNI OCHRANY v.v.i. , CZ; ELLINIKI EPITROPI ATOMIKIS ENERGEIAS, EL; UNIVERSITAT POLITECNICA DE VALENCIA, ES; FACHHOCHSCHULE AACHEN, DE
GRANT AMOUNT:	169 295 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
TOPIC 1:	Recognition, transparency, certification
TOPIC 2:	Open and distance learning
CLUSTER(S):	Improving the Quality of Education / Training Systems; New Technologies and Digital Competences

PROJECT NUMBER:	2015-1-BE01-KA203-013200
TITLE:	INTEGRATED URBAN DESIGN E-STUDIO FOR XXIST CENTURY SUSTAINABLE METROPOLITAN REGION
DESCRIPTION:	<p>This strategic partnership is to unfold an innovative transnational and cross-cultural educational programme based on the idea of the E-studio in urban design. This project will develop a transdisciplinary and international method of learning for students in architecture and urbanism to enlarge the learning environment of the local urban design studio through the introduction of virtual learning environments (VLE) and blended mobilities. Each year, this E-studio will actively interconnect 15 students and 2 to 3 tutors from three different urban design studios with a network of experts and professionals. The combination of analysis and design training by small groups of mixed students from three different universities will allow them to develop skills in the field of communication, English language, internet technology and integrated eco-systemic planning. On the long term the E-studio platform and methodology is expected to become an international active interface improving the pedagogy and programme of architecture and urbanism curriculum.</p> <p>This urban design E-studio is to answer the need of training young professionals in the field of architecture and urbanism in order to cope with the complex spatial problems faced by metropolitan regions in Europe. Our assumption is that the learning by analysis, scenario and design pedagogy is a strategic educational tool to tackle the complex economic, social and ecological problems raised by our contemporary spatial environment. Through an intensive collaboration with public institutions and private stakeholders actively involved in the field of regional planning, infrastructure engineering and resources and energy management, this strategic partnership will allow the students and the tutors to extensively explore the potentials of a global environmental approach for European territories. In close collaboration with experts and stakeholders of the three metropolitan regions -Barcelona, Brussels, Veneto- this project will develop new training methodologies to approach urban territories as global cycles of energy, materials and water in order to efficiently grasp and manage resource consumption, waste disposal and their related externalities.</p>
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CONTACT:	Geoffrey Grulois
PARTNERS:	UNIVERSITA IUAV DI VENEZIA, IT; UNIVERSITAT POLITECNICA DE CATALUNYA, ES
GRANT AMOUNT:	98 130 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 3:	Improving the quality and relevance of higher education
TOPIC 1:	Energy and resources
TOPIC 2:	Environment and climate change
TOPIC 3:	Rural development and urbanisation
CLUSTER(S):	Education for Sustainable Development

PROJECT NUMBER:	2015-1-BE01-KA203-013202
TITLE:	CERTIFICATION DES ACQUIS TIC DANS LE SECTEUR NON-MARCHAND
DESCRIPTION:	<p>The use of information and communications technology (hereinafter ICT) in adult education is a positive development which is confirmed over time. This evolution involves changes and pedagogical adaptations, but also in terms of needed skills and training of trainers. ICT are part of the indispensable tools of everyday life in general and our teaching practices in particular. We use them more and more in our professional and personal lives.</p> <p>The technologies used are very diverse: the tools of Web 2.0, collaborative platforms, digital workspaces, social networking, educational games (gamification), the web radio, web docu ... One of the challenges of using ICT in adult education process concerns how to use these tools by trainers, it concerns mainly to integrate these ICT in daily educational practice of trainers in the third sector.</p> <p>The projects main objective is to enable trainers in the non-profit sector to be supported in the exercise of their interventions and to enhance their practices and skills through targeted training including both technical ICT skills, pedagogical and transversal skills.</p> <p>The projects operational objectives are:</p> <ol style="list-style-type: none"> 1. the creation of common training modules (level 6 and 7 of the EQF) for the use of ICT to meet the needs of trainers of the third sector. A preliminary work of matching between market needs and training provision will be made by country. 2. the establishment of a certification process of the training in order to facilitate the recognition and transparent validation of training outcomes and transferability between operators and between countries (professional and geographical mobility). This work will be done based on the criteria of the European Qualifications Framework (EQF) and ECTS (European Credit Transfer and Accumulation Standard). <p>3 / networking of complementary actors: non-formal education centres, universities, businesses ... at national and European level.</p>
COORDINATOR:	<p>CIEP asbl Chaussée de Haecht 1030 Bruxelles, Belgium www.ciep.be</p>
CONTACT:	Ettaoufik Fathi
PARTNERS:	<p>PPIISD - Escola Superior de Educação de Paula Frassinetti, PT; UNIVERSITE DE LIEGE, BE; INSTITUTO DE SOLDADURA E QUALIDADE, PT; Fundatia Centrul Educational Soros Miercurea Ciuc, RO; Euroform RFS, IT; Valuetech s.r.l., IT; UNIVERSITATEA SAPIENTIA DIN MUNICIPIUL CLUJ-NAPOCA, RO</p>
GRANT AMOUNT:	247 440 EUR
CONTRACT DURATION:	30 months
PRIORITY 1 OR MAIN:	Enhancing digital integration in learning, teaching, training and youth work at various levels
TOPIC 1:	ICT - new technologies - digital competences

TOPIC 2:

Open and distance learning

CLUSTER(S):

New Technologies and Digital Competences

PROJECT NUMBER: 2015-1-BE01-KA203-013213**TITLE:****EUROPEAN NETWORK OF SOCIALLY RESPONSIBLE UNIVERSITIES****DESCRIPTION:**

The social dimension of Higher Education is one of the overarching themes of the Bologna Process.

Furthermore, recent studies confirm that there is an emerging interest in University Social Responsibility issues (Larrán 2012) and even a recognition of the term, USR as “overarching regarding the social dimension of Universities. However, most Higher Education institutions are still reluctant to fully implement USR strategies and they have embraced different faces of social responsibility. This means different approaches, mechanisms and actors. Therefore, there is an urgent necessity to collectively reflect and exercise dialogue in order to understand and pursue a more critical and integrated perspective. The project aims to carry out a deep analysis about what universities around the EU so far have understood as USR to shape a common vision able to face the challenges of the current society. Moreover, due to the relevance of the issue for all the society, the delimitation of the term USR, as well as its implementation, cannot be only carried out by the universities, but it must involve all the stakeholders (Companies, Schools, ONGs, policy makers, European Institutions, etc.). The previous projects have mostly considered only the internal responsibility of the university, leaving aside the other actors that have influence in the decision making process or in the labour market.

Hence, the project aims to promote the synergy and the transference between HE (teachers, students and staff) and all the mentioned stakeholders, strengthening the links among them.

The students, as the future professionals of our society, should learn during their university education, not only the technical knowledge they will implement in their career, but also the education in social values which will allow them to become responsible citizens. They have the need to be aware of the challenges they will face after according to the current situation, so they will benefit from a transversal approach towards it.

Teachers, researchers and the rest of the university staff must be included in this procedure, reinforcing their roles as social responsibility trainers and active member of the community. Hence, the project also takes into account the needs of a transversal knowledge about USR for this target group.

The project implements an inclusive bottom up approach in which it includes not only students, but all the members of the university community plus all the relevant stakeholders that will participate in awareness of the social responsibility, by creating synergies and transfers between them.

The preliminary work implemented in the frame of the EU-USR project (527209-LLP-1-2012-1-RO-ERASMUS-ESIN) shows an imbalance in terms of actions regarding the social dimension among European universities and regions, and shows the need to:

- Better understand the term, University Social Responsibility, both inside (University staff and students) and outside (companies, Unions, schools, ONGs, policy makers, etc.) HE institutions.
- Increase HE institutions commitment towards the community in which they operate, promoting the inclusion and the participation of the stakeholders in the process.
- Work on a higher involvement by incorporating USR strategies in the student's curriculum, as a transversal subject, and not only inside the universities but also with the transfer and exchange with the rest of the community stakeholders.

Our pursued objectives are:

- To review current data and literature on USR within Europe, with a special focus on the ways European universities commit themselves, raise the awareness of the community and deal with the curriculum of their students, in order to obtain the best practices achieved in each region, so the project will create innovative actions for the implementation of the USR.
- To conduct a mapping of socially responsible organizations to promote their inclusion in the project and the synergy between those organizations and the participant universities.

- To promote a political-institutional commitment for the inclusion of USR with a transversal approach in the university faculties.
- To analyse barriers and drivers and define a road map of possible interventions to support Socially Responsible Universities
- To design and test a package of transversal contents to enrich the students' curriculum from a socially responsible overarching approach. The students will get not only theoretical knowledge, but also a practical experience, carrying out territorial activities in the stakeholder organizations.
- To propose a set of raising awareness actions to be implemented both inside (University staff and students) and outside (Companies, ONGs, policy makers, Unions, etc.) HE institutions.

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GRANT AMOUNT:	142 158 EUR
CONTRACT DURATION:	30 months
PRIORITY 1 OR MAIN:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 2:	Improving the quality and relevance of higher education
TOPIC 1:	Inclusion - equity
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 3:	Reaching the policy level/dialogue with decision makers
CLUSTER(S):	Inclusion and Tolerance; Improving the Quality of Education / Training Systems

PROJECT NUMBER:	2015-1-BE01-KA203-013218
TITLE:	LA SIMULATION EN SANTÉ POUR DÉVELOPPER UN PARTENARIAT ENTRE APPRENANTS ET PROFESSIONNELS DANS LA FORMATION MÉDICALE ET PARAMÉDICALE
DESCRIPTION:	<p>Resorting to simulation in health has become common use in hospital and training centres. Currently, we observe compartmentalisation in its use in various fields (everyone works with their own objectives) and a lack of tools to assess the impact of the simulation in learning skills required for an optimal care of the patients.</p> <p>This project proposes to work on two original approaches. Firstly, it promotes collaboration between learners and health professionals so that they can work together to the development of simulation scenarios that will benefit both initial training and the improvement of professional practices on the field. Secondly, it investigates the development and validation of simulation scenarios as well as learning achieved and their impact on practices.</p> <p>Concretely, inside a hospital service, learners, in collaboration with professionals of that service, will identify a dominating issue within that service. Students and trainers will work to translate this issue into simulation scenarios paying particular attention to three aspects: documenting the case and solutions proposed through conclusive data (EBN, EBM...), developing clinical judgement and multidisciplinary communication skills. After testing the cases during training, simulation sessions conducted by the students for professionals will help co-build health protocols referenced by conclusive data directly useful to the hospital field. During this process, particular attention will be dedicated to the learning achieved and its impact on professional practices.</p> <p>The project will end with an international symposium to disseminate its results and ensure the durability of the communities to share and analyse practices in health simulation.</p> <p>Such a community made up of health professionals from training institutions, simulation centres and hospital institutions will support the development of skills in health, aiming at lifelong learning.</p>
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PARTNERS:	UNIVERSITATEA DE MEDICINA SI FARMACIE IULIU HATIEGANU CLUJ-NAPOCA, RO; UNIVERSITE PARIS DESCARTES, FR; INITIATIVES POUR UNE FORMATION EFFICACE ASBL INFOREF, BE; ESCOLA SUPERIOR DE ENFERMAGEM DE COIMBRA, PT; HAUTE ECOLE GALILEE, BE
GRANT AMOUNT:	232 540 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 3:	Supporting the implementation of the 2013 Communication on Opening Up Education
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses

TOPIC 3:

Quality and Relevance of Higher Education in Partner Countries

CLUSTER(S):

New Technologies and Digital Competences; Teaching and Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2015-1-BE02-KA203-012261**TITLE:****IMPLEMENTATION OF A BUSINESS & INNOVATION MODULE IN SCIENCE PROGRAMS****DESCRIPTION:**

The project develops a Business and Innovation module for science programs. In particular the project focusses on 18 credits of the minor and the necessary tools to offer the minor through an open online learning platform with interactive features which integrates Open Educational Resources (OER) and delivers parts of the minor as a Massive Open Online Course (MOOC). For this project an innovative pedagogical learning approach will be developed.

The project involves four organisations. The coordinating organisation is the Faculty of Science of the KU Leuven. Partner organisations are the Faculty of Science of the VU Amsterdam, the Faculty of Science of the University of Amsterdam and a private partner IMC.

There are two fundamental challenges in converting scientific discovery into societal value. First the (European) knowledge paradox (EKP) stipulates that academia and knowledge institutes are generating high quality knowledge and basic discovery outputs yet there is a relative inability to convert such knowledge into economic value and benefit (Dosi, 2006) and second, the Valley of Death (VOD), a phase in research and development defined by a lack of funds where government funding declines and private sector funds are not available, presents a serious innovation barrier (Markham, 2012). Aiming to address these challenges will need to cover a complex assembly of factors. Partners in this project aim to enhance and develop cross disciplinary diversity and entrepreneurial skills in science and technology teaching and learning at the university level.

Interdisciplinary and contextual education through casework and mixed methods, deploying OER will be developed in the project to create and foster a teaching and learning environment where science students learn to apply their knowledge in a contextual setting in mixed teams coached by teachers from academia as well as from industry and experts in adjoining fields of expertise. In a 'learning by doing' mode students learn to reflect upon and synthesize science in broader contexts. It is important to initiate such learning at the early phases in budding bachelor and master scientists: e.g. Education for Sustainable Development (ESD) in fields like chemistry (Burmeister et al 2012) mandate these type of approaches, contextual aspects being vital in addressing such issues as sustainability in science. Science and Technology teaching and learning practices have increasingly been scrutinized with respect to effectiveness and tangible outputs. Context based courses are increasingly being used to address the major challenges that science education faces, such as: lack of clear purpose, content overload, incoherent learning by students, lack of relevance to students and lack of transfer of learning to new contexts (Gilbert et al, 2011).

The pedagogy used allows openness and flexibility in learning space (blended learning), flexibility in time and place of learning including mobility of students. This gives students a full responsibility for their own learning process in which they experience creation of scientific knowledge and its capitalization in a triple helix of university, industry and government institutional sphere. Students get supervision, support and knowledge input from different directions: the staff, the experts from the companies, the peers in and outside the program and from lifelong learners in the MOOC.

In this partnership there will be ample room for contribution from academic (KUL, UVA, VU) as well as development (IMC) and commercial partners (J&J among others). Partners will be able to contribute casework and experience gleaned from actual lab and development practice thus mimicking the underpinnings of a triple helix collaboration format (Blaise Cronin).

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PARTNERS:	STICHTING VU, NL; UNIVERSITEIT VAN AMSTERDAM, NL; IMC INFORMATION MULTIMEDIA COMMUNICATION AG, DE
GRANT AMOUNT:	359 612 EUR
CONTRACT DURATION:	33 months
PRIORITY 1 OR MAIN:	Developing basic and transversal skills using innovative methods
PRIORITY 2:	Improving the quality and relevance of higher education
PRIORITY 3:	Promoting entrepreneurship education and social entrepreneurship among young people.
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Research and innovation
TOPIC 3:	Open and distance learning
CLUSTER(S):	Teaching and Training; Research and Innovation; New Technologies and Digital Competences

PROJECT NUMBER:

2015-1-BE02-KA203-012317

TITLE:

VISUALISATION TOOLS AND ANALYTICS TO MONITOR ONLINE LANGUAGE LEARNING & TEACHING

DESCRIPTION:

Although most HE institutions have embraced the potential of e-learning methods and have invested in technology-enhanced learning environments and tools, we do not have a clear picture of students' online learning habits. Moreover, e-learning so far has not received much attention within quality assessment procedures. The understanding of concrete learning behaviour and uses of electronic courseware and online resources is an important prerequisite to assess the quality of autonomous, lifelong learning.

Another challenge are the high dropout rates associated with e-learning, not in the least where MOOCs are concerned. Among numerous other variables, an important factor is the lack of engagement and motivation, since students don't know how they are progressing and what their peers' achievements over time are. Students involved in e-learning often have a limited knowledge of their own learning habits and which rate of studying with the online material is required. To succeed in (semi-)autonomous learning, however, a higher level of self-regulation is needed.

This project proposal addresses the Erasmus + challenge of raising the quality of education through the use of learning analytics. Learning analytics is a new and promising research field which can be defined as "the measurement, collection, analysis and reporting of data about learners in their context, for purposes of understanding and optimizing learning and the environment in which it occurs (Siemens et. Al). The recent evolution of web-based learning and the possibility of tracking students' online behaviour offers promising new ways of measuring actual self-study activities.

This project aims to establish a clear image of how higher education students in different European countries learn online. The goal is to map existing learning patterns in 4 different types of online language learning and teaching and maths courses and to feed back this new knowledge to the most important educational actors themselves, being the students and their lecturers. We want to use a bottom-up learning analytics approach taking the perspective of the learning process, focusing on the courses used and the students' learning trails through these courses, and intend to use process mining techniques for the analysis of the data. Therefore, a complimentary and cross-disciplinary consortium of teams from three universities and a private open source company was set up.

Together, they will first implement tracking of learning data based on the new Experience API standard for interoperability with other learning environments (e.g. mobile apps, games) and reporting tools. After a piloting phase, the learning behaviorbehaviour of several student groups enrolled in distance learning or university programmes with an important self-study component will be tracked during one semester. The data will be collected in a central repository (Learning Record store). An important point of concern in the project will be the privacy of the students who will be monitored. Participants will be asked to give their consent to collect and use their data for the aims that will be clearly described. The data will be kept anonymous and the EU data protection directive will be taken into account.

In a fourth phase we aim to analyse the processes of autonomous learning comparing them to the intended pedagogic objectives of the tools. Patterns of learning behaviour will be detected, based on which different user profiles can be identified and feedback about used learning resources can be obtained.

Finally, data visualisation tools will be developed and implemented in order to create a learning dashboard application for students and for teachers. Special care will be given to ease of use of the dashboards for non-specialist users. These applications will allow both the teachers and the students to understand how they learn online but also to compare their profile to user patterns of their peers. Educators get dynamic and real-time overviews of how their students are progressing, which students might be at risk of dropping out or of failing for the course and which parts of the courses cause difficulties/require more feedback.

The project aims at the development of a generic model for implementing learning analytics in interactive e-learning tools, which can be reused in different educational settings, countries, courses. The project outputs will be used by or presented to the student and instructor target groups but more generally also

to all stakeholders in the field of educational innovation and research on a European level. All technologies, models, algorithms, reports, guidelines, recommendations will be put at their disposal under open licenses.

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PARTNERS:	UNIVERSITY OF CENTRAL LANCASHIRE, UK; HT2 Limited, UK; UNIVERSITEIT VAN AMSTERDAM, NL
GRANT AMOUNT:	274 840 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Reducing disparities in learning outcomes affecting disadvantaged learners
PRIORITY 3:	Making the knowledge triangle work
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Pedagogy and didactics
CLUSTER(S):	New Technologies and Digital Competences; Teaching and Training

PROJECT NUMBER:	2015-1-BE03-KA203-001597
TITLE:	ZUSATZAUSBILDUNG FÖRDERPÄDAGOGIK
DESCRIPTION:	<p>In Belgium and Luxemburg, there is no specific teacher training to teach pupils with special needs in the regular schools and in the special schools: much of the work is done by learning in the job or by further education. This way of proceeding is often stressful and exhausting, especially for young teachers beginning their carrier.</p> <p>In Germany, teacher training for regular schools differs a lot from the training for special schools. So, a new form had to be found for young teachers with a bachelor grade and working either in special schools or in settings of integration for pupils with special needs in regular schools. After their bachelor grade, they get the possibility to enroll for a certificate of advanced studies (15 credit points) providing them the basics of special education. During this CAS, the participants will acquire new skills and knowledge based on the vocabulary of the international classification of functioning disability and health (ICF), a concept well known in special education in different countries of Europe. Moreover, the participants will benefit from the experiences in Germany where the regular schools and special schools are already collaborating strongly but where the teacher training for both types of school is quite different than in Luxemburg and Belgium.</p>
COORDINATOR:	<p>AHS MONSCHAUER STRASSE 26 4700 EUPEN, Belgium www.ahs-dg.be</p>
CONTACT:	Stephan Boemer
PARTNERS:	<p>Hubertus-Rader-Förderzentrum, DE; Administrative service of the Ministry of Education, LU</p>
GRANT AMOUNT:	5 166 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Addressing low achievement in basic skills through more effective teaching methods
TOPIC 1:	Disabilities - special needs
TOPIC 2:	Early School Leaving / combating failure in education
TOPIC 3:	Inclusion - equity
CLUSTER(S):	Inclusion and Tolerance; Teaching and Training

PROJECT NUMBER:

2015-1-BG01-KA203-014358

TITLE:

SEEDING LIFE

DESCRIPTION:

Based on the ETPOD -European Training Program on Organ Donation- a successful Training program that improves the Organ Donation (Transpl Int 2013 Apr; 26(4):373-84), SeeLife project aims to improve the professional competences, knowledge and skills in the domain of Organ Donation and Transplantation in Bulgaria and Latvia, setting the bases for best practices in alignment with the EU directives and Spain experience on Organ Donation and Transplantation. The educational program will provide homogeneous knowledge in organ donation and transplantation to enhancing the development of professional competences in the domain.

The project targets healthcare professionals at University level, as well as physicians already specialized or in training from Critical Care medicine, Emergency and Recovery units, Nephrologists, Neurologists, Neuro surgeons and Transplant surgeons, transplant physicians.

Objectives and Methodology

1. To define the Target Areas (TAs) within Bulgaria and Latvia. TAs will be selected according to the following criteria: to have at least 1 donor hospital and 1 transplant hospital, covering a population over 300.000 inhabitants.
2. To perform a Diagnosis study in the TAs defined. Diagnosis study report will analyse an organ donation and transplantation activity in partner countries; Evaluation of Internet access and digital literacy in the partner countries. As diagnosis tool, a survey considering specific criteria and indicators will be designed, developed and implemented to collect the above mentioned information, both from partners and other official resources.
3. To design a Training Program in Organ Donation and Transplantation for healthcare professionals.
 - Online Training -The E- learning method to be used in the course will be interactive and will deliver the training by electronic means
 - The face to face training - This method will reinforce the knowledge through experience and will be designed to put into practice the contents acquired in the on-line modules and, therefore, will facilitate the switch from the theoretical knowledge to practice.
 - Learn to teach training -The training will be designed in two phases, chronologically different but nonetheless, interrelated. Blended Learning (On-Line and Off-Line Training) will be the educational methodology
4. To develop academic and scientific contents for a blended training program, in accordance with the European Space for Higher Education guidelines (ECTS) An ELearning Platform will enable students to be acquiring basic knowledge on a distance basis and afterwards practicing to endorse it. The training "learn to teach" will be addressed to a group of teachers that will become faculty and coordinators of the Seminars to be held in their corresponding TA's.
5. To implement the Training Program in II Phases:
 - I Phase foresees to train a total 15 healthcare professionals from Bulgaria and Latvia.
 - II Phase through Seminars in Organ Donation, a total of 375 participants will be further trained.

The seminars will be theoretical and practical. The educational material and instructions to successfully carry out the Seminars will be produced along the "Learn to Teach" training.

6. To ensure the program sustainability a network in Organ Donation and Transplantation will be constituted, with the participation of the University Multiprofile Hospital for Active Treatment and Emergency Medicine NI Pirogov and University Pauls Stradins Clinical University Hospital from Bulgaria and Latvia respectively.
7. To ensure a quality control system, follow up and evaluation plan will be designed along with partners to establish standards for measuring the quality of the different phases of the educational

project. This assessment document will be performed by educational experts in educational quality and blended learning methodology.

One of the outcomes of the SeeLife project is to design a special and fit to the concrete national circumstances training programme that encompasses different medical sphere and is oriented towards achievement of unique curricula. Thus the project aims at enhancing personal development of learners and strengthening of the European society of medical professionals that are involved in the Organ Donation and Transplantation process. Within the project will be trained trainers and will be formed well qualified specialists that will continue to assist the young specialist in the very specific area of organ donation and transplantation. In its unique way the project is in compliance with the objective for improving the quality and relevance of the higher education and especially the training on the job.

COORDINATOR:	EMI TOTLEBEN BLVD 21 1606 SOFIA, Bulgaria
CONTACT:	Daniela Staneva-Petkova
PARTNERS:	PAULA STRADINA KLINISKA UNIVERSITATES SLIMNICA AS, LV; UNIVERSITAT DE BARCELONA, ES; DONATION & TRANSPLANTATION INSTITUTE, ES
GRANT AMOUNT:	282 618 EUR
CONTRACT DURATION:	28 months
PRIORITY 1 OR MAIN:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 2:	Strengthening quality through mobility and cross-border cooperation
PRIORITY 3:	Development of high quality work-based VET
TOPIC 1:	Health and wellbeing
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Health and Medicine; International Cooperation; Teaching and Training

PROJECT NUMBER: **2015-1-CY01-KA203-011856**

TITLE:

EUROPEAN DIGITAL PORTFOLIO FOR UNIVERSITY STUDENTS

DESCRIPTION:

The proposed project, EDIPUS, will create a new powerful tool, namely the Digital Portfolio Portal (DPP) which will be addressing the employability needs of university students and young job seekers. The DPP, will provide students with a digital area, where they can create their own portfolio of experiences and qualifications in a creative and professional way. The DPP aims to replace the traditional CV, by offering a smarter tool to students to express themselves. A Digital Portfolio will allow students to record all their experiences and to present themselves to employers prior to an interview, thus having the chance to make a good first impression. In addition, EDIPUS will produce a Database of digital portfolios, where employers can have access and choose the right candidates for their company needs. A Guidebook will be created on the technical details of creating a digital portfolio, while providing advice on how to communicate strengths and qualifications of the candidate to potential employers. A training course for university students will be developed so as to guide them through the relevant processes of using the Digital Portfolio Portal.

The EDIPUS will build upon EDIPED (106059-CP-1-2002-1-COMENIUS-C21) another European funded project which produced a tool for the development of an on-line digital portfolio for Educators and which since 2005 has been live and used by more than 1000 educators. It will improve and build upon other existing European practices and tools which also address the employability of young people.

The core objective of the EDIPUS project is to enhance the chances of employability of students and young job seekers in Europe. The aim is to create a tool to help students express themselves creatively and professionally through a Digital Portfolio, while also involving career counselors/counsellors and university advisors. Another major objective is the creation of a Database of digital portfolios so as to successfully engage employers in the process of utilizing this tool in selecting their potential employees.

The main project target group are university students from any background who wish to develop a personal on-line digital portfolio; more than 100,000 students will be reached. The secondary target group includes career officers, as well as, other representatives from university student services in Europe, and it is estimated that 4,000 university career offices will be informed about the project. Furthermore, employers' associations and various enterprises (3000 at least) will be reached through the local events and other dissemination activities.

The methodology and activities for implementing the project is simple: the project starts with the formulation of an analysis report for the specifications of the Portfolio Portal, including a Needs survey targeting possible users of the proposed Portal (O1). This activity will lead to the design and development of the Digital Portfolio Portal (O2), which will more specifically focus on the development of the digital tool, the clear definition of its structure and technical specifications. In addition to the development of O2, a Digital Portfolio Database (O3) will be created based on all the aforementioned. Furthermore, a Digital Portfolio User Guide Book (O4) will be designed and structured that will help users on how to easily use the DPP in order to create a digital portfolio. Finally, a training course (O5) will be designed and delivered aiming to train the beneficiaries on how to use the DPP. The structure and method of delivery will be defined by the partnership and the implementation phase will include the evaluation of the pilot training course developed, so as to assess the effectiveness of the course.

Each partner will have to work on all outputs and deliver their results on schedule. Regular feedback on all activities will be exchanged throughout the project, while five partner meetings are planned. The project coordinator will make sure to resolve any issues arising via regular communication.

EDIPUS hopes to make an impact on the employability opportunities of university students in Europe, by improving their position in the labour market, specifically aiming to make a significant impact on strengthening their professional profiles and improving the tools available. Furthermore, the project aims to have an impact on the way employers view profiles of prospective job candidates and to make this process easier and more efficient for everyone involved. Finally, the project aims to improve in the long-term the quality of services used by the students' university services, as well as, career consultants so as to guide young graduates and aims in the adoption of the proposed tool throughout Europe.

COORDINATOR:	EAEC Stasinou 36, Office 104, Strovolos 2003 Nicosia, Cyprus www.eaec.eu.com
CONTACT:	Elpida Christou
PARTNERS:	FUNDACION UNIVERSIDAD EMPRESA DE LA REGION DE MURCIA, ES; ENOROS CONSULTING LIMITED, CY; UNIVERSITY OF PIRAEUS RESEARCH CENTER, EL; EUROCREA MERCHANT SRL, IT; UNIVERSITAT WIEN, AT; ERASMUS STUDENT NETWORK, BE; INSTITUTO SUPERIOR DE ENGENHARIA DO PORTO, PT; UNIMED UNIONE DELLE UNIVERSITA DELMEDITTERANEO ASSOCIAZIONE, IT
GRANT AMOUNT:	210 930 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Labour market issues incl. career guidance / youth unemployment
CLUSTER(S):	New Technologies and Digital Competences; Employability

PROJECT NUMBER: 2015-1-CY01-KA203-011881

TITLE:

EU YOUTH: FROM THEORY TO ACTION

DESCRIPTION:

The main aim of the project is to foster the employability and innovative potential of young people /students & graduates by upgrading and developing their competencies for entrepreneurship, entrepreneurial attitudes and other transversal competencies necessary for successful entering the labour market. This aim is to respond to the educational challenges of the higher education in Europe and all members of the EU.

All main project products, which will be maintained after EU funding, are: ICT tool for competence assessment, Decision-making simulation company, Training packages per competence (for student/graduate and for trainer/lecturer). All products will be translated in the national partners' languages plus English and will be available for public usage after the project implementation through various means.

ActYouth EU project will impact on trainers and lecturers of higher education providing them with well-focused and complex methodology and tools to improve the efficiency in incorporating transversal skills such as entrepreneurial and enterprising skills, which will have a positive effect on the employability of graduates, improving European competitiveness and social cohesion. To maximize impact, ActYouth EU will seek direct involvement of lecturers and SMEs in project activities to benefit from their experience. Involvement in the partnership of different kind of actors will assure a fruitful exchange of knowledge and experiences between business and academic sectors and a joint development of innovative learning/teaching toolkits that can effectively answer to actual and future labour markets needs on entrepreneurial skills and transversal related competencies.

The project implementation is divided into 9 WPs. The 1st WP concerns the project management, the 8th WP – Promotion, dissemination and exploitation, and the 9th WP – Quality control, Monitoring and Evaluation. The WPs 2-7 include direct activities leading to the project results. Division of the project into work packages and defining their aims and deliverables will enable to order the project implementation. Transparent rules of management and direct contacts between all project partners will be the base of effective project coordination. To ensure the proper project management Eurosuccess Consulting will develop the Management and Financial Plan which will include the timetable defining all activities, project outcomes/products, time limits, project milestones, risk management etc.

The Exploitation Strategy will include the sustainability issues, with actions concerning the life of the project and beyond the project lifetime. The project results will be used by all project partners and become part of their offer. They could be easily incorporated into traditional educational path delivered by higher education institutions.

The partnership is based on 5 important aspects: (1) previous experience in transnational projects and transnational cooperation, (2) expertise in the areas required and level of competence on it (Education & Training; Entrepreneurship), (3) complementarity of the project partners, (4) access to the direct and indirect target groups (research, dissemination, exploitation), (5) geographic coverage to ensure maximum dissemination and exploitation in EU.

The partners and their networks assure a wide coverage at international, national and local level. A wide EU cooperation is essential for addressing the EU skill shortage for entrepreneurship skills and transversal competences; a long-term, goal-oriented KA between Education and Business is a crucial for setting the proper objectives, further co-developing and capitalizing the distributed knowledge and resources needed for the design, implementation and further sustainability of the project. The EU level of the project will (1) enhance the development of competencies for entrepreneurship of students and graduates in the project countries, (2) foster and widen the competencies of EU teaching staff, sharing the possibility to use innovative approach, (3) develop the innovative approach to competency development based on the competence assessment, (4) contribute to unification of the educational and training standards to recognize the learning outcomes, (5) to track the competency development of students to prepare them to successful entering the labour market, and (6) develop co-operation between the education and business sectors different countries.

The ActYouth EU project is expected to have an intense impact on its target groups and stakeholders, primarily at the partner countries as well as in the rest of EU, providing tools and materials for further transfer of the knowledge in other EU countries and their institutions. Furthermore, it is expected to have a positive impact on improving growth rates in those countries and creating more jobs, which complies with Europe's growth strategy for the coming decade smart, sustainable and inclusive growth.

COORDINATOR:

STAVROU 56 KARYATIDES BUSINESS CENTER FLAT 205 BLO STROVOLOS
2035 LEFKOSIA, Cyprus
www.eurosc.eu

CONTACT:

Giorgos Giorgakis

PARTNERS:

UNIVERSIDADE DE AVEIRO, PT;
Polska Fundacja Osrodkow Wspomagania Rozwoju Gospodarczego OIC POLAND z siedziba w Lublinie, PL;
European University Cyprus, CY;
VYTAUTO DIDZIOJO UNIVERSITETAS, LT

GRANT AMOUNT:

220 662 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Improving the quality and relevance of higher education

PRIORITY 2:

Enhancing digital integration in learning, teaching, training and youth work at various levels

PRIORITY 3:

Promoting entrepreneurship education and social entrepreneurship among young people.

TOPIC 1:

ICT - new technologies - digital competences

TOPIC 2:

New innovative curricula/educational methods/development of training courses

TOPIC 3:

Entrepreneurial learning - entrepreneurship education

CLUSTER(S):

New Technologies and Digital Competences; Teaching and Training; Employability

PROJECT NUMBER:

2015-1-CZ01-KA203-013931

TITLE:

**SYSTÈMES JURIDIQUES ET DROIT DES ENTREPRISES DANS L'UE :
TRADUIRE ET INTERPRÉTER DANS LA DIVERSITÉ**

DESCRIPTION:

The proposed project of a 3-year Strategic partnership entitled "Legal Systems and Business Law in the EU : Translating and Interpreting in Diversity relies on the already existing cooperation within a consortium of seven higher education institutions acting as partners: the University of South Bohemia (CZ), the University of South Brittany (FR), the University of Vigo (ESP), the Polytechnic Institute of Porto (Portugal), the Technical University of Civil Engineering of Bucharest (RO), the Graduate School of Ventspils (LV) and the University of Prešov (SK) under the new conditions of the Erasmus+ programme. The amount of the grant requested is 223, 736 EUR.

These institutions can offer their students through the Strategic partnership so established an innovative formula of a multinational and multidisciplinary education resolutely oriented to acquiring transversal, language and entrepreneurial skills. The project meets the needs of young graduates who wish to enter the labour market with not only theoretical knowledge, but also with practical, cross-cultural and multilingual skills, thus enhancing their employability.

The project will focus especially on the dissemination of interdisciplinary approaches, the development of cross-cultural skills and of entrepreneurial spirit of participants. The project is intended for the final year students of Bachelor degree and requires continuous work on specific projects and activities before the organization in one of the participant countries of the intensive study program involving professionals.

Each year, 35 students from 7 European countries, from different fields of study (languages, translation and interpretation, law, economics) will be selected to work in an international multilingual environment, created during an effective mobility in České Budějovice in 2016, in Ventspils in 2017 and in Lorient in 2018. This experience will be an asset when they enter the labour market.

Positive impacts will be observed on students who will be evaluated and graded, and on their teachers, but also on their institutions that can take advantage in the future of contacts made with companies in order to strengthen new relationships with the labour market. As for the companies – also beneficiaries of the Project –, they will be able to derive benefit from better trained graduates, access to new resources made available on a website created ad hoc and grouping video recordings of sessions, documents helping creating a company in the 7 countries, glossaries and translation of the most common documents used in the activity of a company, either a translation or an import/export one.

The activities of the consortium should also generate a number of tangible results with the aim of developing a multidisciplinary training and multilingual integrated curriculum in interpretation and translation, applied foreign languages, business administration and law, and an internet site for the use of professionals and of teachers from other higher education institutions.

On this website, some of the materials created, considered as relevant educational and professional resources will be freely available. The site will be the instrument of dissemination of the projects results par excellence. It will be permanently updated and supplemented with additional ways of dissemination, as described in the application.

COORDINATOR:

JU UNIVERSITY OF SOUTH BOHEMIA CESKE BUDEJOVICE
BRANISOVSKA 31A
370 05 CESKE BUDEJOVICE, Czech Republic
www.jcu.cz

CONTACT:

Ivo Petrů

PARTNERS:	INSTITUTO POLITECNICO DO PORTO, PT; UNIVERSITATEA TEHNICA DE CONSTRUCTII BUCURESTI, RO; UNIVERSITE DE BRETAGNE SUD, FR; PRESOVSKA UNIVERZITA V PRESOVE, SK; UNIVERSIDAD DE VIGO, ES; VENTSPILS AUGSTSKOLA , LV
GRANT AMOUNT:	214 763 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Developing basic and transversal skills using innovative methods
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	Teaching and learning of foreign languages
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	International Cooperation; Teaching and Training; Employability

PROJECT NUMBER:

2015-1-CZ01-KA203-013935

TITLE:

MEDICAL CURRICULUM INNOVATIONS

DESCRIPTION:

The need for standardized curriculum particularly in medical education is indispensable. Today a comprehensive platform that would cover all necessary instruments for easy in-depth curriculum management is still missing. For any platform to achieve these goals, it is essential that data standards are used to enable the systems to communicate across organizations and implementations. The intention of the MEDCIN project is focused on these standards developments through MedBiquitous Consortium, the leading organization in the development and promotion of technology standards for the health professions. MEDCIN aims to systematically support medical educational process by unification of theoretical background (existing standard-based methodologies), reform endeavour (series of agreements the at European higher education area commonly known as Bologna Process) and powerful technological performance, and ensure more comparable, compatible and coherent systems of higher education in Europe.

During the project, best-practice methodology for achieving comparability of higher education quality across Europe will be proposed including exemplar case study illustrating the conceptual way how these standards can be effectively integrated into the practise. This pilot implementation will represent a proven illustration of the conceptual way how the MedBiquitous standards can be effectively integrated into the practice. The guaranteed and high-quality curriculum in medical education is still essential, because medicine does not allow any gaps in the knowledge obtained during studies and any error in medical practice may lead to fatal consequences. From the perspective of human cognition abilities, it is not possible to carefully read and verify whole curriculum (content of all learning units with all their linkages and co-dependencies). The use of proper data mining techniques and analytical methods can in-depth explore all sections of a curriculum. This is the reason why MEDCIN proposes an innovative methodological background including web-based visualization tool for comprehensive evaluation and map of medical curricula with the use of modern information and communication technologies. We aim to identify and validate novel, potentially useful patterns, which will significantly help curriculum managers/evaluators to make right decisions, and afterwards build a well-balanced medical curriculum. MEDCIN will not only eliminate poor transparencies in curricula, but will also help to improve teaching as such. Many medical and healthcare institutions have already described their curricula. The comparison of curriculum content is a challenging area, where no proven approach have been published so far. MEDCIN will introduce a new computational approach including a set of data mining and natural language processing techniques, which will be able to compare various curricula based on a standardized format. It will allow to draw a comparison between two apparently independent profiles of graduates. By using MedBiquitous standards, a wider applicability beyond the partnership will be ensured for the MEDCIN's approach and model, disseminating more widely as an exemplar of best practice across Europe. The strength of the partnership and the experience obtained will allow MedBiquitous Europe to provide a stronger and coherent view of the European needs into developing data standards. The influence of this partnership on the discussion will ensure that future standards will have broader applicability and widespread use, and will allow them to directly further progress towards widespread European directives such as the Bologna process.

MEDCIN covers the underpinning methodology enhancing the process of medical curriculum standardization with the following outputs:

- (i) preparation for the project through data and related information on the use of existing Medbiquitous standards implemented in curriculum management systems,
- (ii) overview of usable healthcare informatics standards in higher institution education,
- (iii) implementation of approved standards into the OPTIMED platform,
- (iv) assessment study of proposed guidelines,
- (v) preparation of best-practice methodology ("how to standardize medical curriculum in accordance with series of agreements the at European higher education area),

(vi) perform a practical-oriented workshop, where all the necessary topics of medical curriculum standardization will be introduced,

(vii) dissemination of the complex guidelines including best-practice methodology to the wider community particularly across the MEFANET network and the MedBiquitous consortium.

COORDINATOR:	MU Zerotínovo náměstí 9 60177 BRNO STŘED, Czech Republic http://www.muni.cz
CONTACT:	Martin Komenda
PARTNERS:	ARISTOTELIO PANEPISTIMIO THESSALONIKIS, EL; KAROLINSKA INSTITUTET, SE; ST GEORGE'S HOSPITAL MEDICAL SCHOOL, UK
GRANT AMOUNT:	230 034 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Quality Improvement Institutions and/or methods (incl. school development)
CLUSTER(S):	International Cooperation; Teaching and Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2015-1-CZ01-KA203-013986

TITLE:

AUTOMOTIVE QUALITY UNIVERSITIES

DESCRIPTION:

The EU Erasmus+ Sector-Skills-Alliance project AQUA (Automotive Knowledge Alliance AQUA – Integrating Automotive SPICE, Six Sigma, and Functional Safety, 2013-2014) developed a skill card, training material, and certificate for an “Automotive Quality Engineer Integrated. AQUA developed a consistent and modular kit (Baukasten) of training modules for each method and also training modules explaining how to integrate functional safety, Automotive SPICE and Six Sigma.

(See Picture on next page). AQUA courses were held by Automotive Clusters in Austria, Czech Republic, Slovenia and by German industry task forces. More than 130 were trained and certified.

In the Automotive Quality Universities (Automotive Universe) project we plan to launch the AQUA education at master level in the universities, where ECTS (European Credit Transfer System) was agreed to among a set of universities in Europe.

The Automotive area is one of the European lead industries and employers. To provide the proper skills for staying competitive at the university level is a high demand across all member states.

Goals of the project

To establish the AQUA training at different universities as Automotive Quality Engineering oriented lectures. All universities agreed to ECTS for the lectures and also agree to ECQA as a supplementary industry certificate for the students.

This includes

- VŠB - Technical University of Ostrava, Czech Republic
- University of Technology Graz, Austria
- University of Applied Sciences Joanneum, Graz, Austria
- University of Maribor, Slovenia
- EMIRACLE (European Innovation in Manufacturing Association), Belgium, teaching students e.g. at Grenoble Institute of Technology, as well as professors and students in several French Engineering Schools (Ecole Centrale de Nantes, ENSAM ParisTech Aix en Provence, Université de Technologie de Troyes, Ecole Centrale de Lyon)
- ISCN / ECQA Online Campus for Industry

It is also planned to establish an online Moodle based teaching platform where students from different universities can have joint subjects and exercises in the Automotive Quality area.

The online campus will be integrated into the ECQA skills portals, learning portals and exam portals, allowing computer based learning and exams, and industry certificates in parallel to university ECTS.

Measurable objectives

- Courses launched and ECTS agreed among four EU universities
- Courses launched in an Online ECQA campus
- minimum 10 lecturers trained as trainers
- minimum 100 students received ECQA/ECTS certificates (and were trained)
- Dissemination in four national multipliers and one international (EuroSPI – European Systems, Services and Software Process Improvement and Innovation) multiplier event
- White paper published with leading publisher SPRINGER Verlag

COORDINATOR:	VSB 17 LISTOPADU 15/2172 70 833 OSTRAVA PORUBA, Czech Republic www.vsb.cz
CONTACT:	Svatopluk Štolfa
PARTNERS:	FH JOANNEUM GESELLSCHAFT M.B.H., AT; UNIVERZA V MARIBORU, SI; TECHNISCHE UNIVERSITAET GRAZ, AT; European Manufacturing and Innovation Research Association, a cluster leading excellence , BE; INTERNATIONAL SOFTWARE CONSULTING NETWORK LTD, IE
GRANT AMOUNT:	225 270 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 3:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Recognition (non-formal and informal learning/credits)
TOPIC 3:	Recognition, transparency, certification
CLUSTER(S):	Teaching and Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER:	2015-1-CZ01-KA203-013992
TITLE:	INTERCULTURAL COMMUNICATIVE COMPETENCE – A COMPETITIVE ADVANTAGE FOR GLOBAL EMPLOYABILITY
DESCRIPTION:	<p>For higher education (HE) to better prepare graduates for jobs in the increasingly mobile international labour market and further European integration, communication barriers such as cultural stereotypes, identity conflict, language deficiency and the lack of interactive skills must be addressed. This two-year project aims to establish a pool of 20 experts in the field of intercultural communicative competence (ICC) and language training who will work together to develop and pilot innovative ICC educational materials and methodology guidelines which will be adopted by further educators. The project will benefit 120 students directly in the first year, 500-800 students in the second year and about 1700 new language students in multiplier effects after the project's completion. Responding to this EU language policy need, 5 partner institutions from the Czech Republic, Hungary, Portugal, Spain and the United Kingdom will collaborate to address this need. Each partner is a recognised HE institution or ICC training specialist with long-standing expertise in foreign language and ICC teaching, methodology and/or tele-collaboration.</p> <p>The main objective of the project is to increase ICC competences and skills (the multiple abilities to interact effectively and appropriately across cultures) in HE for global employability; while the specific objective is to enhance and innovate ICC language teaching and learning in HE by gathering and disseminating best practices and through the integration of an information communication technology (ICT) platform of tele-collaboration; to boost both students' and teachers' virtual mobility; to implement innovative ICC formats into the HE curricula; and to support the concept of English/Spanish as a Lingua Franca in the context of internationalisation of European HE system. An important component of the project will be tele-collaboration and a survey on ICC Best Practice. Case studies, journal articles, a specialist seminar and an international conference will be used to widely disseminate project results while the produced teaching materials will be available for HE educators post project as a long term benefit for all target groups.</p> <p>This project has been developed in close consultation and cooperation with the partners and stakeholders. Regular virtual as well as physical transnational meetings are planned for project monitoring of all activities and outputs as well as communication via VoIP and e-mail. The key people involved in the project are experienced HE educators and ICC trainers with long-standing expertise in the areas mentioned above. The legacy of this project will be a website of key resources in ICC for other educators, increased human capital in a group of experts who will share their knowledge by training others, influencing students and future teachers in life long training projects, and finally the HE students who will be more employable and aware of the need to truly become internationally aware if they wish to succeed.</p>
COORDINATOR:	CVUT ZIKOVA 4 16636 PRAHA, Czech Republic www.cvut.cz
CONTACT:	Monika Hřebačková
PARTNERS:	UNIVERSIDAD DE LEON, ES; BUDAPESTI GAZDASAGI EGYETEM, HU; INSTITUTO POLITECNICO DE CASTELO BRANCO, PT
GRANT AMOUNT:	168 193 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Making the knowledge triangle work
PRIORITY 2:	Developing basic and transversal skills using innovative methods
TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning

TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion and Tolerance; International Cooperation; Teaching and Training

PROJECT NUMBER: **2015-1-DE01-KA203-002151**

TITLE:

EUROPEAN ACADEMY OF PARTICIPATION

DESCRIPTION:

European Academy of Participation

Euro-scepticism, populist forces, nationalism and the fragile cohesion between majority and minority cultures are often fuelled by a negative use of the human need for belonging and inclusion. The European Academy of Participation (EAP) consortium believes in a more inclusive Europe, in which people live together in mutual respect of their differences. The EAP project sees participatory practice in art and culture as a tool to involve communities in a positive process of constructing identity: non-populist, moderate, pro-European and culturally inclusive. Nothing is needed more in the current climate of Europe.

EAP brings together organizations, groups and individuals concerned about the current educational offers in the field of Higher Education (HE) in the Arts and the Humanities. They have identified a skills gap between the profile of graduates and the employment needs of the third sector. Participatory practice is, if at all, a marginal aspect of these programmes.

The consortiums main objective is to help bridge the identified skills gap. This will lead to enhanced employability of graduates as well as real partnerships between HE and third sector organisations.

The project especially aims at

1. recognition of participatory practice as a distinct aspect of graduate profiles relevant for employment and expressed in terms of knowledge, skills and competences on various levels of the European Qualification Framework.
2. developing and broadly implementing an exemplary intensive course for postgraduate and mature students in the arts and humanities that involves both theory- and professional practice-based learning.
3. becoming a self-sustainable platform organization advocating and championing participatory practice in arts and culture across the EU sustaining the project outcomes and impact beyond the eligibility period.

EAP targets postgraduate students from the humanities and the arts and practitioners like artists, trainers, teachers, curators etc. of cultural organizations from the third sector that seek further education in lifelong learning provisions.

EAP will implement three strands of activities:

1. Drafting a QUALIFICATIONS FRAMEWORK for programmes geared towards participation. Representatives of HE and employers will together investigate what is needed for graduates to be fit for employment in participatory practice. Following the Tuning template they will describe participatory practice across Europe, graduate profiles, access requirements, a qualifications framework of the HE levels 6, 7 and 8, assessment methods and criteria, employment possibilities, ethical issues and quality assurance.
2. Based on the tuning document an exemplary INTENSIVE COURSE PROGRAMME will be developed that involves both theory and practice; to be delivered as a low residency module as part of a flexible part time CPD activity based on blended online and face-to-face learning, including live project work.
3. Setting up a support-structure to broadly implement the course modules across Europe, complemented with an ONLINE AND LIVE PEER EXCHANGE PLATFORM to ensure currency of the programme and its positions through the exchange of best practice, peer coaching and mutual learning.

The ambition of EAP is to tap into the existing potential of higher education and the unique and hard won endeavours of creative projects and organizations scattered across Europe that are engaging the public as active agents in their work. Through their cross-fertilisation both sectors impact on the diversifying societies of Europe, capitalizing on participatory practice in the arts.

EAP will build on the outcomes of the LLP Multilateral Project "TimeCase (2012-14) with its online resources of participatory practice case studies, a toolkit and the Spectrum of Participation. EAP will use these outcomes and the network built during the first project cycle to reach out to new areas of Europe. As a significant new step EAP will help establish participatory practice as a focus area of the humanities and the arts, a sustained peer-exchange platform between theory and practice and an innovative intensive course programme.

EAP will support cultural organisations from the third sector to build sustainable creative partnerships with higher education institutions, which will enhance their own participatory practice projects and Higher education institutions like art schools will enhance their curricula and course offers to better enable graduates to find a job in the field of community work and collaborative art practice.

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PARTNERS:	UNIVERSITE D'AIX MARSEILLE, FR; C.A.F.E. LIMITED, IE; Associação Cultural e Recreativa de Tondela, PT; Castrum Peregrini, NL; THE UNIVERSITY OF THE ARTS LONDON, UK; Universitatea Nationala de Arte (U.N.A.), RO; EUROPEAN LEAGUE OF INSTITUTES OF THE ARTS VERENIGING, NL; UNIVERSIDAD DE LA IGLESIA DE DEUSTO, ES; Avrupa Kultur Derneği, TR
GRANT AMOUNT:	422 978 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 3:	Adult educators' competences
TOPIC 1:	Inclusion - equity
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Regional dimension and cooperation
CLUSTER(S):	Inclusion and Tolerance; Teaching and Training; Education for Sustainable Development

PROJECT NUMBER:	2015-1-DE01-KA203-002156
TITLE:	KOMPETENZAUFBAU FÜR EINE WIRKUNGSORIENTIERTE STEUERUNG IN KLEINEN UND MITTLEREN KOMMUNEN
DESCRIPTION:	<p>Kompetenzaufbau für eine wirkungsorientierte Steuerung in kleinen und mittleren Kommunen</p> <p>KoWiSt (Kompetenzaufbau für eine wirkungsorientierte Steuerung – Competence Building for Impact Oriented Management) is a cooperation between Bern University of Applied Science, the European Academy of Bolzano EURAC (IT), Carinthia University of Applied Science (AT), Hochschule Harz – University of Applied Science (DE) and Pavol Jozef Šafárik University in Košice (SK). The main objective of this project is to enforce development of small and medium-sized municipalities, particularly in regions with weak socio-economic structures. Therefore, KoWiSt will help to enhance the competencies of civil servants and local politicians in management and controlling. It consists of an Open Education Ressource Plattform (OER) and a concept of teaching and learning. The OER is built on experiences of several best-practice municipalities and will be used for courses with students of public management and for training of public servants and local politicians.</p> <p>KoWiSt shows best-practice approaches for managing future development in small and medium-sized municipalities. Beside the strategic goals, the OER provides models that explain the process from input and governmental action up to impacts in local development. With experiences from different countries, comparative discussions about the influence of different institutional settings and limits of management will be possible.</p> <p>The project should be a starting point for the Europeanisation of education and training for public services. The network between small and medium-sized municipalities should be enlarged by a resulting knowledge alliance with other European countries.</p>
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PARTNERS:	<p>Fachhochschule Kärnten – gemeinnützige Privatstiftung, AT; ACCADEMIA EUROPEA PER LA RICERCA APPLICATA ED IL PERFEZIONAMENTO PROFESSIONALE BOLZANO (ACCADEMIA EUROPEA BOLZANO), IT; UNIVERZITA PAVLA JOZEFA SAFARIKA V KOSICIACH, SK; BERNER FACHHOCHSCHULE, CH</p>
GRANT AMOUNT:	318 171 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries

TOPIC 3:

Regional dimension and cooperation

CLUSTER(S):

Teaching and Training; Improving the Quality of Education / Training Systems; Education for Sustainable Development

PROJECT NUMBER:

2015-1-DE01-KA203-002161

TITLE:

SOCIAL ENTREPRENEURSHIP FOR LOCAL CHANGE

DESCRIPTION:

Social Entrepreneurship for Local Change. The objective of this strategic partnership is to develop a study module on social entrepreneurship with a scope of up to 15 ECTS. The format of delivery will be flexible (both online and blended learning modes) in order to address different target groups. In terms of content, the project will adapt and complement existing learning resources, both national and European, and provide new materials derived from the partners' local contexts. In addition, experiences made during development and pilot implementation will feed into a guidance report for teaching staff. The project is addressed to an interdisciplinary target group of educators, students and young professionals in the fields of economics, business administration, geography, agriculture, regional development, urban/landscape planning. Social Entrepreneurship aims for the exploitation of opportunities for social change rather than for maximum profit in the traditional sense. Social enterprises attempt to target unfulfilled social needs with (more or less) market-based approaches, aiming for sustainable solutions (Volkman et al., 2013). Since the 1990s the approach has been gaining increased attention in practice, policy and academia. The global economic crisis in 2008 finally revealed that society is strongly in need of alternative models as the limits of public influence have become evident. Likewise, growth models are needed, that are 'fairer, greener and anchored in local communities. A model that values social cohesion as a genuine source of collective wealth' (Strasbourg Declaration, 2014). But the status quo is rather that study programmes basically operate within their disciplinary limits: priority is given to the development of subject-specific competences; theory is primarily applied to disciplinary practice cases. This context makes it difficult to trigger holistic approaches for social change. Given these circumstances the purpose of this strategic partnership is to create a new educational framework in which different disciplines would combine forces, knowledge and skills to address local challenges. The interdisciplinary and international constellation of this strategic partnership allows for a new approach to local change based on the combination of diverse fields of knowledge and competences. The partnership brings the following competences together: experience in teaching social entrepreneurship (Kiel University and ASE Bucharest), delivering online seminars and e-learning pedagogy (HFWU Nürtingen-Geislingen and Kiel University), Social entrepreneurship in the context of rural development (EMU Tartu), social entrepreneurship in the context of urban transformation (Van Hall Larenstein), practicing social entrepreneurs in the form of two NGO's (Odaia Creativa and the Estonian Social Enterprise Network). The following activities will be carried out: (1) development of online course materials on social entrepreneurship theory, methods, tools and case studies as open educational resources (2) implementation of blended learning activities on the subject of social entrepreneurship in combination with local workshops organised alternately by three of the consortium partners (3) preparation of a guidance report for teachers interested in integrating social entrepreneurship into their courses. The project follows the methodical approach of a pedagogical action research cycle: the course will be repeated three times and accompanied by profound observation and evaluation and continuous improvement, finally leading to a stable and sustainable model. The target groups are students and professionals seeking for additional competences in the field of social entrepreneurship. The online delivery mode will allow for a good accessibility also for people with limited time resources, such as professionals. The second important target groups are teachers. They will receive additional training enabling them to conduct the internet-based parts of the course. Furthermore, transdisciplinary teaching methods will be applied and further developed within the framework of the teaching and learning activities. All experiences gained will feed into the guidance report for teachers. The following impacts are expected: increase of social entrepreneurship business start-ups resulting from students attendance in the course, increase of internet-based course delivery and increased cross-institutional cooperation based on the teaching training in this field, increased student and staff mobility, increased interdisciplinary cooperation within and between the institutions involved, increased awareness of the universities by a wider society based on the open access character of the course. As a long term benefit a greater number of social entrepreneurship businesses will act on the challenges we are facing in our social, economic and environmental spheres through social innovation, new forms of investment and surprising solutions.

COORDINATOR:

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GRANT AMOUNT:	316 435 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Supporting the implementation of the 2013 Communication on Opening Up Education
PRIORITY 3:	Promoting entrepreneurship education and social entrepreneurship among young people.
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Open and distance learning
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching and Training; New Technologies and Digital Competences; Employability

PROJECT NUMBER: **2015-1-DE01-KA203-002169**

TITLE:

EUROPEAN DISTANCE EDUCATION IN LAW NETWORK

DESCRIPTION:

European Distance Education in Law Network

The FernUniversität in Hagen, the Universidad Nacional de Educación a Distancia (UNED) and the Open Universiteit Nederland (OUNI) are three leading European distance learning universities firmly devoted to further the principle of equal opportunity by safeguarding equal access to top quality higher education to everyone, using a methodology based on the principles of modern distance learning focused on the needs of the student. In 2014, after eight years of successful cooperation in the organization of international common teaching activities on the bachelor level, these universities established a Strategic Partnership to further cultural exchange and best practices in the internationalisation of high quality education in law for all three Bologna cycles. Developed within this framework, the EDELNet (European Distance Education in Law Network) project is planned to be the first building block in the implementation of an ambitious scientific and pedagogic concept of Blended Active Learning and student oriented teaching facilitating a personal learning path with an emphasis on interdisciplinary and intercultural communication skills as a basis for a better understanding of each other's legal cultures and practices throughout Europe and beyond.

The goals of this project address the current need in the European society for widening the access to top quality higher education through international academic cooperation, as identified in the 2011 EU Modernisation Agenda (COM (2011) 567 final). For this purpose, EDELNet is geared toward the modernization of teaching methods in law with an innovative combination of student-centered-blended learning tools and concepts. This innovative combination also draws on intercultural communication and interdisciplinary processes for the production, learning and application of relevant inter-subjective knowledge in addition to the traditional contents of legal education. This will be implemented through an international and cross-cultural cooperation that is devised to broaden access and to participation in international and European education, especially for disadvantaged groups such as students with disabilities, economic, social or geographical obstacles, health problems or cultural differences.

In order to achieve these goals the EDELNet project comprises the development and implementation of virtual and face-to-face teaching and training activities and courseware in key methodological and substantive areas of the law, including language competences, intercultural communication skills and interdisciplinary methods of knowledge production applied to legal practice and scholarship.

The EDELNet project is based on the full commitment and support of the key academic and administrative units of the three partner universities, especially those working in the fields of quality management, IT and media, dissemination and knowledge transfer, and the central management units (Deans' and Rectors' offices).

On completion of the project we expect around 180 students to have participated in the bachelor, master and doctorate intensive study programs, and many more in the different virtual mobility courses hosted in the planned EDELNet Portal. Moreover, the produced courseware, the results of the learning activities, and the institutional know-how acquired will be available as open source on the EDELNet Portal. The availability as open source of these project results will be coupled with active dissemination activities, like the organisation and participation in international and national workshops, newsletters and the active engagement in cooperative dialogues with a wide range of relevant stakeholders.

In the long run, we hope for students from associated universities and other potential public and private institutions from all over Europe and beyond to participate in our program and benefit from the EDELNet project results. In line with these anticipations, we expect students and staff to: have a high quality international experience that will enrich their learning and professional paths; overcome language inhibitions by taking English as a common language; and cultivate their intercultural competences while operating in a cross-cultural environment. The project will also grant students easy access to an international network of professionals of the law, both academic and practitioners. All this will decisively improve our students' chances to get access to the international and European labour market and will bring forward our plans to merge different European teaching cultures, traditions and didactic formats to improve teaching practice

in the entire European community of law teaching. Through affordable, relevant, high quality and internationalized higher distant learning education in the field of law, we expect to contribute to a sustainable and inclusive growth in the European Union.

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GRANT AMOUNT:	403 555 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 2:	Developing basic and transversal skills using innovative methods
PRIORITY 3:	High quality learning opportunities
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 3:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	Inclusion and Tolerance; Improving the Quality of Education / Training Systems

PROJECT NUMBER: **2015-1-DE01-KA203-002172**

TITLE:

INTERSECTIONS IN BUILT ENVIRONMENT: PROMOTING INTERDISCIPLINARY HIGHER EDUCATION IN THE BALTIC SEA REGION

DESCRIPTION:

The THEMATIC APPROACH of this application focuses the COMPLEXITY of current urban conditions, actual chances and challenges; the traditional division of disciplines is no longer adequate. For example too often engineering focuses only on technical-economic aspects and architecture only on the aesthetical artistic ones, thus the holistic approach is neglected. Also many major projects struggle, like the new railway station for Stuttgart 21 or the philharmonics in Hamburg. Among others part of the problem is that mistakes are quite often detected too late and responsibilities are hard to define and assign.

Thus this COMPLEXITY requires cooperation and understanding between the disciplines. The basic for these needs to be implemented in education and a new TEACHING MODULE in higher education of built environment becomes essential. Also individual disciplines do not have the necessary capacity to develop the comprehensive understanding alone therefore interdisciplinary approaches are needed in order to frame and address the complexity of the praxis of contemporary built environment in general and the intersection between architecture and engineering in particular.

Consequently the overall goal of the project BeInterBaltic is to enhance the quality and relevance of higher education in Baltic Sea Region by improving and adapting the current curricula of built environment disciplines of participating universities. The project also aims (1) to develop and test NEW TEACHING METHODS and formats, (2) to equip the students with the INTERDISCIPLINARY and INTERCULTURAL COMPETENCES and skills, (3) to strengthen an interactive DIALOGUE between the universities and non-academic sector and (4) to promote and increase the COOPERATION between the universities in Baltic Sea Region.

The project consortium consists of 7 higher education institutions from six countries: (1) HafenCity University Hamburg, DE (Applicant), (2) Gdańsk University of Technology, PL, (3) Tallinn University of Technology, EE, (4) The Royal Danish Academy of Fine Arts. Schools of Architecture, Design and Conservation, DK, (5) Technical University of Denmark, DK, (6) Chalmers University of Technology, SE and (7) Aalto University, FI.

The project BeInterBaltic is structured in four interlinked and parallel progressing work packages (WPs). Within the WP1 successful project implementation and dissemination of the project outcomes will be ensured.

The AIM of the WP2 is to bring the teachers of disciplines of built environment together in order to evaluate existing and develop new methods as well as formats of interdisciplinary teaching. These methods and formats will include (1) physical and digital modelling, (2) drawing and film and (3) rhetorics and poetics, all of them focusing on chances and challenges of the build environment. Within this WP a WORKSHOP for teachers will be conducted and METHODOLOGICAL GUIDELINES for teachers will be developed.

WP3 includes a paradigm shift from the methods of teaching towards the students and their motivation of understanding. To intensify these motivation different aspects of designing in the context of the build environment and at the intersection of the disciplines will be applied: (1) analysing through patterns, (2) gaining insides through "hands-on and (3) performing through social interaction. These aspects depend on another and develop the examination of the relationship between the designer and the design. Each of these steps will be addressed in one of the three SUMMER SCHOOLS which are the core activity in this WP. Within this WP the teaching material for a NEW TEACHING MODULE will be jointly developed.

The AIM of WP 4 is to point out the relevance of this interdisciplinary project for society. To meet the requirements of society students need to have (1) a critical and curious mind-set, (2) a naughty and ambitious attitude and (3) an inclusive and competent responsibility. The OUTPUT of the WP4 is to create a DIGITAL PLATFORM for the interdisciplinary and intercultural exchange between the students, teaching staff, industry as well as other stakeholders from non-university society. For that purpose a THEMATIC CLUSTER "Intersections of Built Environment in Baltic Sea Region will be developed. The cluster will serve

to all project target groups and strengthen the active cooperation between universities and countries. Furthermore the cluster will support mobility, joint teaching and research activities as well as provide new research topics. A MULTIPLIER EVENT in Tallinn is going to be organized in order to disseminate the project outputs and to promote stronger dialogue between the academic and non-academic society.

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GRANT AMOUNT:	367 634 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	Teaching and Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2015-1-DE01-KA203-002174**TITLE:**

PURCHASING EDUCATION AND RESEARCH FOR EUROPEAN COMPETENCE TRANSFER

DESCRIPTION:

Purchasing education and research for European competence transfer

More than half of the total turnover of a modern industrial firm in Europe is directly transferred to suppliers. The purchasing & supply management (PSM) function of a firm manages these suppliers. Moreover, the bulk of supplies is now no longer of domestic origin, but of European and international. As this network economy with a low depth of production and high reliance on international suppliers is a recent phenomenon that has emerged in the last two decades, firms are still struggling to find effective and efficient ways to cope with it. At the same time, professionalism of Human Resources Management in PSM as well as PSM staff competences have been put forward as important performance drivers.

Despite this importance, unlike other disciplines such as marketing or finance, PSM does not have any PSM higher education curriculum. The imbalance between consecutive and executive programs points out the mismatch of supply and demand for PSM education. Equal opportunity to study the subject is not being fully realized in Europe.

This makes it necessary for companies to hire university graduates with other specializations and often spend years bringing them up to a skill level that graduates in other disciplines already possess. For students, a significant challenge lies in finding appropriate university courses and matching them to their course portfolio during international exchanges. For the higher education institutions involved, the varying course contents and depth in exchange programs hinder a stringent teaching of basic modules first, and then building on them further for PSM.

To seize this opportunity, the overall objective of project PERFECT (Purchasing Education and Research for European Competence Transfer) is to develop an empirically validated European best practice curriculum for both a bachelor's and a master's program in Purchasing and Supply Management (PSM) and in the next step to establish an international study programme at participating universities for higher education in PSM.

The PERFECT project includes the following milestones:

First, based on a conceptual skill model the project will conduct a benchmarking study analysing best practice examples from universities, corporations and associations' educational programs.

Second, the insights gained will be validated by a survey with European firms in order to identify those skills and competencies distinguishing successful companies and effective and efficient PSM.

Third, based on this first ever comprehensive competence assessment, project PERFECT is going to design a European PSM curriculum.

Fourth, in order to promote fast and broad dissemination, PERFECT is going to develop a self-assessment tool for PSM skill evaluation and prepare an Introductory Massive Open Online Course for basic PSM skills, which can be used by students and organisations to gauge the levels of the PSM skills.

In order to achieve this objective and milestones, a consortium with five project partners and an advisory board has been formed, which brings together leading universities: TU Dortmund University and Hochschule Mainz (Germany), University of Twente (Netherlands), Staffordshire University (England) and Lappeenranta University of Technology (Finland), European project management competence and practical exposure (e.g. associations and industry partner workshops) with a very strong background and international network in PSM.

The development of a pan-European curriculum for PSM education that is based on a combination of identified best practices and industry requirements will ensure that individual students are provided with the necessary knowledge and learning to join a purchasing department of any size of organisation, and

ready to engage in different aspects of PSM. It provides opportunities for students to gain experience in other European countries through student exchange programs and also through more informal discussions and activities which will help them to further develop their professional skills as well as their personalities. For the participating academic organisations, this provides an opportunity to strengthen their pan-European ties and ensure that their PSM curricula reflect the requirements of an increasingly pan-European industry. Pan-European organisations often adopt collaborative buying activities and an understanding of the European dimension of these activities will ensure that their staff is prepared. SMEs, which may not have a pan-European presence, but will nonetheless buy from suppliers in many different countries and will therefore also benefit from this knowledge. Additional target groups include PSM related associations. Reaching them is facilitated by the participants' memberships in various relevant associations such as IPSERA (International Purchasing and Supply Education and Research Association) and IFPSM (International Federation of Purchasing and Supply Management).

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GRANT AMOUNT:	437 718 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 3:	Increasing labour market relevance of VET
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	International Cooperation; Teaching and Training; Employability

PROJECT NUMBER: 2015-1-DE01-KA203-002175**TITLE:****EUROPEAN CENTER FOR CAREER DEVELOPMENT & ENTREPRENEURSHIP****DESCRIPTION:**

EUROPEAN CENTER FOR CAREER DEVELOPMENT & ENTREPRENEURSHIP

Participating partner institutions:

EBC Hochschule Campus Berlin, Regents University London, ESG Management School Paris, Universidad Autónoma de Madrid and Università Cattolica del Sacro Cuore, Milan

Executive Summary:

Within the ERASMUS+ scheme we want to develop a network of European career services to share information and resources on local labour markets. We also want to train local career service staff to provide home students with optimal support when seeking employment or launching businesses within Europe. To achieve this we want to set up a series of workshops, summer schools and network meetings where knowledge is accumulated and distributed on a continual basis. All measures will be implemented under the common brand "European Centre for Career Development & Entrepreneurship (ECCE).

Context:

We all take pride in the excellent education we offer future global leaders in the business world, but we can do more.

All partner institutions have a strong track record of student mobility (studies and internships abroad) - in fact, most institutions have integrated compulsory study abroad periods and obligatory internships (not all have to but all can be done abroad). Whilst we have strong ties in terms of study mobility cooperation, our career services operate mainly with a national or even local focus. We want to change that. Students want to (and some have to) do internships abroad, so it is our responsibility to provide them with the necessary tools and knowledge of foreign labour markets, business etiquette, legal ramifications etc.

In order to meet these requirements, we need to develop a common infrastructure of knowledge and best practice exchange; we need to develop our career service staff and finally, we need to build a sustainable alliance that significantly impacts our institutions on a structural level.

Overall objectives:

1. Internationalize career services & widen their scope of international and academic cooperation
2. Improve career services through specific training
3. Improve student employability
4. Enhance mobility of students, teaching and administrative staff
5. Enable graduates to access different European labour markets
6. Enable graduates to build businesses in different European countries
7. Share local resources in order to provide a broader net of knowledge and resources to all involved students and institutions

Results aspired after 3 years:

1. Every student has the opportunity to access information on labour markets, established application practices, business etiquette and job postings and can expect from his career service that they will be able to provide assistance on an always up to date basis.
2. Every career service has at least one staff member who can provide this knowledge and is able to support students, colleagues and superiors in matters of the European labour market whilst keeping in regular contact with European colleagues.

3. All Career Centres engage in the organization of a European Entrepreneurship summer school for students of their institutions.
4. The institutions commit to the project and brand it as "European Centre for Career Development & Entrepreneurship in order to improve the visibility of the project and receive maximum international and internal dissemination.

How to achieve that?

All proposed partners possess sound knowledge about their home labour markets. They have networks into their local business communities; they have professional staff to counsel and train their students; they have produced information materials for their students and they have job boards and databases for industry contacts and job postings. So the easiest and most efficient action is to share the knowledge and resources with each other in order to enhance the service level for our students, our network and cooperation. To set up such a scheme, time, evaluation of local resources and best practice exchange is needed.

1. The partner institutions meet, evaluate the resources already in possession and find a way to make them accessible to all students/or partner institutions.
2. Partners set up a series of workshops and summer schools to a) train our career service staff and b) train our students. The training of the career centre staff is essential since it guarantees the sustainable dissemination of employment skills within the institution.
3. Partners commit to continuous internal communication to ensure that as many students as possible have the opportunity to benefit from the outputs of the Strategic Partnership.

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GRANT AMOUNT:	213 611 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Strengthening quality through mobility and cross-border cooperation
PRIORITY 2:	Improving the quality and relevance of higher education
PRIORITY 3:	Promoting entrepreneurship education and social entrepreneurship among young people.
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Employability; International Cooperation

PROJECT NUMBER:

2015-1-DE01-KA203-002196

TITLE:

PROMOTING CIVIC ENGAGEMENT VIA EXPLORATION OF EVIDENCE: CHALLENGES FOR STATISTICS EDUCATION

DESCRIPTION:

Promoting civic engagement via exploration of evidence: Challenges for Statistics Education

The project aims to contribute to the preparation of young people in Europe and beyond for responsible citizenship, in terms of their ability to be aware of and understand quantitative evidence and statistics about key social phenomena that permeate civic life, such as migration, demographic change, crime, economic and employment change. In many countries the general public is encouraged to participate in public policy decision processes. Sound evidence-based decision-making in private as well as public life requires from the informed citizen a certain level of quantitative reasoning skills to understand important social issues.

Government agencies and NGOs in many European countries make abundant data as raw material available to the general public. Traditional print media increasingly provide interactive abilities for data exploration on their web pages to allow readers far more in-depth exploration than a traditional newspaper article. Modern technology provides powerful tools for data visualization that offer the potential of exploring large multivariate datasets. However, statistics education both at secondary and tertiary level is lagging behind the demands for informed citizenship. Relevant datasets that can inform debate and action have a complex multivariate structure, and visualisation tools by statistics producers may not be accessible for everyone.

The project aims to develop integrated resources (lesson plans, data visualization tools, and support materials) for statistics instructors at tertiary levels which will also be accessible to high school teaching, designed to facilitate exploration and understanding of authentic, multivariate (mostly large scale) data about social, environmental and health issues. Integrating authentic large datasets into teaching lets students experience how statistical analyses and data play a role in understanding the pressing social and political issues of our time. The project aims to create opportunities for networking for educators who teach statistics at universities and high-schools, in order to facilitate mutual learning and exploration and refinement of new materials.

The six project partners from Germany, UK, Hungary, Portugal, and Israel have a strong background and expertise in researching conceptual foundations, assessing and enhancing statistical literacy as well as teaching statistics and data handling to a wide variety of learners. Coming from diverse backgrounds, different home departments (Education, Mathematics, Economics, Human Services) and rooted in different networks and professional environments (College and University Teaching, National Statistics Offices, continuing teacher education networks) they complement each other in unique ways with their experiences in ICT-based data visualisation, in tertiary and secondary statistics teaching and creating multimedia learning material for school and college education, in consulting big data providers such as National Statistics Offices and in the development and assessment of numeracy and statistical literacy.

Outputs of the planned project include: (a) development of a conceptual framework regarding the skills and knowledge for understanding multivariate data in the context of socially-meaningful data. (b) Preparation of relevant datasets from various government and non-government open sources, (c) design or refinement of unique data visualisation tools that will be made available to educators and students both through a central website as well as ready for mobile devices, into which educators can insert local data. (d) Teaching and learning material for innovative teaching practices for a broad scope of target groups including college/ university students from a variety of related fields (sociology, economics, psychology etc.) and high-school teachers. Materials will include lesson plans, worksheets, background and context information about the datasets and podcasts or short instructional recommendations.

The project plans several multiplier events and dissemination activities, such as conferences, workshops, and webinars, through which project materials will be refined and disseminated, and training for teachers be provided.

The anticipated impact of the project is the enrichment of statistics instruction at the secondary and tertiary level and the provision of innovative open online learning material. The interdisciplinary approach will incite innovation and debate to the statistics curriculum at school and university level to prepare youth for active citizenship. The ultimate impact will be to prepare young people to become active citizens and to empower people to evidence-based decision-making and participation in public debate and hence to strengthen civic society.

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GRANT AMOUNT:	400 286 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	Promoting empowerment, participation and the active citizenship of young people.
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Key Competences (incl. mathematics and literacy) - basic skills
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	New Technologies and Digital Competences; Teaching and Training

PROJECT NUMBER:

2015-1-DE01-KA203-002199

TITLE:

BOOSTING EUROPEAN EXCHANGE ON HIGHER VET AND EMPLOYER INVOLVEMENT IN EDUCATION STRUCTURES

DESCRIPTION:

Boosting European Exchange on Higher VET and Employer Involvement in Education Structures. A key aim of the EU HE Modernisation and Reform Agenda is for HE provision to more clearly meet the requirements of the labour market. Several recent studies (see referent for a summary - <http://www.refernet.de/media/auswahlbibliographie.pdf>; CEDEFOP WP 23; HAPHE project; OECD 2014) highlight the strategically important role of HVET, including PHE, as a significant driver of supplying employment-related higher level skills and improving post-graduation employment rates. It is the belief of the seven partners of the consortium that the project's core aim, Boosting European Exchange on Higher VET and Employer Involvement in Education Structures (BEEHIVES), will develop transferable competencies and practices that will strengthen HVET and improve cooperation between the world of education and training and the world of work. These 7 dedicated partners in the field of PHE and H/VET in Europe believe that while the European Higher Education Area (EHEA) has contributed significantly to harmonisation of HE in Europe, the 'Higher' Vocational Education and Training sector is: (1) a 'confused policy area' in many member countries – with HVET offered in several structurally separate sectors (HE, PHE, VET, CVET) with limited permeability (vertical and horizontal) and in many countries limited progression opportunities (2) there are no detailed HVET-focused country reports explaining the full complexity of this 'sector' and (3) limited attempts have been made to develop innovative and transferable employer engagement HVET practices and tools. Each partner has significant expertise in this field: Germany/Stuttgart – an innovative academic/technical dual university; Belgium Flanders/Antwerp – a PHE institution with substantial experience in WBL; Spain/Basque – an agency dedicated to H/VET innovation and entrepreneurship; Czech Republic and England – two college and PHE representative bodies with strong policy formulation remits; EURASHE – the EC recognised European-wide body for PHE; Malta – an agency dedicated to innovation and knowledge exchange. All partners have significant and extensive links with employers and employer representative bodies. The BEEHIVES project is designed to address cooperation and collaboration barriers in the strategic partnership triangle – HVET/PHE institutions, employers/labour markets and students – to contribute to the development of skills relevant to labour market needs and equip students with the knowledge and skills relevant for their long-term employability, entrepreneurship and personal development. The project reflects developments within the EHEA and will make a significant contribution to the Modernisation Agenda. The project will use a Peer Learning methodology, successfully applied in the Expando project and commended as a pathfinder initiative, both in terms of peer learning and the social dimension (Brian Cox, Co-Chair of the BFUG Working Group on the Social Dimension and Lifelong Learning). It will bring together representatives of the strategic partnership triangle to exchange and apply innovative practices and deliver recommendations for improving employer involvement in HVET. BEEHIVES project partners will identify and explore how HVET is organized, run and regulated in their countries/regions – both in PHE and the VET sectors – and specifically how the labour market relevance of HVET can be improved. BEEHIVES will create tools and measures that will create a fundamental step-change in terms of employer involvement in programme and curriculum design, validation, accreditation and award processes – placing employers and the needs of the labour market at the centre of the education offer. All results will be collected in a web-based "Strategy Matrix Toolbox that will ensure the three apexes of the strategic triangle are able to work more productively, improve student retention and increase employability post-graduation. The key outputs of the project will be: • national HVET profiles of the partner countries, including an understanding of present strategic partnership characteristics; • the identification of innovative practices within the strategic partnership model; • The successful transfer of innovative HVET employer engagement practices. That will: • Accelerate the knowledge, conceptualisation and development of HVET; • Improve trans-national recognition of strategic partnerships and best practices; • Improve coordination and collaboration amongst all HVET actors; • Discover and disseminate the skills, competences and knowledge levels needed by employers to be effective actors in HVET. The project will activate employers from all company sizes to participate in the development of HVET programmes and thereby significantly improve HVET practice. The project's legacy of HVET country reports and transferable tools and practices will ensure the products of the project are durable and sustainable; and significantly add to the quality of HVET and HE

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GRANT AMOUNT:	377 793 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 3:	Regional dimension and cooperation
CLUSTER(S):	Employability; Improving the Quality of Education / Training Systems; Education for Sustainable Development

PROJECT NUMBER: **2015-1-DE01-KA203-002201**

TITLE:

URBANE DYNAMIKEN: GLOBALE PERSPEKTIVEN FÜR EIN SOZIOKULTURELLES STADTMANAGEMENT

DESCRIPTION:

Urbane Dynamiken: Globale Perspektiven für ein soziokulturelles Stadtmanagement

Cities have always been a primary destination (whether temporary or permanent) for transnational migrants, and are thus invariably a location where different cultures meet, interact, and – on occasion – come into social conflict. Yet “urban laboratories have also given rise to creative activity and political reform movements. Currently, Europe’s urban societies are confronted by massive new challenges: the trend toward urbanization continues unabated; existing infrastructure is threatening to collapse; economic crises have increased the risk of social dislocation; and political and economic factors have given rise to increasing migratory movements that are generating heterogeneous spaces.

Existing occupational fields concerned with management of urban areas have not been able to sufficiently respond to these trends. On the one hand, academia is only partially in a position to accept these intercultural challenges and to develop solutions for dealing with them; on the other hand, there is a need to improve the career opportunities of graduates in cultural studies by adapting and updating existing fields of study.

In light of the foregoing, the SP aims to create the institutional conditions necessary for the education of skilled experts in the area of “urban dynamics. Clearly, an increased emphasis must be placed on conducting interdisciplinary work at the interface between the social sciences and humanities. Yet to this end, networking between institutions on a European level is not the only thing required; transcontinental ties need to be leveraged if sustainable solutions are to be developed.

Accordingly, in order to realize the goals of the SP, two Latin American partners will be integrated into the project. The partners have been selected based on their research interests as well as existing relationships. The dynamic urbanization trends underway in Latin America – which are likely to be witnessed in Europe, as well – have confronted the population with specific problems. For this reason, the SP expects that a valuable exchange of knowledge will take place, allowing creative and innovative solutions to be shared.

In this regard, two key goals will be pursued: On the one hand, the SP will seek to establish itself as a robust network of “knowledge and services that can be used for further activities beyond the funding period. In this regard, the aim is to establish a network of contacts that remains in place over the long term. On the other hand, education-oriented goals will be pursued that are of sustainable value to universities. Specifically, the SP will seek to (1) generate and share new knowledge about global urban dynamics as well as general professional expertise that promotes employability; and (2) to create interdisciplinary and international learning modules with specific relevance to professional fields.

The curricula will be directed toward interested MA students as well as postgraduates in both the humanities and social sciences, including in particular those studying urban and spatial studies. Additional planned formats will be directed toward a broader audience, and will take the form of targeted further education programs for professionals dealing with urban issues that have socio-cultural relevance (e.g. municipal officials; developers; investment promotion agencies). In total, some 5,000 people (300 in limited-enrolment activities) and over 20 institutions in five countries stand to gain from the developed curricula.

Network-oriented events will be among the activities planned by the SP, including a kick-off meeting, an international symposium, and international workshops that will be organized by the three European project partners. In this connection, the placement of participants in foreign professional internships that deal with urban dynamics will play a key role, as will the development and application of teaching material that uses blended learning concepts.

Methodologically, the SP will contain the following elements: (1) international exchange and interdisciplinary cooperation; (2) the development of intercultural teaching material that makes use of blended

learning concepts; (3) career-oriented curricula that enable dialogue with professionals; and (4) a dynamic feedback structure that allows the educational process to be directly revised and improved.

In sum, the aim of the SP is to make a contribution to vocational fields that deal with urban issues, fields that have gained increasing importance within the scope of current urbanization trends. A secondary goal is to increase the employability of the participating students. In this way, the SP can have positive social and political impacts: beyond the aim of increasing intercultural awareness, the spread of cultural knowledge helps one to critically assess policy decisions, to promote intercultural tolerance and understanding, and to creatively leverage the potential of the urban spaces.

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GRANT AMOUNT:	235 305 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 2:	Strengthening quality through mobility and cross-border cooperation
PRIORITY 3:	Promoting entrepreneurship education and social entrepreneurship among young people.
TOPIC 1:	Creativity and culture
TOPIC 2:	Enterprise, industry and SMEs (incl. entrepreneurship)
CLUSTER(S):	Employability

PROJECT NUMBER:

2015-1-DE01-KA203-002203

TITLE:

COMPARATIVE STUDIES ON ADULT AND LIFELONG LEARNING

DESCRIPTION:

European policies on lifelong learning increasingly affect adult and lifelong learning practices in the EU member countries. At the same time, study programmes and disciplines focusing on adult and lifelong learning do not include, or only to a very limited extent, questions of European policies or international comparisons of adult and lifelong learning. Additionally, mobility rates among education students are very low. For prospective educators to become active actors in the context of a Common European Education Area, there is a central need to ensure that they (1) can analyze the relation between European policies and concrete educational practices, (2) are able to do comparisons on adult and lifelong learning in different European countries, and (3) have created first professional networks with other prospective educators in the field of adult and lifelong learning.

Based on the experiences of an ERASMUS Intensive Programme, the project 'Comparative Studies on Adult and Lifelong Learning' creates a long-term Strategic Partnership between seven European universities from Germany, Italy, Portugal, Hungary and Denmark, all of which have international expertise in adult and lifelong learning. The Strategic Partnership aims to develop a sustainable joint study module, including a short-term mobility phase, for master's and doctoral students in the context of adult and lifelong learning. The joint module will enable students to develop analytical, comparative and transversal competencies. A professional online network will be developed as an information, exchange and research channel for international study opportunities in adult and lifelong learning. The Strategic Partnership aims to integrate an international approach into national adult and lifelong learning curricula, promote the development of competences in the context of European educational policies and comparative competences in adult and lifelong learning (both on an interdisciplinary basis), raise the mobility of students in adult and lifelong learning, and develop a personal professional network for participants of the joint module and other interested individuals.

For that purpose, a joint module will be developed for advanced master's and early doctoral students in the context of adult and lifelong learning. The joint module will be piloted and implemented in a sustainable fashion into the curricula of all partner universities. To that end, the following intellectual outputs will be developed:

- a) Joint-module methodology: 'Comparative Studies and Adult and Lifelong Learning'
- b) Online tutorial for the preparation of students at all partner universities (applicable also at institutions outside the consortium at no charge)
- c) Professional online network as a sustainable information, exchange and research platform for participants and other individuals interested in international studies in adult and lifelong learning
- d) Comparative analysis as an academic basis for the implementation of comparative studies in adult and lifelong learning and as learning outcome of the pilot participants.

The intellectual outputs will be discussed, presented and disseminated at three multiplier events:

- a) Intensive workshop: Need for comparative skills in adult and lifelong learning
- b) International seminar: Joint module in comparative studies in adult and lifelong learning
- c) Transnational conference: Comparative analysis in adult and lifelong learning

The multiplier events will be used to discuss the further development of the Strategic Partnership with various stakeholders, to present the results of the project and participants' learning outcomes, and to recruit partners for using the outcomes of the Strategic Partnership.

The module will be tested in three pilots with a growing number of participants: Cohort 1 with 32 participants, Cohort 2 with 40 participants, and Cohort 3 with 46 participants plus free-movers. For each

cohort, a ten-day on-campus phase is planned. The Strategic Partnership will develop sustainable ways for financing this intensive phase.

We expect the Strategic Partnership to have the following impact: (1) systematic integration of European educational policies and comparative studies into national adult and lifelong learning curricula at the participating institutions and beyond, (2) an increase in mobility among former and potential participants of the joint module, and (3) a stronger presence of European perspectives in individual study pathways in adult and lifelong learning. Furthermore, the Strategic Partnership aims to improve the employability of programme participants, raise the PhD rate in adult and lifelong learning, increase the European activities of future professionals in adult and lifelong learning, and contribute to a peaceful development in Europe and beyond.

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GRANT AMOUNT:	329 019 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Strengthening quality through mobility and cross-border cooperation
PRIORITY 2:	Strengthening education and training paths of educators and youth workers
TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Pedagogy and didactics
CLUSTER(S):	Inclusion and Tolerance; Teaching and Training

PROJECT NUMBER: 2015-1-DE01-KA203-002207**TITLE:****NEW CULTURE IN HIGHER EDUCATION: PROJECT-ORIENTED LEARNING BEYOND BORDERS****DESCRIPTION:**

New Culture in Higher Education: Project-Oriented Learning Beyond Borders

The globalized European environment is faced by the challenge to meet the worldwide continuously growing demand for capital and consumer goods by simultaneously ensuring a sustainable involvement of human existence. A worldwide increase in wealth based on current technologies with their consumption of resources will exceed every accountable social, environmental and economic bound. A strong manufacturing industry can be the cornerstone of a Sustainable Development in Europe. Young entrepreneurial engineers motivated to set up sustainable initiatives have to be identified and trained in European universities. They will hence gain the knowledge and skills to expand sustainable engineering to competitive innovations for empowering a global sustainable development.

Mobility, multi-locality, and transnational migration are moreover current social developments among the population of the EU. The human cohabitation within the European society will become more and more characterized by intercultural and cross-border interactions between the European citizens. These social developments lead to new forms of living and new requirements for working in the EU. The teaching and learning in higher education has to adapt to these developments. Therefore, higher education must provide transnational team work in the curriculum of tomorrow's engineers to provide a competitive advantage in their future careers.

Motivated by the needs of today's globalized European environment, the main objective of this project is to improve and enhance the learning process in higher university education of sustainable engineering through mobility and cross-border cooperation. Multidisciplinary, intercultural teams of 28 master students and 13 researcher in the field of engineering, a so-called European Engineering Team (EET), from four European universities, TU Berlin, PoliMI, NTNU and WUT, will work together on solutions aiming for sustainable innovations. The partner universities will act collectively in enhancing and innovating the teaching and learning processes that will pursue three main objectives:

- a. To coin the career of students in their early phase by coping with the challenge of sustainability in engineering processes
- b. To foster sustainable entrepreneurship and start-ups established by students
- c. To prepare students to thrive in and contribute to an increasingly demanding work-life in Europe by promoting key skills required in the EU labour market

The partner universities will develop a new course curriculum (O1) for the EET based on an innovative teaching and learning approaches. A MOOC about Sustainable Engineering (O2) will essentially supplement the EET by supporting the development of the required methodical- and professional-competencies of the master students. In order to effectively disseminate the results of the project to internal and external stakeholders, a guideline for planning and implementing interdisciplinary and transnational teaching and learning activities (O3) will be developed including the necessary collaboration infrastructure.

The impact starts at the local partner universities through their master students who will be better prepared for the competitive European labour market and who will have substantial knowledge about sustainable engineering and entrepreneurship. Two sustainable start-ups will be established by the master students. They will be an innovation driver at regional level. In the long-run the established start-ups will also create new jobs in the field of engineering services and products and will also strongly contribute to the local sustainable development. The cooperation of the partner universities will lead to a unique European think tank on sustainable engineering, also involving local companies as well as international third-party universities and research institutes.

On national and European level, the developed course curriculum will increase the quality of teaching and learning in higher education by being disseminated to third-party European organizations. They will start

to apply own transnational project-oriented teaching activities. This will lead to a competitive advantage of these organizations in terms of attracting new students or of qualifying employees.

The established think tank on sustainable engineering will also lead to an increase in joint teaching and research activities about sustainability-related topics on a European and international level. All partners of the think tank will strongly focus on finding new innovative solutions for a global Sustainable Development.

The ERASMUS+ project will have an essential long-term impact on the international profile of the partner universities. It will increase the interdisciplinary orientation of the European strategic partnerships of these universities by adding a new European joint study course to the curricular. This project thus strongly supports a long-term increase in the quality of higher education in Europe.

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GRANT AMOUNT:	402 229 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Strengthening quality through mobility and cross-border cooperation
PRIORITY 2:	Improving the quality and relevance of higher education
PRIORITY 3:	Promoting entrepreneurship education and social entrepreneurship among young people.
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	International Cooperation; Teaching and Training; Employability

PROJECT NUMBER:

2015-1-DE01-KA203-002216

TITLE:

INTEGRATING FINNO-UGRIC STUDIES IN EUROPE: INNOVATIVE RESOURCE POOLING FOR A LOW-VOLUME DISCIPLINE

DESCRIPTION:

"Integrating Finno-Ugric Studies in Europe: Innovative resource pooling for a low-volume discipline" (In-FUSE) proposes a strategic partnership between eight European universities (Munich, Hamburg, Vienna, Szeged, Helsinki, Turku, Tartu and Uppsala) focusing on a specific discipline, ostensibly minor, but important in the wider European context: the Finno-Ugric languages are the second largest language family in Europe, including both nation-state languages (Finnish, Estonian and Hungarian) and a broad spectrum of endangered minority languages spoken in diverse multilingual communities. Finno-Ugric studies is inherently an international discipline, and its research traditions are characteristically European. Still, compared to major European philologies like Germanic, Romance or Slavic, Finno-Ugric studies are represented at only few universities in relatively small institutes, highly specialized in different aspects of this field of interdisciplinary character (languages, literatures etc.); their limited resources limit the range of teaching and thus the prospects of students in their future career. Moreover, institutional developments and economic pressures are affecting Finno-Ugric studies like other research-oriented disciplines with typically only a few dedicated students: on a local or national level and on the basis of quantitative criteria, they will be unjustly disadvantaged.

The project proposes to resolve this problem through long-term international resource pooling within the strategic international partnership among universities that already have long-standing contact, both in Erasmus frameworks and other international projects. Such a radically new superstructure will connect the leading Finno-Ugric institutes in Europe in a cost-efficient way, so that each partner institution can develop and share their special expertise. The purpose is to increase the range and quality of teaching, giving students access to expertise in the full spectrum of the discipline, introducing and disseminating innovative (especially ICT) methodologies and best practices, and promote student employability by encouraging active use of their acquired languages and practical application of their skills, as well as giving them the means to gain experience in international and intercultural communication whilst still students. Only knowledge pooling and increased mobility, both physical and virtual, will enable students to boost their job prospects through improved linguistic and intercultural skills that are vital to function effectively in a multilingual and multicultural Europe.

In this project several types of teaching activities are planned, combined to a well-rounded programme. It will offer one specialized e-learning course pro semester that can be taken separately or deepened either at an annual Winter school or at a Blended Mobility Summer workshop. Winter Schools will also include current topics presented by prominent specialists from different universities with workshops and presentation of students' own results, but will also focus on aspects of practical application of theoretical knowledge (such as translation, knowledge management, intercultural transmission). The successful experience of the first three Winter Schools, Vienna 2013, Szeged 2014 & Munich 2015, will be evaluated and built upon. Planned are Winter Schools in Tartu (2016), Turku (2017) and Vienna (2018) and Summer workshops in Szeged (2016), Hamburg (2017) and Uppsala (2018).

As a result, 1) students will have the opportunity to participate in innovative courses provided by partner universities which for geographical or mobility reasons they normally could not take part in; 2) students will develop and broaden their digital competence due to the web-based modules/components, and 3) students can individualize their study programmes through access to a pool of high-quality courses beyond their usual curriculum. By virtue of inter-university cooperation the partners can disseminate better teaching practices and develop more serviceable ICT features in their teaching.

One of the key aspects of the Strategic Partnerships as envisaged by Erasmus+ is the promotion of language learning and linguistic diversity. However, multilingualism in the EU should not be understood as only the ability to additionally speak one of the 24 official EU languages, but also to the ability to speak regional or minority languages, of which there are over 60, many of which, such as Saami, have (regional) official status in one or more EU countries. This project therefore aims to raise awareness of the existence, multiplicity and importance of these smaller languages.

Other strategic goals include building a basis for development of a Joint Master Degree and international doctoral study programmes. It is also a case study the results of which other European philologies and research-oriented disciplines taught at partner universities can benefit from.

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GRANT AMOUNT:	190 375 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Strengthening quality through mobility and cross-border cooperation
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 3:	Improving the quality and relevance of higher education
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Research and innovation
CLUSTER(S):	International Cooperation; Teaching and Training; Research and Innovation

PROJECT NUMBER: **2015-1-DE01-KA203-002234**TITLE: **EUROPEAN UNIVERSITY TANDEM**

DESCRIPTION: European University Tandem

In the last 20 years, globalization has led to an immense internationalization of professions and communication. For universities today, it is essential to promote initiatives that prepare students for their working lives in an international society. This demand has been addressed by the European Union through its dedicated programs supporting multilingualism and lifelong learning. On a practical level, this requires a high number of language classes offering students to improve their competencies in multiple languages and in various professional fields. These needs, however, are a challenge with regard to the organization of foreign language learning methodology. Not only, should students be prepared for everyday life communicative situations, but also for subject specific conversation in their chosen professional field. While academic content has increased in the curricula, students face the need to improve their language proficiency, create transnational academic/professional networks in order to be prepared for professional exchange – be it virtual or real.

Against this background, foreign language centerscentres of the large European universities have to constantly adapt to the needs of their students in order to offer the best possible service. The institutions cooperating in this application reach almost 250,000 students at the partner universities and provide multiple approaches to language learning, offering individual choice of progression, online/blended-learning, autonomous learning strategies and facilities, while using state-of-the-art technologies. Tandem learning has been an important part in these all-encompassing concepts, since learners profit not only from learning with a native speaker but also from developing intercultural competencies in a non-classroom environment. However, within this very successful model, demand has regularly outstripped supply, i.e. native speaker students of the local majority language outnumber native speakers of other languages. With modern communication tools, eTandems can fill this gap. Learning a foreign language with a peer-student from another international university increases not only language proficiency but also intercultural competencies. Students successfully participating in such an eTandem are more likely to engage in international exchange programs and will be more ready to relocate internationally.

EUniTa will provide a much needed tool, addressing the challenges of a multicultural and multilingual world. With EUniTa, students can improve their communication skills in both areas – professional and private – and foster their intercultural competencies by benefiting from an innovative concept for eTandem learning. EUniTa will relieve university staff in organizing tandem exchange programs while at the same time offering better quality support, greater language variety, networking opportunities, and certification to students. EUniTa will further lead to sustained international cooperation between the participating language centerscentres, and is designed to easily include other university institutions beyond the project duration. EUniTa provides a sustainable language learning solution that can easily be extended by other learner groups (e.g. alumni). EUniTa therefore has the potential to be a door opener for European professional exchange and mobility. A constantly high number of participants is important to balance supply and demand of language combinations. EUniTa will automatize both matching of tandem partners and providing support. The user-friendly design, including video chat, diary/appointments, and feedback-function on pcs, tablets, and smartphones will meet the expectations of a highly educated, young target group. EUniTa will offer standard tandem learning content AND language skills in academic/professional jargons, improving the Cognitive Academic Language Proficiency of participants.

EUniTa provides additional value through international networking opportunities and certification according to CEFR, especially for students wishing to participate in international programs. Finally, EUniTa will implement a proactive public relations strategy, increasing awareness among the target groups and within relevant institutions. Several of the partner institutions of this application worked together in the eTandem study Tandem goes Internet (2013). Their experiences are incorporated in the EUniTa design in order to meet the challenges described above and in order to develop a sustained transnational cooperative system. In addition to the participants who have already worked together in the previous eTandem project, other partners were invited to EUniTa in order to meet the language needs anticipated and because of their experience in eLearning/blended learning methodology and internationalization of degrees. The

partners in Exeter, Liverpool, Florence, and Poitiers have also been affiliated through the DAAD lecturer network.

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GRANT AMOUNT:	318 296 EUR
CONTRACT DURATION:	30 months
PRIORITY 1 OR MAIN:	Developing basic and transversal skills using innovative methods
PRIORITY 2:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 3:	Supporting the implementation of the 2013 Communication on Opening Up Education
TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 2:	Teaching and learning of foreign languages
TOPIC 3:	Open and distance learning
CLUSTER(S):	Inclusion and Tolerance; Teaching and Training; New Technologies and Digital Competences

PROJECT NUMBER: **2015-1-DK01-KA203-004295**

TITLE:

DEVELOPING DEAF INTERPRETING

DESCRIPTION:

Deaf people working as sign language interpreters are a relatively new professional field. Deaf Interpreters are typically used as relay interpreters to interpret for consumers with special linguistic needs, or as interpreters between two signed languages or between one sign language and international signs. The need for deaf interpreters is growing, but the provision of training and education specifically designed for deaf interpreters have not kept pace with the growing demand. In recent years only a few deaf Interpreter training programs have been set up in Europe, research into the area is scarce, and we still lack appropriate assessment tools for assessing the skills of deaf interpreters.

We are a cross sectorial partnership, consisting of five partners, representing Higher Educational Institutions undertaking deaf interpreter training, as well as national and European NGO's in the field: Hamburg University, Coimbra Polytechnic Institute, Humak University of Applied Sciences, European Forum of Sign Language Interpreters, and Danish Deaf Association. Each partner will contribute to the project with their key staff members in this area of competence (primarily teachers and researchers within linguistics and sociology). Altogether 570 people are expected to participate in the project activities, of this group 400 are expected to be deaf. The partnership will in cooperation undertake surveys, studies and research into deaf interpreting in order to produce a description of the profession from various angles: primarily socio-logical and linguistic. Furthermore the partners will develop a set of common recommendations for a deaf interpreter curriculum that will be applicable at various levels of education throughout Europe.

The main objective of the project is to enhance the quality, relevance and provision of deaf interpreter training. Not only the partners' own training programs are expected to improve, the project is also expected to influence the training options in other educational Institutions in Europe. Access to the research-based curriculum, which will be produced by the project, is expected to encourage and inspire educators and educational institutions to initiate this kind of training and/or improve the quality of already existing training programs.

By influencing the training programs at various levels in Europe, the project will also contribute to a development, where the skills and qualifications of deaf interpreters will be more transparent and standardized in Europe. The partners will apply the use of EQF in their training programs in order to further enhance the transparency of the learning outcome for the interpreters, the aim being that the competences and qualifications will be recognisable and applicable in any European country regardless of the nationality of the interpreter.

The long term objective is to contribute to removing barriers at the labour market for deaf interpreters. Major obstacles for deaf interpreters today are lack of official training options and lack of recognition of the profession. Giving (future) deaf interpreters access to high quality training and certification will go a long way towards recognition of the profession, but also the findings of the research are expected to contribute to a better understanding and definition of the specific competences of deaf interpreters. The findings of the project research will thus also contribute to the documentation needed, to pave the way for deaf interpreting as a profession in the future.

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Helle Skjoldan

PARTNERS:

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SUOMEN HUMANISTINEN AMMATTIKORKEAKOULU OY HUMAK, FI;
EUROPEAN FORUM OF SIGN LANGUAGE INTERPRETERS, BE;
UNIVERSITAET HAMBURG, DE

GRANT AMOUNT:

331 173 EUR

CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 2:	Reducing disparities in learning outcomes affecting disadvantaged learners
PRIORITY 3:	Contributing to the development of a European Area of Skills and Qualifications
TOPIC 1:	Disabilities - special needs
CLUSTER(S):	Inclusion and Tolerance

PROJECT NUMBER: **2015-1-DK01-KA203-004303**

TITLE:

CREATIVITY E-MODULES IN EDUCATION

DESCRIPTION:

The project aims at making creativity training accessible for all educational institutions across Europe through a new E-Module that can be integrated into existing curriculum in courses.

In the European modern society and throughout the world individuals are expected to be creative. Creativity has become the engine that drives forward innovative and entrepreneurial activity in educational, private and public organisations and in societal development as a whole. To meet these increasingly high expectations for creative performance, individuals need an effective mean. In most educational institutions across Europe students are not offered creativity training and as a result they most likely do not know the fundamentals of how to enhance their creative competences for becoming more creative.

Research has proven that creativity training can improve creative competences – in the same way that practicing piano makes you a better piano player. Embodied Creativity Training is probably the most effective mean for becoming more creative. Embodied creativity is trained using simulated, short and induced exercises in which you learn-by-doing using your body and mind.

Aalborg University has for years been developing one of the most advanced embodied creativity training programmes in the world. The programme builds individual and collaborative competences. This project will turn this programme into an Creativity E-Module. Hereby overcoming the need for a human facilitator and thus makes it possible for any teachers across Europe to offer creativity training in their education. The project will develop a tool that is accessible for every student at European higher educational institutions to become consistently more creative in their everyday life.

Together with American and Chinese partners, Aalborg University have already created a prototype to get proof-of-concept of the digitalization of embodied creativity training. This has been tested by student trainees across Europe since October 2014. Due to the positive results achieved it is clear that a more professional approach with more and new resources, knowledge and brains will transform this concept into reality. The consortium established wish to start over and make an E-module that can mass-disseminate creativity training by making it easy to use and accessible to all European educational institutions. This the project will not “just digitalize standard classroom creativity training exercises and expect a successful digital training program, the partnership will instead redesign exercises and develop new ones.

This project will benefit all students in the European educational system in all disciplines and fields of knowledge where teachers find it applicable. It will benefit primarily students who desire to start and carry out innovative and entrepreneurial activities; they will train their creative competencies. As a result, the future European workforce will become more proactive and more creative.

This project will change how students, educators, educational institutions and businesses behave and influence society. We expect the following effects:

- Students and graduates will become more creative; they will gain stronger abilities in creativity and new thinking through the usage of the Creativity E-Module.
- These students will gain confidence and competences to pursue personal, academic and professional goals involving high levels of originality and usability.
- More creative students will lead to a more creative workforce.
- Students will improve their employability.
- Educational institutions will have the chance to actively make their students more creative even though they do not have the competences in-house and thereby enhance the students' employability skills.
- A more creative workforce will lead to organisational development on the general and the team level.
- Teams will experience more original and useful work, and cross-disciplinary teams will have better conditions for combining their knowledge in new ways.

- This will in the long run lead to increased competitive advantage for European organizations because they will be more likely to become market leaders in innovation.
- It is expected that society will benefit from this project on two dimensions: citizens will generally become more open-minded and flexible towards new initiatives and other changes in society; and more creative citizens will result in more pro-active behaviorbehaviour
- The economy will be boosted by stimulating new venture creation. The creative self-efficacy skill the training enhances, intrinsically motivates the trainees to find new ways to improve his or hers life and the life of others by initiating and successfully complete an innovative and entrepreneurial process.

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GRANT AMOUNT:	397 185 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Developing basic and transversal skills using innovative methods
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	Promoting entrepreneurship education and social entrepreneurship among young people.
TOPIC 1:	Creativity and culture
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching and Training; Employability

PROJECT NUMBER:

2015-1-EE01-KA203-013431

TITLE:

EDUCATION AND TRAINING IN EARLY DETECTION OF BREAST CANCER FOR HEALTH CARE PROFESSIONALS

DESCRIPTION:

Background: Breast cancer detection should be carried out by a team involving a number of health professionals from various medical, nursing and allied health disciplines. Students from different health disciplines often have little idea of what each other's roles entail. Inter-professional learning increase this knowledge, as well as giving students an understanding of the interpersonal skills needed for liaison and communication.

Aim: to study and develop inter-professional eLearning about breast cancer detection for health care staff. Intellectual outputs of the project are O1: Study about mammography education and clinical practice in Europe dedicated to breast cancer screening and diagnostic, O2: Multimedia educational package about early BC detection and diagnostic procedures among nurses, radiographers and biomedical laboratory scientists and lecturers in the field, O3: Multimedia educational package on breast screening, imaging and quality assurance competences for radiographers and O4: Open and closed multimedia educational package on further examination (FE) and new breast imaging modalities competence for radiographers and biomedical laboratory scientists. Also Intensive program in inter-professional eLearning in early detection of breast cancer for health care lecturers and staff (C1) will be organized.

Methods: In order to fulfill objective 1 related intellectual output 1, the methodology of systematic literature reviews and surveys with questionnaires are used. The e-learning packages (O2-O4) are developed in the evidence-based way, i.e. at the first phase the best available knowledge (regulation documents, literature review, research results, expert knowledge, best practices + user views) are being surveyed. Evidence-base method serves also as pedagogical principle in line with eLearning pedagogics. In the basis of this best available knowledge core competences, contents, learning outcomes and materials are developed. Asynchronous and synchronous forms of eLearning are used in the open access platform where educational packages are constructed in.

Target groups: Health care staff working in breast cancer detection service chain primarily in European countries but open access eLearning makes the education also available to health care staff all over the world, so tens of thousands of members of health care staff can study asynchronous version of the course. However also version where communication with lecturer is possible will be prepared. For these courses students have access via institutions taking part this project since they need lecturer work hours and presence. Approximate number taking part these courses per year is about 70. There will be about 70 participants in the intensive course.

Impact: Increased competences of health care professionals as well as better diagnostic image quality and better radiation safety. More understanding about educational systems in the area of breast screening. More understanding about each other's professional work in breast cancer care and diagnostics for the benefit of the patient in the participating countries. Project will improve co-operation between different professional groups in breast cancer patient's pre-diagnostic process. This will result better services for women entering breast cancer diagnostic process at local, regional and international level. Since education is put into open access platform available internationally this affects into harmonizing health care staff inter-professional work in this service chain. Improved health care staff patient guidance competences about early BC detection and diagnostic procedures will improve seamless care and services of this vulnerable patient group. This helps right timing and focusing of care and services. Better competences in this area also impacts to the quality of diagnosis.

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GRANT AMOUNT:	294 580 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Health and wellbeing
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	New Technologies and Digital Competences; Health and Medicine; Teaching and Training

PROJECT NUMBER:

2015-1-EE01-KA203-013474

TITLE:

MODERNISING EUROPEAN HIGHER MUSIC EDUCATION THROUGH IMPROVISATION

DESCRIPTION:

The 'Modernising European Higher Music Education through Improvisation - METRIC' project wants to contribute to improving the employability of future music graduates through the artistic, pedagogical and entrepreneurial development of higher music education studies in the area of improvisation as a response to the rapidly changing employment situation in the music profession.

In performance curricula of higher music education institutions all over the world, improvisation training is increasingly seen as a crucial component because of the following reasons:

- Changes in the role of music in society at large lead to rapid developments in the music profession. The increased interest in a variety of musical styles by music listeners and a decrease of state support to arts generally are examples of these developments. As a result, a shift from fixed types of employment to a situation where musicians are self-employed and combine various professional activities in the form of a portfolio career can be seen all over Europe. The future music profession needs musicians that are flexible in working methods, musical styles and able to work in different professional contexts. Improvisation is seen as a significant skill in the music profession, giving the musicians better opportunities for finding jobs in a wider spectrum of music styles and contexts as artists, teachers and community musicians.
- In the 21st century, improvisation is seen as a crucial pedagogical tool for the training of transversal skills, which are fundamental for future musicians. Reflective attitude, peer-learning and team working are basic principles for improvisation practice and these are exactly the skills that will support the musicians to prepare themselves to be reflective participants in their portfolio careers. Therefore, the partner organisations of this project find improvisation to be a vital tool for modernizing higher education in the area of classical music. To support this, strong courses on improvisation need to be developed in higher music education institutions, as they will have a relevant role to play in the mainstreaming of improvisation and its pedagogical and artistic benefits to the professional musician's training.

The project brings students, teachers and leading experts together from different musical backgrounds in 13 European higher music education institutions to develop new and effective approaches and methods on the teaching of improvisation, both from an artistic and pedagogical as well as a professional integration point of view. Teaching staff will be updated or re-trained with information on innovative teaching and learning methods, leading to higher quality teaching. This will result in an increased awareness and understanding of the potential of improvisation in the participating institutions and, through a set of targeted dissemination activities, the higher music education sector at large. Eventually, this will lead to improved employment opportunities for future music students.

The project will implement the following activities:

1. A series of working group meetings meeting twice a year to develop intellectual outputs in the form of new teaching and learning (online), and assessment methodologies in improvisation.
2. The organisation of two Intensive Study Programmes (ISPs) where students and teachers can meet around specific themes. The role of these ISPs will be central to the developmental function of the project, as they will further develop and test the intellectual outputs developed in the working groups.
3. A joint staff training event for teachers taking place once with different groups of teachers to address new teaching and learning (online) methodologies and assessment approaches and to compare international standards of educational and artistic outcomes. Teaching staff will also be trained to become international external examiners for assessments in improvisation.
4. The development of joint European Modules in Improvisation through a series of working group meetings. These joint European Modules will ensure that the expertise available in the partner institutions will be pooled into a programme of the highest educational and artistic quality, and provide future sustainability to the activities through a structured future use of ERASMUS+ KA1 funding.

5. The activities, outcomes and the impact of this strategic partnership will be evaluated through various means so that evidence is created that the cross-border approach of the consortium is truly providing an added-value to the development of the institutions at national level only.

Through the involvement of the European Association of Conservatoires (AEC) representing around 300 institutions worldwide, the progress and results of the partnership will be widely disseminated as a model of curricular innovation through cross-border cooperation and expected to have a wide impact on the higher music education sector at large.

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GRANT AMOUNT:	347 675 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 3:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	International Cooperation; Teaching and Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER: **2015-1-EL01-KA203-013988**

TITLE:

ELECTRONICS FOR THE BEYOND SILICON ERA

DESCRIPTION:

The last 20 years the scientific and the business community have launched a gigantic effort towards the introduction of new materials and technologies that are envisioned to replace silicon technologies in many daily life's applications. This global effort has been inspired by: (1) the demonstrated and recently published saturation of Moore's law. This has set a limit in the number of transistors that can be intergraded into a single chip; as a consequence this restricts how fast electronics can be build, (2) there is a demand for new materials with superior electrical and thermal management properties than silicon, (3) there is a need for flexible, transparent, light weight and low processing cost materials compared to the respective properties of silicon. The beyond the silicon era includes a vast library of materials and technologies that satisfy some or even all the aforementioned characteristics. This library consists from inorganic, organic and hybrid materials such as: Organic semiconducting polymers, Carbon Nanotubes, Graphene & related materials, 2D new materials such as WS₂, MoS₂, perovskites, nitrides, metal oxides, Germanium electronics, Nanowires and hybrid organic-inorganic materials. The beyond silicon era does not only include new materials but also introduces new technologies that exploit electron properties apart its mobility under an electric field. Spintronics for example manifests the spin of the electron elevating the capacity of the modern hard discs or building low thermal consuming electronics.

Surprisingly and in contrast of the volume, the intensity of the implemented research (a great part of this research takes place in Universities' labs) and the number of publications in themes related to the beyond siliconsilicon era the Higher Education looks to be absent and distant from the recent developments. Higher Education Institutions in few cases have included some of the microelectronics developments within postgraduate's degree curricula. A total absence even in the form of popular science module is noticed from the undergraduate studies curricula of the majority of the respective University Departments (Electronics, Electrical Engineering, Materials Science, Chemistry, Physics, Biology) curricula. TEI of Crete has identified this gap since 2010. TEI of Crete actions towards the education of mainly undergraduate students of the respective Departments included the organization of very successful (this is depicted from the participant's feedback all these years) intensive programs in the fields of organic, transparent & flexible electronics and spintronics. The curricula of these intensive programs became by the years the core material of new undergraduate modules in many of the partner Universities and in the case of the OREA project soon will be converted in a European joint MSc degree (<http://orea.chania.teicrete.gr>). TEI of Crete with the proposed project makes a step further towards the modernization of the European undergraduate education regarding the technical skills in future technologies. The proposed project attempts to transfer the implemented laboratory - research outputs into the classroom. This proposal exploits TEI's highly expertise Erasmus network in the fields of modern nano-electronics and attempts to unify its Erasmus concentrated knowledge & skills in the fields of organic, transparent, printable, graphene, spin electronics into a series of deliverables. On the frame of the proposed program we plan within a three years period to implement the following deliverables:

- (1) Organization of spring and autumn schools (in a form of Intensive Programs) around the consortium Universities with main themes the developments in modern new electronics & applications based on organic and post-silicon materials. These events will be accredited and may be part of the partner Universities undergraduate curricula.
- (2) Design, construction, run and evaluation of a semester's module in the partner Universities. The latter could have the form of the blended course and will combine videos, web-based learning material, presentations and 'traditional' teaching methods.
- (3) A short version of the module could be developed for professionals so to be used for fast track education in the field of new electronics and nano-electronics

The proposed project as a target group has the undergraduate and young graduate students of Electronic & Electrical Engineering, Physics, Materials Sciences, Chemistry, Bio-Engineering Departments.

The educational material of the proposed project will be accessible from the collaborating European HEI and our colleagues in partner countries giving an European dimension.

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GRANT AMOUNT:	360 717 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Making the knowledge triangle work
PRIORITY 3:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies and Digital Competences; Teaching and Training

PROJECT NUMBER: **2015-1-EL01-KA203-014033**

TITLE:

COMPOSING LIFELONG LEARNING OPPORTUNITY PATHWAYS THROUGH STANDARDS-BASED SERVICES

DESCRIPTION:

In times of rising unemployment, lack of economic growth, making use of new learning opportunities outside the formal system,

and of the skills acquired through prior learning, is urgent. Nowadays, more than 120 million people are living in poverty or at the

threat of falling into one, approx. 25 million people are unemployed, while 77 million Europeans still have at most lower secondary

education. The Europe 2020 Strategy stresses the need for more flexible learning pathways as a pre-requisite and a strong incentive

for the fulfilment of the agreed social targets: 20 million fewer people in or at risk of poverty and social exclusion, 75% of the 20-64

year-olds should be employed, reduction of school drop-out rates below 10%.

The lack of meaningful, well-described, easily accessible information about Lifelong Learning Opportunities and of policy frameworks and tools for linking skills and qualifications gained across different phases and contexts, into forming flexible pathways

for personal development and competitiveness in the labour market, constitute hindering factors for the implementation of the

mentioned objectives.

The proposed project aims to aid in Composing Lifelong Learning Opportunity Pathways through Standards-based Services

(ComPaSS) and aspires to address the fundamental goal of the ET 2020 on making lifelong learning and mobility a reality and its

key objectives on skills for growth, competitiveness and employability, by explicitly targeting awareness-raising and institutional

commitment, coordination and partnership of relevant actors and stakeholders active in the field of ET.

The Compass consortium, constituting Higher Education Institutions, an association of University departments of informatics and a

national standardization organization, has designed an integrated approach that addresses these issues, elaborating on both policy

and technological aspects with an emphasis on the Information and Communication Technology (ICT) sector. More precisely COMPASS will:

- raise awareness on the concept of flexible pathways through the use of existing European and national guidance instruments

(Ploteus) for access to Learning Opportunities

- produce policy suggestions for the implementation of flexible pathways, for all education and training levels

- recommend a standard for enabling Learning Opportunity providers to engage in the well-structured description of their offers. These descriptions can be exploited by existing tools (e.g. Ploteus) to enrich their contents, making an impact on the quantity and quality of LO information at a European level
- develop free, publicly available online services for Learning Opportunity description and pathway development
- implement nation-wide pilot tests for the ICT-sector.

Leveraging its rich strategic plan and the consortiums pan-European network of Higher Education Institutions, policy makers and the Industry, the project targets provision of standards-based educational opportunities to university students that will maximize impact of its innovative policy and technology solutions, boosting awareness and reforms in favor of skills growth.

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GRANT AMOUNT:	253 575 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 2:	Improving the quality and relevance of higher education
TOPIC 1:	Quality and Relevance of Higher Education in Partner Countries

PROJECT NUMBER:

2015-1-EL01-KA203-014114

TITLE:

**MASTER COURSES: QUATERNARY GEOENVIRONMENT -
ARCHAEOGEOMORPHOLOGY ; ANALYSIS AND MANAGEMENT OF
ANTHROPOGENIC NATURAL HAZARDS AND DISASTERS**

DESCRIPTION:

The continuous development of science and the growing new techniques necessitate a significant change in the educational syllabus of postgraduate university programs. Taking into consideration the specificity of the students, as well as the need for proper preparation for the laborlabour market, educational material changes targeting specific topics designed to address problems in a better way, provide solutions and create new applications.

"Quaternary Geology & Geo-Archaeology and "Analysis and Management of anthropogenic - natural hazards and disasters will be two newly introduced courses during the two (2) years Masters Degree Program at the University of Athens-UoA. The development of the program aims at a more specialized knowledge and capacity building for students, which will make them more competitive in the laborlabour market.

The program will be enriched with renowned in their field scientists from international institutions who will share their expertise with our students. Also the collaboration with organizations (SMEs, Laboratories, and NGOs) will create the skills to the students that are required after they graduate. The Intensive Program, designed to occur twice each year, will give the participating students a condensed experience by applying what they have learned on fieldtrips combined with targeted lectures and activities. At the end of the program will be held a conference where students will be able to present their skills through research activity. Conference participants will be scientists from universities, public agencies, companies operating in the industry, research institutions, etc. The conference aims to bring together students and all stakeholders, who will be able to work with after graduation.

This projects partnership consists of: University of Athens-UoA from Greece, University of Aix-Marseille-AMU from France, University of Trieste-UNITs from Italy and Haifa University from Israel. UoA, AMU, UNITs and Haifa University are Higher Education Institutions. The choice of partners was made according to their specific expertise on the field, their teaching experience and their background of application in research activities. UoA is the responsible tutor for the two master courses in this project. AMU is the leader in Holocene relative sea-level research applying many new methods for the analysis of geographical and environmental data. UNITs team has a strong background in methods and techniques in physical geography and is the key partner for the methods and techniques to be presented in the courses and ISP. University of Haifa is focusing on the determination of historical and prehistoric sea levels and how these relate to human civilization. This team will play an important role for the Master course "Quaternary GeoEnvironment – ArchaeoGeomorphology.

The program is structured so that the courses are conducted in the spring semester and Intensive Program activities to be done in the following summer. After the completion of the program, internships opportunities will be available for the students by the collaborating institutes. International students, coming from the institutions of the EU projects partners will also participate in the ISP.

To achieve the objectives, an e-class platform will be developed. The platform will work as an on-line part of the course, which will be available in English. New educational material will be developed and uploaded into the platform. The educational material will be available to the students who will follow the course and also to anyone who is interested in the subject. The educational material to be developed includes instruction and teaching material, guidance to the methodologies which will be taught and fieldtrip guides. Also, instruction manuals to new approaches and methodologies, for laboratories, field work and modelling, which will be covered by the new curriculum. Innovative educational and training modules will be developed and applied e.g. training videos for both laboratory and field work techniques and also GIS modules videos to be used for different kinds of modelling.

Briefly, this project is composed by five independent and interrelated step-lines:

-Modernisation of the UoA Masters Program Degree, by the expertise of renowned scientist of international institutions.

-Introduction of new educational methods, which will lead to a higher quality of education.

-Strategic use of Information and Communication Technologies, thru an on-line e-class, with innovative video and audio teaching educational materials.

-Skill development for the participating teaching staff and students thru the Intensive Study Programme

-Preparation of highly trained students in the field of the courses, in order to raise the graduates chances for finding a better and more fulfilling employment

Compendiously the activities are: Long-term teaching or training assignments (6 months /year); Intensive Program (16 days & approx. 20 students /year).

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PARTNERS:	UNIVERSITE D'AIX MARSEILLE, FR; UNIVERSITY OF HAIFA, IL; UNIVERSITA DEGLI STUDI DI TRIESTE, IT
GRANT AMOUNT:	226 074 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 3:	Supporting the implementation of the 2013 Communication on Opening Up Education
TOPIC 1:	Environment and climate change
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	Education for Sustainable Development; Teaching and Training; New Technologies and Digital Competences

PROJECT NUMBER: 2015-1-ES01-KA203-015625**TITLE:**

ENHANCING COMMUNICATION: RESEARCH TO IMPROVE COMMUNICATION FOR PEOPLE WITH SPECIAL NEEDS AND DEVELOPMENT OF ICT RESOURCES AND TOOLS.

DESCRIPTION:

EC+-Enhancing communication aims to improve interaction with people with special needs and development of ICT resources and tools. It is a 27month project coordinated by the University of Malaga and within the European Commission framework under the 2015 Erasmus + programme KA2 "Cooperation for innovation and the exchange of good practices in the field of Strategic Partnerships for Higher Education. The project aims at training students from several disciplines (education, psychology, interpreting and speech therapy) in specialized communication with disabled and developing a comprehensive framework of IT tools to enhance communication with people who are at high risk of total exclusion due to severe intellectual disability.

The project has been conceived on the basis of reports from regional institutions in Andalusia, the demand of the disabled community stated in published documents, International academic research (Light and McNaughton, 2014), (Mirenda's,2014)

and the opinion of families, caregivers and professionals to provide accessible scientific guidelines and intervention tools for effective essential communication.

The project has gathered three academic institutions and a hospital which are a reference in specialized research and also a training institutions for healthcare professionals.

The target groups are university students who will be future professionals (teachers, speech therapists, psychologists, sign language interpreters, community interpreters) who will empower other target groups such as disabled subjects and healthcare professionals and caregivers who work with them with the necessary scientific information, strategies and tools for effective communication.

The project targets a group of 2,500 students who will benefit directly from research and findings. Other stakeholders such as those suffering severe intellectual disability will be directly involved in the testing of tools and software. Those will reach the figure of 500 besides families and caregivers.

There is a comprehensive methodology structure that join synergies of the various disciplines involved.

On the side of Psychology, the methodology will be focused on the total communication approach (Schaeffer. & Kollinzas, 1980) and Makaton system (Jude Vinales, 2913).

For interpreting, researchers will adopt the multimodality approach for communication (Bührig, 2004), Ventola (2004), Pascuandrea (2011), also adopted in disability research (Savvas et al 2008).

For the pedagogical portal, resources and medical guides on a selection of rare diseases and other disabilities will be elaborated. All those resources will be hosted in a computerized database to be distributed by means of mobile applications. The approach of agile development methodologies (Ashmore, 2014), Rubin (2012) will be followed.

OBJECTIVES:

1. To create a pedagogical portal which will offer open educational resources based on scientific and medical and psychology reference sources.
2. To create tools and software based on total communication approach, Makaton, sign language and multimodal resources that can be downloaded by using mobile applications.
3. To train university students whose future profession involves working with disabled people.
4. To test products with stakeholders.

5. To collaborate with European partners in joint research and publish findings of the project in specialised journal.
6. To disseminate the project activities and findings and to make it sustainable.

RESULTS:

Databases pedagogical portal, scientific documents on rare diseases and disability, software to be downloaded with open licenses, virtual online courses, medical guides, academic works to be published in international journals or collective volumes.

Three transnational meetings will be organized, an intensive program for higher education learners and an International Conference on Disability and Communication.

The expected impact of the project will be to promote awareness on disability and communications needs at regional, national, European and international level, setting an example for international scope.

The project is filling a gap on communication needs and empowering professionals and disabled people.

One indicator of positive impact will be the evidence of the usefulness of resources by constant use of contents and positive feedback in questionnaires' after using resources.

EC+ stability and continuity will be guaranteed by key participant research groups and a pedagogical portal with guidelines and resources that are open for all users and can be downloaded by mobile application technologies. Ph.D. research can further the results of this project.

CONSORTIUM:

University of Málaga (Coordinator) <http://www.uma.es/>

University of Klagenfur <http://www.uni-klu.ac.at/main/inhalt/1.htm>

University of Ghent <https://www.ugent.be/en>

Fundació Parc Tauli <http://www.tauli.cat/fundacio/>

COORDINATOR:	UNIVERSIDAD DE MALAGA CALLE EL EJIDO S/N 29013 MALAGA, Spain www.uma.es
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PARTNERS:	UNIVERSITAET KLAGENFURT, AT; FUNDACIO PARC TAULI, ES; UNIVERSITEIT GENT, BE
GRANT AMOUNT:	112 265 EUR
CONTRACT DURATION:	27 months
PRIORITY 1 OR MAIN:	Reducing disparities in learning outcomes affecting disadvantaged learners
PRIORITY 2:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 3:	Supporting the implementation of the 2013 Communication on Opening Up Education
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Disabilities - special needs

TOPIC 3:

Inclusion - equity

CLUSTER(S):

New Technologies and Digital Competences; Inclusion and Tolerance

PROJECT NUMBER:

2015-1-ES01-KA203-015734

TITLE:

ACCESSIBLE CULTURE AND TRAINING

DESCRIPTION:

Accessibility plays a major role in modern knowledge-based Information societies. The potential of Accessibility through ICT and Assistive Technologies (AT) for inclusion and participation of all citizens is increasingly growing allowing for a full integration in everyday life. The proportion of people depending on Accessibility (15% in 2013) increases and EU demography shows the growing tendency to eAccessibility dependency for its ageing population. National as well as European legislation supporting eAccessibility is in place and the UN-Convention on the Rights of Persons with Disabilities, the most powerful, global expression in support of Inclusion and Equality, has a clear focus on eAccessibility, AT and Design for All. Media Accessibility has long been a critical issue in the EU culture sector, and EC has funded many projects regarding creation and distribution of eAccessibility. The time has come to establish the new professional profile of media accessibility expert/manager, and its training. Full participation of all citizens in cultural events – as end users or participants – should become part of their daily life as for people without disabilities, restoring the concept of equal opportunity and Human Right of access to culture.

The project ACT proposes the definition of a new professional profile, that of the Media Accessibility Expert/Manager for the Scenic Arts, and also the various types of training activities associated to this professional. The project proposes a multi-sectorial team, pooling on expertise and working in a common practical project to draw the skills, competences and learning materials required. The project has a balanced participation of four universities, two theaterstheatres, two Dep. Culture in local Government, and one quality agency. Several end user associations have signed a letter wishing to participate in the project. More theatres will also participate in the project, since the objective is a priority in their policy.

The first step will be to profile accessibility issues for the events and users. In other words, an analysis of specificities of various cultural venues when wanting to implement an active cultural accessibility policy in the field of live and dynamic scenic arts, and also an analysis of the various user profiles accessing and taking part in these venues. Profiling will be done in all four countries and with many users. This trans-national analysis, in which various languages, genres, technologies and venues will be considered, will strengthen cooperation between organisations in different but complementary sectors that will exchange best practices. Simultaneously, an intensive dialogue with the authorities will be opened to discuss the best way to implement accessibility policies in the scenic arts, focusing on Catalonia and Flanders but extrapolating its results to other scenarios. Cooperation between regional authorities will be fostered and strengthened.

This initial event and profiling, plus the expertise gathered by the HEIs in accessibility training, will allow to define a new professional profile that responds to an emerging market need: that of the so-called expert/manager in accessibility for the scenic arts.

The main competences and skills of this new professional profile, along with its denomination, will be discussed and agreed upon by the various stakeholders.

An open learning proposal, more specifically a MOOC, will be developed. ACT will foster recognition and validation of knowledge, skills and competences acquired through this open learning. Before its launching, the MOOC will be designed, tested in a pilot course and disseminated in dedicated workshops. A showcase will be used as a testing scenario for the implementation of the skills acquired through the course.

Additionally, an accredited learning curriculum will be discussed and proposed for future implementation in the HEIs partners. Special emphasis will be put on the permeability of others types of learning with formal education pathways.

The project focuses on promoting equal opportunities and accessibility to cultural events (scenic arts) across countries and languages searching to establish and qualify the profile of accessibility expert to empower all citizens and especially people with disabilities. The project should be carried out transnationally since EU countries have a wealth of languages, language situations (bilingual, trilingual, monolingual) and translation traditions (subtitling, dubbing, voice-over) where cultural representations will take place. There is a need to develop pan-European quality training and certification to guarantee a common

professional profile across Europe and open new jobs. Designing and implementing the accessibility plans of a cultural venue should be the task of a well-trained professional able to work in a multilingual Europe aware of the cultural specificities along venues/users and the requirements of the different policies.

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GRANT AMOUNT:	314 223 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	Effective strategies for enhancing basic skills
TOPIC 1:	Creativity and culture
TOPIC 2:	Access for disadvantaged
TOPIC 3:	Enterprise, industry and SMEs (incl. entrepreneurship)
CLUSTER(S):	Inclusion and Tolerance; Employability

PROJECT NUMBER: 2015-1-ES01-KA203-015743**TITLE:****E-LEARNING NOVELTIES TOWARDS THE GOAL OF A UNIVERSAL ACQUISITION OF FOREIGN AND SECOND LANGUAGES****DESCRIPTION:**

E-LENGUA is a consortium among 6 European universities and a partner country higher education institution, all of them with extensive experience in second and foreign languages training. The project's main goal is to update curricular design for language teaching using ICT in Europe in a synergic way. Specifically, it is intended to seek solutions to previously identified problems and develop measurable actions and products in the use of ICT in the teaching of foreign languages for users of different ages, from diverse social origins: users may pertain to the academic world, the world of work, or they may represent the social facet of life-long education.

The Participating institutions (one university for each of the languages dealt with in the project) are:

- University of Salamanca (Spanish, 51 million of native speakers in EU): co-ordinating institution.
- University of Bologna (Italian, 60 million of native speakers in EU)
- University of Dublin (English, 67 million of native speakers in EU)
- University of Coimbra (Portuguese, 11 million of native speakers in EU)
- University of Heidelberg (German, 100 million of native speakers in EU)
- University of Poitiers (French, 80 million of native speakers in EU)
- Non-EU partner HEI: Cairo University (Arabic, 5 million of native speakers in EU)

Some of the most widely spoken languages of Western Europe have many more speakers outside the European continent than within it. This is the case with Spanish, the second most widely spoken language in the world, with 387 million speakers; English, the third most spoken language in the world with 365 million native speakers; Arabic, the fifth most spoken language in the world with 280 million native speakers and an international community of ever-growing economic, political and cultural importance; and Portuguese, the sixth most spoken language in the world with 204 million speakers.

Duration: 3 years.

GENERAL OBJECTIVES:

1. To contribute to the reinforcement of cooperation among European institutions of higher education through the exchange of best practices in order to build an open-access repository available to all the SFL teaching community with a view to achieving the integration of digital competencies in the curricular design of foreign language teaching.
2. To draw up teaching proposals that respond to the educational needs of the European context -inter-cultural and multilingual- and that present possible solutions to the challenges posed by the applications of ICT in the teaching of foreign languages.
3. To implement the development of cross-sectional knowledge, skills and attitudes related to the digital competencies integrated into foreign language-learning in Europe, paying special attention to people with special needs from the different countries included in the project (e.g. persons who are blind or deaf).

The challenges that stand out as the most relevant in the educational application of ICT to the teaching of foreign languages are:

1. To foster massive motivation and universal accessibility in regard to foreign language (FL) learning in the EU.
2. To improve collaboration and interaction in the teaching of a FL, in both oral and written skills.
3. To promote meaningful learning of a FL through the integration of the affective component (motivation, attitude, etc.).

4. To favour autonomous and accessible learning at any time and in any place.
5. To integrate intercultural communication in the teaching of a FL.
6. To foster the effective use of computer-mediated synchronic and asynchronous communication systems (CMC) in FL teaching to facilitate learning.
7. To improve online language assessment.

The universities in the consortium, leaders in the teaching of the native language of their corresponding countries, will become a reference in research applying ICT to the teaching of languages, by seeking solutions to the most problematic aspects of using technological resources as a teaching instrument. The expected outcomes of the project will be: an open-access repository of best practices in language teaching innovation, seven tangible and measurable products carried out by the seven partner universities that can help to meet the challenges mentioned before, technical and academic training in the use of new technologies applied to language teaching, publications in specialised journals of material with high scientific impact and knowledge transfer.

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Carmen Fernández Juncal

PARTNERS:

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UNIVERSIDADE DE COIMBRA, PT;
ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA, IT;
RUPRECHT-KARLS-UNIVERSITAET HEIDELBERG, DE;
THE PROVOST, FELLOWS, FOUNDATION SCHOLARS &
THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY &
UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN, IE;
CAIRO UNIVERSITY, EG

GRANT AMOUNT:

151 370 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Supporting the implementation of the 2013 Communication on Opening Up Education

PRIORITY 2:

Enhancing digital integration in learning, teaching, training and youth work at various levels

PRIORITY 3:

Reducing disparities in learning outcomes affecting disadvantaged learners

TOPIC 1:

ICT - new technologies - digital competences

TOPIC 2:

Teaching and learning of foreign languages

TOPIC 3:

Open and distance learning

CLUSTER(S):

New Technologies and Digital Competences; Teaching and Training

PROJECT NUMBER: 2015-1-ES01-KA203-015905**TITLE:****STRATEGIC PARTNERSHIP FOR THE IMPLEMENTATION OF THE UNIVERSITY INTERNATIONAL COOPERATION AND HUMAN ACTION NETWORK****DESCRIPTION:**

The project called "Strategic partnership for the Implementation of the University International Cooperation and Humanitarian Aid Network (UNICAH) will allow the implementation of an international University network including partner institutions which share the mission of promoting solidarity and humanitarian values among their universities communities, both by preparing competitive professionals of the humanitarian sector able to implement change-making processes towards a more inclusive, respectful and fair global society, and by fostering research and innovation in the field of international cooperation for the humanitarian professional sector.

The overall objective of the project is to create and strengthen a collaborative network between universities in order to enhance and establish common guidelines for University professional studies in the field of International Development Cooperation and Humanitarian Aid. The network will include also highly relevant civil society's entities of the selected field, with the aim of fostering the cohesion between the higher Education Sector and the Humanitarian professional sector. This will allow identifying the professional and academic skill required to meet the challenges of the Humanitarian sector in the post-2015 Development Agenda. This project will represent a preparation action for the design and implementation of a joint professional Master Degree in International Cooperation and Humanitarian Aid to be implemented through future project proposals in the frame of the Erasmus Plus program.

Activities:

The main activities implemented during the UNICAH project will be the following:

- Online and Offline Networking and widening and strengthening of the consortium for the preparation of the Master degree and other shorter accredited courses
- Joint design and definition of the Master Degree contests and structure, target groups, formal and non-formal methodology to be implemented, training program and timing, accreditation system, academic and administrative staff involved, etc.
- Preparation actions and technical empowerment of partner Universities for the implementation of the Joint Master Degree
- Training of Trainers initiatives in the field of Development Cooperation and Humanitarian Aid
- Interuniversity short term mobility for academic staff preparing the Master Degree
- Innovative pilot experience: implementation of a joint accredited course in the field of International Cooperation and humanitarian Aid between participating Universities.

COORDINATOR:

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Josefa de la Rosa Cantos

PARTNERS:

GRUPO SANTANDER, ES;
UNIVERSITE DE BRETAGNE SUD, FR;
International Center for Migration health and development, ES;
UNIVERSITA DEGLI STUDI DI PAVIA, IT;
UNIVERSITA DEGLI STUDI DI ROMA LA SAPIENZA, IT

GRANT AMOUNT:

168 156 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 2:	Improving the quality and relevance of higher education
PRIORITY 3:	Promoting empowerment, participation and the active citizenship of young people.
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	International Cooperation; Teaching and Training

PROJECT NUMBER:

2015-1-ES01-KA203-015957

TITLE:

LEARNING TOXICOLOGY THROUGH OPEN EDUCATIONAL RESOURCES

DESCRIPTION:

In "Bucharest Communication, 2012, European Higher Education Area, Ministerial Conference, it was stated: "We reiterate our commitment to promote student-centred learning in higher education, characterised by innovative methods of teaching that involve students as active participants in their own learning. This project (TOX-OER) faces this principle joining as partners Universities and research centerscentres from 7 European States, with high level of knowledge and skills in sub disciplines of Toxicology. This is a transversal science in human and environmental health, society well-being and economy, being part of high-education curricula in Pharmacy, Human and Veterinary Medicine, Environmental Engineering, Biology, Law/Regulation and Forensic Sciences. The profile of partners are adequate to the project needs, to transfer the scientific expertise from one to the other partners, to improve their scientific knowledge and skills, and to strengthen the educational offer and quality among the participating Universities.

This project aims to enhancing digital integration in learning, teaching, training and youth work at various levels by developing scientific, pedagogical, informative and formative materials in Toxicology (ICT-BASED), in their specialized field, which will be available both to all partners and through OPEN EDUCATIONAL RESOURCES (OER). The preparation of unified studying materials by experts on different areas will increase the quality of learning. Noteworthy, in this project, it will be design an international MOOC on Toxicology. To carry out the MOOC customization & implementation we have figured out five stages: syllabus; open Source MOOC platform; OER module creation; certifications and credit recognizable; harmonization of the OERs. This MOOC will be translated in all partner-country languages (Spanish, Portuguese, Italian, Romanian, Czech, Bulgarian and Finnish) and potentially addressed to a plurality of target groups with different learning needs. Furthermore, it will be created a MOOC Collaborative Design Development Tools to guide/support partners during the creation and the implementation of the Advanced MOOC Toxicology (TOX-OER Learning Modules). It will be also created conditions to recognize and certify the learning outcomes carried out by participants through the Toxicology MOOC fruition. This makes this material available to Europeans and also to South America and Africa people. Of note, the OER could be used in the Lifelong Learning scenario, being useful in long distance teaching in diverse social, economic and cultural contexts and reaching AUDIENCES OF DISADVANTAGED BACKGROUNDS. Thus, due to the lack of European MOOCs in Toxicology, the OER and the MOOCs resulting from this project will be fundamental resources to improve the access of learning, the active learning, the virtual and blended mobility. All the material will remain available even after project end.

The different target groups that will be reached and will benefit from this project are: a) staff of the consortium, benefiting of the various tools (like distance learning); b) scholars, undergraduate students, PhD students, post-docs of programs related to pharmacy, medicine, environmental protection, food safety, and forensic; c) interested professionals in the field: environment biologists and engineers, food and health professionals, authorities and police forces. Participation in scientific meetings and seminars and publication of the achievable tools in Toxicology journals will allow to disseminate the outcomes of the project in the academic environment. Toxicology is also important for general community as basic knowledge of the field can prevent risks associated to chemical exposure at home, in workplace and open environment, to drugs, "medicinal plants, and drugs of abuse.

As methodology, communication between partners will be through physical meetings and virtual meetings (IT tools) will be held each three months and whenever necessary. Four full partnership meetings will be carried out, one at the beginning of the project in Salamanca for the scientific discussion of the toxicological themes, to be presented by the involved partners in workshops open to students and professors. Also intensive learning courses will enable direct contact between interested students and experts in the selected fields of Toxicology. Two other interim meetings will be held in Bologna and Králové before the final meeting in Porto to prepare the final report of the project. This final meeting will include an open session to the community in order to share the outputs of the project and to discuss the pedagogical and scientific improvements with recognized experts in the area. The results will be used to prepare a future Join Master among the partners. In fact, after this project it is expected to increase the number of students interested in the courses related with Toxicology.

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GRANT AMOUNT:	191 243 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 2:	Reducing disparities in learning outcomes affecting disadvantaged learners
PRIORITY 3:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 3:	Open and distance learning
CLUSTER(S):	Inclusion and Tolerance; Improving the Quality of Education / Training Systems; New Technologies and Digital Competences

PROJECT NUMBER: 2015-1-ES01-KA203-015970**TITLE:****LABORATORY FOR POLICIES AND PRACTICES OF SOCIAL DEVELOPMENT IN HIGHER EDUCATION****DESCRIPTION:**

Context-background:

The financial and economic crisis is currently directly or indirectly affecting the middle and lower classes, with controversial policies

for reducing the fiscal deficit, which have meant, for example, a rise in the cost of access to higher levels of training, creating in some

European countries, newly excluded groups from Higher Education (HE). Inequalities in training for reasons of geographic, ethnic or social origin, and in job opportunities, salaries and incomes are critical dimensions of social. The development of policies, including

those concerning education, that extend access to opportunities, is essential in order to combat the permanent nature of the exclusion.

Objectives:

In this sense, within the framework of the Bologna process and considering the Prague communiqué of 2001, which emphasised the

need to work towards the inclusion of students and the need to promote the possibilities of mobility for all, and the successive declarations and communiqués which insist on the need to promote the social dimension in constructing and consolidating the

EHEA, the aim of our proposal is to promote the educational and social inclusion of underrepresented groups as well as of non-traditional learners, thereby broadly satisfying one of the main priorities being called for (i.e. the improvement of the capacities of organisations active in the fields of education, training and youth, notably in the areas of strategic development, quality of learning provision, equity and inclusion, qualitative and targeted activities for specific groups) and addressing clearly one of the important features of the Erasmus+ programme: "promoting equity and inclusion by facilitating the access to learners with disadvantaged backgrounds and fewer opportunities compared to their peers (p.13, Erasmus+ programme guide). -This main aim is specified in 4 specific objectives: (1) to establish a map with the institutional policies for attending to vulnerable groups in relation to academic access and success; (2) to establish a plan for the higher education organisations with initiatives aimed at promoting the access and successful development of students who are under-represented in university centres; (3) to develop solutions for the phases embracing the access, permanence (and success) of vulnerable students and non-traditional learners in the institutions of higher education; (4) to create a laboratory for reflection on and the promotion of the social commitment of Higher Education institutions in relation with the most vulnerable student groups.

N° and profile of the participants:

The consortium is made up of six partners from six different countries. It comprises six HEIs with extensive experience and running international projects. ACCESS4ALL is also endorsed by several stakeholders in each partner country. The managing partner, the UAB, has staff with experience of successfully developing national and international projects in relation to Higher Education institutions, tutoring, student dropout, access by vulnerable groups and non-traditional learners to university, among others (for more information: <http://edo.uab.cat>).

The partners have been carefully selected because of their previous experience, their University curriculums and their links. All of

the partners in the consortium have broad and complementary experience, as well as operational and managerial competences in

the areas of project management and quality assurance. The current configuration of the consortium ensures not only that skills are

complementary in the areas involved in the project, but in addition fully embraces the diversity of the situations in Europe since it

includes countries from southern Europe, severely affected by the current financial crisis (Italy, Portugal and Spain), countries in northern Europe (Finland and UK) and in eastern Europe (Romania).

Methodology, short description of results, impact and long-term benefits:

Carrying out a deep analysis of the different understandings of vulnerable groups and non-traditional students in Europe, identifying good practices, developing a strategic plan model for equitable access and success in Higher Education and creating a

Laboratory for Policies and Practices of Social Development in Higher Education to disseminate the results and to raise the awareness of the subject matter, the project will enable the access and exchange of numerous policies and initiatives that the partners are already developing in order to improve access to and permanence in HE for vulnerable collectives and non-traditional learners. The desired impact at both local and international levels is double: (1) increase recognition, equity and inclusion of

vulnerable groups in European HEIs; and (2) to improve the quality and to increase the volume of multi-lateral cooperation between

higher education institutes in Europe, creating a network of HEIs interested in the development of the social dimension of the EHEA.

COORDINATOR:	UAB CAMPUS DE LA UAB BELLATERRA 08193 CERDANYOLA BARCELONA, Spain http://www.uab.es
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PARTNERS:	INSTITUTO POLITECNICO DE LEIRIA, PT; UNIVERSITATEA DIN BUCURESTI, RO; JYVASKYLAN YLIOPISTO, FI; UNIVERSITY OF BRISTOL, UK; UNIVERSITA' DEGLI STUDI DI BERGAMO, IT
GRANT AMOUNT:	229 285 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Increasing attainment levels
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Inclusion - equity
TOPIC 3:	Quality Improvement Institutions and/or methods (incl. school development)
CLUSTER(S):	Inclusion and Tolerance; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2015-1-ES01-KA203-015974**TITLE:****E-MOTIVE. EUROPEAN MOBILITY THROUGH INNOVATION IN VIRTUAL EDUCATION****DESCRIPTION:**

The E-MOTIVE project aims to promote cooperation and mobility among higher VET centerscentres working in the following manner:

- During the first half of the project, partners (VET centerscentres or associations of VET centerscentres) will define a cooperation methodology to be applied by higher VET teachers and higher VET students. On the basis of this methodology, partners will also develop a manual to be applied specifically in the provision of the course "mechanical manufacturing design. The methodology and the manual will gather all the aspects needed to guarantee an efficient cooperation among higher VET teachers and students: how to form the working groups, definition of roles, competences to be developed, communication among students taking into consideration their geographical distance and the use of a non-native language for their communication.
- In each of the participating centerscentres of the project (3), a group of students will be selected (12 students in total) within those of the last course of the specialty of mechanical manufacturing design. Students, from 3 centerscentres located in 2 different countries, will need to work together (in a blended mobility way) to solve a challenge proposed and agreed by their teachers.
- Prior to their cooperation, students will receive training in the PBL methodology and in the necessary ICT tools for distance communication and virtual work. This training will involve the mobility of the students from Italy to Spain so they will get to know each other before starting to cooperate and they will receive the training together. Spanish students will also take part in a mobility learning activity in Italy, where they will present the results of the project developed in cooperation with their Italian colleagues.
- In parallel with these activities, the E-MOTIVE partners will also work to create the E-MOTIVE matrix, which aims to provide a standardized and comparable information system on the courses in higher VET provided by higher VET institutions. This matrix will gather information about learning outcomes and competences (technical and transferable) for different specialties in different higher VET centerscentres across Europe, to make cooperation and exchange of resources easier among them.

The learning methodology promoted by E-MOTIVE is based on 4 pillars:

- Project Based Learning (PBL). The student has to carry out a real project working as part of a team. This way, the student learns by doing and apart from technical knowledge, develops also other competences even more important for his/her professional future (work team, alternatives evaluation, decision making, communication, empathy, negotiation, time management, risk assessment or problem solving).
- Collaborative learning (COL). The student carries out the project as part of a team, working with other students another centercentre located in a different country. Cooperation with the rest of the team is the key point of this methodology. We are not talking about work team but about collaborative learning, which is based in the existence of interdependencies among the different tasks, so all students need that their colleagues will be successful carrying out their tasks in order to complete his/her own.
- Content and Language Integrated Learning (CLIL). The teams will be made by students from different countries so they will need to use a common language (English), different from their mother tongue, to communicate. This way, they will develop their competences in foreign language while acquiring new knowledge in their specialization field.
- Virtual mobility, telework and use of ICT. The members of the team are in different locations so they will need to telework to develop their projects. This way, they will need to learn how to use different technologies and tools to keep communication with the rest of the members of the team.

The E-MOTIVE project is perfectly aligned with the priorities of ERASMUS+, as it will contribute to the achievement of the following objectives:

- Development of transferable competences of higher VET students and teachers.

- Promote blended mobility of higher education students and teachers.
- Enforce content and language integrated learning in higher education.
- Facilitate the comparison and equivalence of different education systems across Europe.

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PARTNERS:	EUROPEAN FORUM OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING, BE; ISTITUTO FORMAZIONE OPERATORI AZIENDALI, IT
GRANT AMOUNT:	109 415 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Developing basic and transversal skills using innovative methods
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Teaching and learning of foreign languages
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies and Digital Competences; Teaching and Training

PROJECT NUMBER: 2015-1-ES01-KA203-016056**TITLE:****CREATIVITY IN ACTION TO PROMOTE YOUNG ENTREPRENEURSHIP****DESCRIPTION:**

Transversal skills (critical thinking, taking initiative, problem solving and work collaboratively) and entrepreneurship skills are not sufficiently developed on Higher Education Institutions (HEIs). Research shows also that companies seek those competences in Higher Education (HE) students, but they are many gaps they still have.

By motivating HE students to become entrepreneur and help them to acquire transversal skills, CRAYON's project intends to improve the alarming unemployment rates, especially amongst young persons.

The main aim of the CRAYONs project is to motivate HEI students and recent graduates, and to stimulate their social entrepreneurship, creativity, innovation and transversal skills.

CRAYON's objectives are:

1. To motivate the first entrepreneurial step in European youngsters by using creative methodologies
2. To develop a training program (methodology + training course + Massive Open Online Course, MOOC + training videos) based on present and future market requirements, focused on entrepreneurship, creativity, innovation and soft skills.
3. To establish and pilot a strategic partnership between Universities, Business Incubators, Entrepreneur centres and businesses to support student's entrepreneurial spirit and exchange best practices in the field
4. To engage HEI teachers and trainers, as well as diverse educational and employment authorities in the promotion, adoption and use of these innovative learning practices

The activities of the CRAYON's project include:

1. Development of an INNOVATIVE METHODOLOGY including Motivation 3.0, a recent theory currently used in the USA whose object is generating entrepreneur behaviours fed by intrinsic wants (based on three driving forces: autonomy, mastery and purpose); Creativity, Gamification, LEGO® Serious Play® and Business Model YOU
2. Development of a TRAINING COURSE integrating the CRAYON's methodology developed, as well as Innovation, Entrepreneurship and Social Responsibility. The training course will motivate HEI students and will help them to develop their creativity, innovation and entrepreneur skills from. It will help them to generate business ideas and develop and implement them, especially focusing in the form of the social companies
3. Development of a MOOC, to be published at the Greek partners' e-learning platform.
4. Preparation of TRAINING VIDEOS including interviews with useful advices from real entrepreneurs and relevant stakeholders, providing useful advices
5. Testing the training materials in an INTENSIVE STUDY PROGRAMME and at national level
6. Virtual mentoring of business ideas generated by students during the project
7. Dissemination events, including seminars with relevant stakeholders, workshops with teachers and a closure conference
8. Other activities related to Quality Assurance, Evaluation, Exploitation and Sustainability of CRAYON's outcomes

Project partners represent the three pillars of the knowledge triangle (education + research + business), including: 2 HEIs, 1 foundation, 1 business incubator, 1 entrepreneur centre and 1 SME. Cooperation has been already established to develop the project proposal and the tasks and activities have been distributed according to each partner's expertise.

CRAYON's outputs (training program package) are mainly addressed to HEIs and their teachers, but also Higher Education Institutions will be reached by CRAYON's. The direct beneficiaries of this project are Higher Education students, who will boost their motivation, creativity, innovation, entrepreneurship and transversal skills thanks to the CRAYON's training.

CRAYON's results include:

- Developed training materials (methodology + training course + MOOC + training videos)
- Over 100 HEI motivated students and recent graduates who have developed their creativity, entrepreneur and transversal skills
- Over 25 HEI teachers trained in CRAYON's methodology and course
- Over 25 students trained through the CRAYON's MOOC
- At least 5 business models defined by students

Overall, it is estimated that over 1300 HEI students, 300 HEI teachers and 150 HEIs will be impacted during the project lifetime. Also, other relevant stakeholders such as Chambers of Commerce, Business Associations, Business Incubators, Entrepreneur Centres, policy-makers, etc. will be invited to participate in various project activities. CRAYON's will increase quality in Higher Education by teaching updated skills, adapted to the labour market requirements.

CRAYON's training materials provide a unique combination of skills and motivation from a multidisciplinary perspective that will enable HE students to become 100% ready to start an entrepreneur experience and fully integrate into the labour market and the society. Students will not only gain experience in the process of business creation, but they will acquire skills they will use during their whole life and the international perspective of CRAYON's will contribute to increase the European citizenship.

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PARTNERS:	Stichting Project Realisatie van Initiatieven door Modulatie van Entrepreneurschap, NL; PANEPISTIMIO THESSALIAS, EL; Centrul de Incubare Creativ Inovativ de Afaceri, RO; Ibox Create S.L., ES; Zdruzenie Nacionalen centar za razvoj na inovacii i pretpriemacko učenje Skopje, MK
GRANT AMOUNT:	197 606 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Developing basic and transversal skills using innovative methods
PRIORITY 2:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 3:	Promoting entrepreneurship education and social entrepreneurship among young people.
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching and Training; Employability

PROJECT NUMBER:

2015-1-ES01-KA203-016058

TITLE:

EUROPEAN PERSONAL BRANDING FOR EMPLOYMENT

DESCRIPTION:

The European Personal Branding for Employment (EPBE) project main aim is to encourage employment among young students through the acquisition of digital skills using innovative and learner-centred pedagogical approaches and enhancing digital integration in learning, teaching, training and youth work at various levels: promoting access to and learning through Open Educational Resources (OER) in order to build up an on-line personal brand and using effectively job hunting 2.0 techniques. In particular, supporting teachers, trainers, and youth students and supporting digital integration in learning to reach audiences promoting effective job search, access to the labour market and the acquisition of a series of digital skills they can use throughout their careers.

SPECIFIC OBJECTIVES

·To create awareness among students and trainers on the possibility of acquiring ICT skills in order to teach and study techniques related to job hunting and personal branding within Internet.

·To create a multidisciplinary, real life problem-based educational curriculum for trainers and students, involving different educational sectors; identifying training needs and transversal skills required for developing and online life long learning strategy based on personal branding and job hunting.

·To share educational content related to personal branding and job hunting (Train the Trainers courses and MOOCs) for learning and teaching using OERs; supporting the implementation of the 2013 Communication on Opening Up Education through the promotion and development of new modes of delivery, in particular through new forms of personalized learning, strategic use of open educational resources.

·To contribute to the necessary reforms related to the 2011 EU Modernisation Agenda enhancing lifelong learning via the creation of flexible learning paths, developing ways to increase the rate of employability.

The project will last 2 years (24 months).

The partners involved in the project are:

P1. Universidad a Distancia de Madrid (MOU) (Spain)

P2. Centro de Estudios Prat (Spain)

P3. STEPS srl (Italy)

P4. Learning Plans For All (LPFA) (Greece)

P5. Universidad Guglielmo Marconi (Italy)

P6. Marak Digital (Spain)

P7. Deloitte (Cyprus)

P8. 106, Rundfunkgesellschaft gGmbH (Germany)

OUTPUTS

O1 - Quality Guidelines for Personal Brand Production and Job Hunting 2.0. Use for Educational Institutions (MOU)

O2 - Curriculum design "Personal Branding (Fundació Privada Prat)

O3 - Curriculum design "Job Hunting 2.0 (LPFA)

O4 - Open on line Course "Personal Branding (Fundació Privada Prat)

O5 - Open on line course "Job Hunting 2.0 (MOOC) (LPFA)

O6 - Handbook on Methodological and Pedagogical Approaches in Distance Learning for on-line personal branding and job hunting. (Fundació Privada Prat)

O7 - Toolkit of reusable MOOCs didactical contents (Marak)

All partners will participate in every Output.

MULTIPLIER EVENTS

E1 - Online Presentation of Open Educational Resources to Networks (106,5 Rundfunkgesellschaft gGmbH)

E2 - Personal Branding and Job Hunting 2.0 Seminars (STEPS)

E3 - International Workshop (MOU)

E4 - Project website (Marak)

E5 - Social campaign for promoting results (Marak)

E6 - Academic Articles (MOU)

E7 - Radio Broadcasting (106,5 Rundfunkgesellschaft gGmbH)

ACTIVITIES

C1 - MOOC: Methodologies in distance and blended learning (All partners)

C2 - MOOC: Personal Branding and Job Hunting 2.0 (All partners)

The modular learning resources (didactic material Toolkit included within the projects website) that will be developed by EPBE can be utilized by the consortium organizations for their own academic, vocational training & lifelong learning needs. The project outcomes will boost the competitiveness of the institutions by offering new innovative courses or enhance their existing training programmes with modules towards the training in a new form of train for trainers.

It will be also beneficial for academic institutions to continue to design and develop innovative courses and methodologies, aiming towards the real job market needs and the need to tackle social problems in an organized way, seeking to fund their further development work from European sources such as ERASMUS+.

COORDINATOR:

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CONTACT:

Juan Carmona

PARTNERS:

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106,5 Rundfunkgesellschaft gGmbH, DE;
STEPS srl, IT;
UNIVERSITA DEGLI STUDI GUGLIELMO MARCONI - TELEMATICA, IT;
Fundació Privada Prat, ES;
LPFA'LEARNING PLANS FOR ALL', EL;
Marak Digital Marketing, ES

GRANT AMOUNT:	198 613 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Developing basic and transversal skills using innovative methods
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 3:	Supporting the implementation of the 2013 Communication on Opening Up Education
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Labour market issues incl. career guidance / youth unemployment
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	New Technologies and Digital Competences; Employability; Teaching and Training

PROJECT NUMBER:

2015-1-ES01-KA203-016095

TITLE:

INCLUSIVE NETWORKING CAMPUS TO FOSTER THE ACCESS TO UNIVERSITY OF YOUNG STUDENTS WITH DISABILITIES

DESCRIPTION:

European Union (EU) considers that education has a central role in fostering both societal and economic progress across the EU. It demonstrates that education is crucial for young peoples' transitions from basic education to the labour market and for their successful integration in society. Moreover, in relation with the EU roadmap, the Strategy Europe 2020 sets a target of not more than 10% early school leavers amongst the population aged 18-24. Additionally, the 8 priority areas for action in the EU Disability Strategy 2010-2020 include 'Education and training' whose aim is to promote inclusive education and lifelong learning for students and pupils with disabilities and to increase the number of students with disabilities who access and successfully finish their higher education.

Accordingly, in the current context it is a priority for the EU that persons with disabilities, especially the young ones, get an inclusive and quality Education, since it contributes to improve their opportunities to achieve a stable and well-paid employment.

For all these reasons, the objective of the INnetCAMPUS project is to encourage and help students with disabilities in second cycle of secondary school and high school to continue their education towards University, since this group is in high risk of early school leaving, which involves a greater likelihood of experiencing social exclusion in adulthood. This project aims, in the long term, to improve their future access to quality jobs.

The project has the following specific objectives:

- Promote transnational mobility of young persons with disabilities.
- Promote access to college for students with disabilities, reducing early school dropout in this group.
- Give universities the opportunity to reach future potential university students and identify opportunities for improvement in their campus, so that they are prepared to offer an inclusive university education under conditions of equal opportunities for all the students.
- Improve and promote the inclusion of persons with disabilities in the university community.
- Learn from other countries in terms of support to persons with disabilities.
- Disseminate the good practices among other European stakeholders.

Fundación ONCE, and the three participant Universities (University of Granada, University of Lisbon and Artesis Plantijn University College) will be responsible for preparing and holding 6 different inclusive campuses:

- 3 pilot inclusive campuses in Lisbon, Granada and Antwerp (July 2016)
- 3 consolidated campuses in the same cities (July 2017)

For each campus, previously recruited young students with disabilities from pre-university education (aged 16-18) and a group of volunteers, will enjoy a 7-day stay in an university campus where they will learn at first-hand what a normal day is like for a university student, and will take part in academic, cultural and leisure activities. Each campus will be composed of 25 participants (5 local young students with disabilities, 10 foreign young students with disabilities, and 10 volunteers at risk of social exclusion with or without disabilities). Thus, the total number of participants in the entire project will be 150 (90 students and 60 volunteers). The 25 participants of each campus will stay together in a hall of residence for a complete week and they will benefit from the resources that the University has to offer, taking into account their specific needs. They will also be offered different activities to identify the talent and their future professional skills, as well as to improve their language and social skills. Staff from the University and accompanying persons will provide personal support, as well as a native language Sign Language interpreter, if needed.

The expected results, with focus on access for disadvantaged, are:

- To Encourage the continuity to higher education of students with disabilities, whose level of dropout during the high school is very high.
- To encourage the participation of those students in students mobility programmes.
- To sensitize the university community about the needs of students with disabilities.
- To Identify improvement opportunities aimed at developing protocols for students with disabilities in the university environment.
- To Improve Universal Accessibility as a tool for inclusion and awareness in European Universities.

For more replicable results, a set of diffusion measures have been planned within the project, that include 2 workshops to be held in Madrid (2016 and 2017) and an Inter European meeting in Antwerp (2018) where the project outcomes will be communicated and disseminated to the most relevant stakeholders. Additionally, web promotion actions, conferences and workshops attended by the participating universities, as well as the use of the Erasmus Student Network ExchangeAbility project will help to reach all the target groups in order to foster the access to university of young students with disabilities.

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PARTNERS:	ARTESIS - PLANTIJN HOGESCHOOL ANTWERPEN, BE; UNIVERSIDAD DE GRANADA, ES; UNIVERSIDADE DE LISBOA, PT
GRANT AMOUNT:	315 100 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Reducing disparities in learning outcomes affecting disadvantaged learners
TOPIC 1:	Disabilities - special needs
TOPIC 2:	Early School Leaving / combating failure in education
CLUSTER(S):	Inclusion and Tolerance; Teaching and Training

PROJECT NUMBER: **2015-1-ES01-KA203-016127**

TITLE:

KOINOS. EUROPEAN PORTFOLIO OF PLURILINGUAL LITERACY PRACTICES

DESCRIPTION:

The cornerstone of this project revolves around KOINOS (meaning common in ancient Greek), the European e-portfolio of plurilingual literacy practices. KOINOS takes the best experiences in linguistic diversity and education in Europe as a starting point in order to push them forward in facing 21st century realities. By referring to KOINOS, the project aims to overcome the latent oxymoron that continues to exist in the minds of Europeans between linguistic diversity and coexistence.

KOINOS consists of three core elements: traveling suitcases for reading to promote plurilingual and multimodal literacies, a framework for building community linguistic life histories and a collaborative and proactive dossier compiling the experiences of plurilingualism in a specific local community. Along with these three elements, a guide for effective and efficient use of the e-portfolio as well as a catalogue of best practices, resulting from experimentation in the field, and resources aimed at teacher development, will be produced.

However, KOINOS is not an end in itself, but a tool through which to initiate social impact and changes extending beyond the time and space of the project implementation. Through KOINOS, the way multilingual education is understood in concrete, local settings is hoped to be transformed, so that this educational transformation involves, in turn, a transformation of whole communities. The aim is for KOINOS to be just the tip of the iceberg of communitarian processes resulting in high levels of social welfare and happiness for the citizens who participate actively in them. Such proposals are necessary to overcome the profound economic and moral crises of our times, and to guarantee social cohesion in culturally and linguistically diverse 21st century societies.

In order to contribute to the accomplishment of such ambitious, and perhaps utopian goals, KOINOS has two more concrete primary objectives: 1) for members of local multilingual communities to perceive plurilingualism as an asset, including recognition of minority groups; and 2) for everyday practices of plurilingualism to allow the construction of intercultural scenarios resulting in community building. Both objectives are aimed directly at increasing higher levels of positive coexistence.

Due to the aspirations of the project itself, KOINOS constantly moves in a local-global dialectic; local because of the specific times and spaces in which authentic educational and social transformations are to be engaged in, and global because international impact is pursued beyond the countries involved.

KOINOS develops a framework for community education, which not only aims to reach to the different members of the educational community, but also to promote interaction as a key success factor through the collective use of the e-portfolio of plurilingual literacy practices.

KOINOS is led by partners from countries with historical ties linked to issues of language and education. The team will reach out to relevant social agents (educational practitioners, local technicians, civil society) in order to experience, validate and disseminate the model in a broader spectrum of impact.

KOINOS: 1 large validated product, 4 countries, 9 educational communities, 250 training experts in plurilingualism and coexistence, 250 university students, 3,000 primary school pupils, 10,000 Europeans participating in an intercultural experience of community building

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Marleny Colmenares González

PARTNERS:	UNIVERSITAET HAMBURG, DE; UNIVERSIDADE DE AVEIRO, PT; UNIVERSITAT AUTONOMA DE BARCELONA, ES; UNIVERSITAT DE BARCELONA, ES; UNIVERSITE LUMIERE LYON 2, FR
GRANT AMOUNT:	258 285 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Developing basic and transversal skills using innovative methods
PRIORITY 2:	Reducing disparities in learning outcomes affecting disadvantaged learners
PRIORITY 3:	Strengthening the profile of the teaching professions
TOPIC 1:	Early School Leaving / combating failure in education
TOPIC 2:	Inclusion - equity
TOPIC 3:	Pedagogy and didactics
CLUSTER(S):	Teaching and Training; Inclusion and Tolerance

PROJECT NUMBER:

2015-1-ES01-KA203-016142

TITLE:

INNOVATION AND CAPACITY BUILDING IN HIGHER EDUCATION FOR CULTURAL MANAGEMENT, HOSPITALITY AND SUSTAINABLE TOURISM IN EUROPEAN CULTURAL ROUTES

DESCRIPTION:

CULTOUR+ is a Strategic Partnership of universities, local governments, SMEs and NGOs, that following the mainlines of the Higher Education Modernisation Agenda, will offer high quality and innovative tools and courses based in innovation, international mobility and cross-border cooperation to enhance capacity building in higher education curricula in the fields of cultural tourism and hospitality, cultural management and shared cultural heritage. Based on the results of the study "Impact of European Cultural Routes on SMEs' innovation and competitiveness, CULTOUR+ aims to promote entrepreneurship in Higher Education, making Entrepreneurship Education a basic feature in related curricula, disseminating best practices and fostering projects for creating employment opportunities for graduates in knowledge-intensive jobs in the cultural management and tourism and hospitality sectors. As well as SME generation, networking, co-working and clustering, CULTOUR+ will promote intercultural dialogue and other transversal skills, specially, creativity, entrepreneurship, cooperation and global awareness.

CULTOUR+ will be centered, in a first phase, in two of the European Cultural Routes most important thematics for participant countries and regions: pilgrimage and religious tourism management and thermal historic towns and sites.

Based on the European Cultural Route "The Santiago de Compostela Pilgrim Routes, as a transnational model of inspiration, imitation and transformation, CULTOUR+ will connect expertise in cultural heritage and tourism management to a selected number of significant religious routes and centers 'centres' case studies from the participant countries.

CULTOUR+ will establish links with different levels of authority – local, national and European – financial and governmental institutions, tourist organisations, and other bodies that would encourage future development of the routes and sites. It will also provide insights on and contribute to SMEs' performance, innovation capacity, and network and cluster development in the partner countries cultural religious routes and sites. Chaves and Sao Pedro do Sul in Portugal will be the inspiring models of thermal tourism management, another strategic area for most of the participant partners regions and organizations.

The project will center in coaching a small number of selected business plans and projects (two for each participant country), taking the twelve projects as real life examples and models through the training program, aiming to take them as far as possible in their first starting-up phase. This way, expertise and learning will be highly concentrated in a reduced number of projects selected by their innovation and originality, but moreover, by their sustainability and employment creation capacity. As models of entrepreneurial integration of the triangle knowledge, spin-offs will be encouraged by the Strategic Partnership.

As a project being part of a new generation of European collaborative partnerships, it is regarded an obligation to not only offer innovation in the subject fields addressed, but also in an important activity such as dissemination of results. Especially because such innovation brings the project in flow with 21st century reality in Europe and with emerging work forms and collaborative practice.

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Martín Gómez-Ullate

PARTNERS:	VARNA FREE UNIVERSITY, BG; Câmara Municipal de S. Pedro do Sul, PT; Radomska Szkoła Wyzsza, PL; UNIVERSIDADE DE TRAS-OS-MONTES E ALTO DOURO, PT; Time Heritage - Afroditi Kamara & Co, EL; Fundacja "Instytut Badan i Innowacji w Edukacji", PL; European Grants International Academy Srls Unipersonale, IT; Associazione di Promozione Sociale Futuro Digitale, IT
GRANT AMOUNT:	189 135 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Making the knowledge triangle work
PRIORITY 2:	Improving the quality and relevance of higher education
PRIORITY 3:	Promoting high-quality of youth work.
TOPIC 1:	Creativity and culture
TOPIC 2:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Employability; Teaching and Training

PROJECT NUMBER:

2015-1-ES01-KA203-016176

TITLE:

TALENTED EUROPE

DESCRIPTION:

The 'Talented Europe' project addresses two flagship initiatives of the 'Europe 2020' Strategy, namely Youth on the Move and the Agenda for New Skills and Jobs. The overarching objective that the project addresses is that of facilitating transnational movements of young people in the context of more successful labour market integration and more mobility to reach EU employment headline targets.

Today's European youth enthusiastically embraces the concept of mobility in seeking employment. It has become a lifestyle choice and given that demand from young people is driving major developments in this area, the project seeks to exploit this to solve the problem of a lack of centrally organized programmes facilitating mobilities of young people.

Talented Europe project will allow being able to hire the best students in whichever European country. Thousands of companies will have direct access to their contact information, and the better marks they get the greater choices they will have to get a nice job.

The main goal of the Talented Europe project could be set out in the following sentence: To facilitate and promote the incorporation of the young European talented students, regardless from the academic or geographic origin, as well as to offer to the companies the chance of integrating these students to their projects and business plans.

That is what Talented Europe offers. A showcase with a ranking of the best students in Europe. A simple idea which joins employers and students. The meeting point of excellence.

The main outcome of the project is a multiplatform application which will have a database of the involved stakeholders: students, educational centres and companies. Importantly, the application will be available for all kinds of mobile devices so that the potential reach among the students in particular will be maximized. The application will also be free to use. Being a mobile 'app' it will fit perfectly into the lifestyle of youth which should encourage its uptake and usage.

Undergraduated and graduate d students, coming from vocational/business schools and universities, may sign up in our platform. Either the student can propose himself to get into the platform, or the organization can register the student. The educational institution will validate the academic information coming from its student, though. Therefore, all data will be well checked and reliable. Only those students who accomplish a threshold will be admitted: the talented ones. The students will get notifications as soon as a company watches their profiles or is interested in them. On the other side, companies will be notified when students' profiles they are looking for, get into the page (registration required). Besides, our platform can be used as a social network, which lets students communicate, aiming the setup of a new company or synergies. Students could find other colleagues, in the fields they need, and contact each other easily.

From the point of view of the company, you will be able to search through such different fields such as marks, skills, languages, etc. Contact information of the students will be displayed, as well as links to their CVs, social networks if available (Linkedin, Twitter, etc.) and other portfolio.

Nowadays, the lack of job positions and academic training of youth and adults, keeps as a grave problem. Besides, many businessmen do not find the proper staff with the right competences. It is necessary to train citizens, who can afford a changing labour market and a competitive economy, and specially it is necessary to promote actions, cooperation paths and development of resources that facilitate the achievement of the main goals of European Strategies.

For the project Talented Europe is key to develop dissemination activities that makes possible that the final product reaches the target group with maximum impact. The coordinating institution and one of the partners are located in an ultra-peripheral region. This makes necessary the involvement of other European partner countries, which will develop dissemination tasks, as well as another tasks, vital for the success of the project, such as marketing, advertising or translation. Partnership can also play an important role in

transnational cooperation through contacts and exchanges, as well as, allow gathering experiences and knowledge from other Member States and regions which can be incorporated.

The most significant feature of the 'Talented Europe' project is that it addresses a real necessity which is holding back youth employment and rather than relying upon a centrally-driven system requiring ongoing resources, it puts the success of the project firmly in the hands of the triple beneficiaries, the stakeholders and the lives of those it serves best, the youth of Europe. Therefore, the project can deliver tangible benefits and demonstrate its sustainability and lasting impact.

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GRANT AMOUNT:	193 857 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Developing basic and transversal skills using innovative methods
PRIORITY 2:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 3:	Promoting entrepreneurship education and social entrepreneurship among young people.
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	Employability; International Cooperation; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2015-1-ES01-KA203-016214

TITLE:

LAND DEGRADATION AND REHABILITATION IN MEDITERRANEAN ENVIRONMENTS

DESCRIPTION:

Context /background of Project

The Mediterranean region is vulnerable to land degradation, which affects important sectors of the economy (agriculture, fishing, tourism) and the supply of vital goods (water, food). Although “actions to restore ecosystems and biodiversity have significant potential to create new skills, jobs and business opportunities ((ED 2011/2307(INI))), there is a considerable shortage of skilled workers in this field due to the lack of proper training. This is especially important in Southern Europe, where youth unemployment is extremely high.

Objective of the project

The overall objective of LANDCARE is to improve training capacities in relation to Land Degradation and Rehabilitation (LD&R) in Southern Europe, in order to fulfil the demands of an emerging labour market and contribute to the green economy.

LD&R is a field that requires training involving real study cases and hands-on experience. For this reason, the education path proposed in the project will combine short-term international mobility and innovative online learning (PLEs, SPOCs).

The project will try to recover unemployed skilled people who are useful to encourage employability in this sector. Employability skills will be enhanced by means of personalized training and hands-on practices. To increase the scope of this strategy, the project reinforces interactions between students, educators, researchers, companies/agencies/NGOs and decision-makers.

Number and profile of participants

The consortium consists of 8 partners from Spain, Greece, Portugal and Italy. The four academic partners comprise educators/researchers with recognized expertise in LD&R and project management. The also show university entrepreneurship abilities. The four professional partners include SMEs, an NGO and decision-makers. The professional partners will complement the training and will also increase the scope of the project outcomes. The coordinator (USC) is the academic partner with the strongest virtual learning, employment and Quality Assurance structures.

Description of activities

The main activities proposed focus on training both staff (from academic and professional partners) and students (HEI, company staff and selected unemployed people). The teacher training will include a) intensive training in innovative online learning tools (PLE, SPOCs) and b) short-term joint events to reinforce training capacities in LD&R.

The student training will be based on two types of blended mobility. The concepts of LD&R will be taught by means of an intensive study programme, involving mobility and flexible online training (PLE, SPOC). Practical experience and employment skills will be provided by means of an internship programme combined with solid online and personalised training on employment and entrepreneurship. The learners will be HEI students, staff of companies involved in LD&R and selected unemployed people.

Certain teaching outputs of the project will have a strong multiplier effects: the development of blended mobility to enhance the employability in the “Green Economy, the publication of the first handbook linking Land Restoration and employability opportunities and the launch of a peer teaching network. The main multiplier social effect is the enhancing the green economy to generate job and development.

Methods to be used in carrying out the project

The project is divided in four main logistical phases:

1. Stock-taking of good practice and analysis of available materials and resources for LD&R training.
2. Collection and production of materials and study cases for the interactive courses.
3. Implementation of a pilot project. The trainees will travel from the home institutions to attend training sessions and will also use the online learning tools.
4. Dissemination/multiplier events towards outcomes, at three levels: a) dissemination of good practice by all participants, b) interactive courses and an electronic platform involving universities, social media and alumni and c) launch of a LD&R network with peer teachers and experts.

Short description of the results and envisaged impact

The envisaged impacts at individual levels include access to innovative methods and techniques of LD&R, improvement of language and digital skills and increased employability of the workforce. At organizational levels, the companies/agencies/NGO will benefit from access to knowledge and special facilities and a greater supply of skilled workers. University structures related to online learning and employment will also be reinforced. Decision-makers will be helped to solve certain environmental cross-border challenges.

Sustainability

The project outcomes will be maintained after the project as a result of the effects on the institutions (staff training, reinforcement of QA schemes and virtual and employment structures). It is also support environmental policies, such as "Our life insurance (ED 2011/2307(INI)) or the "Green Employment Initiative.

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UNIVERSIDADE DE LISBOA, PT;
Archipelagos Institutouto Thalassias kai Perivallontikis Erevnas Aigaiou, EL;
EDIA-EMPRESA DE DESENVOLVIMENTO E INTRA-ESTRUTURAS DO ALQUEVA S.A., PT;
WEST SYSTEMS SRL, IT

GRANT AMOUNT:

263 540 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Strengthening education and training paths of educators and youth workers

PRIORITY 2:

Developing basic and transversal skills using innovative methods

PRIORITY 3:

Promoting high-quality of youth work.

TOPIC 1:

Agriculture, forestry and fisheries

TOPIC 2:

Labour market issues incl. career guidance / youth unemployment

TOPIC 3:

New innovative curricula/educational methods/development of training courses

CLUSTER(S):

Employability; Teaching and Training

PROJECT NUMBER: **2015-1-ES01-KA203-016351**

TITLE:

INNOVATING TRAINING AIMS AND PROCEDURES FOR PUBLIC ARCHAEOLOGY

DESCRIPTION:

In recent years the field of archeologyarchaeology has undergone comprehensive changes in the way it defines its goals, increasingly in relation to its impact on society and to its ability to fit into the market supply of cultural services. Thus, one of the main challenges currently facing the management and conservation of archaeological heritage is the design and implementation of specific training aimed at defining new professional profiles that have to be formulated in relation to the actual needs of the sector (heritage management, educational and cultural services, digital technologies for the conservation and dissemination, etc.). Therefore, the aim of this project is to propose and establish some first lines of this professional training in so called public archaeology, which has to complement traditional academic higher education in the field of archeologyarchaeology and cultural heritage. This pilot training model will be based on the exchange of ideas and experiences with professionals, academics and students of European countries with different traditions and practices related to cultural heritage. The ultimate goal of the project is the development of evaluable educational methods that allow to strengthen the relationship between higher education and cultural and educational organizations and companies working in the framework of public archaeology and cultural heritage in order to increase their sustainability and competitiveness, both referred to the emerging professional themselves and to the organizations and companies as a way of adding value to their human capital.

Specifically, the project aims to design and exchange experiences of theoretical and practical training for graduate and postgraduate students in the field of public archeologyarchaeology, as well as to produce an integral curriculum, teaching materials and methodological guidelines that will provide guidance for its gradual implementation into European higher education curricula. The project will be structured by the organization of four short courses with the participation of students of the partner universities over two years, combined with local and international meetings of academics and stakeholders aimed to design contents, methodologies and assessment models for the incorporation of public archaeology in European academic training schemes

Further, the project intends to improve the skills of graduate and postgraduate archaeology students related to two main aspects by means of the organization of short courses in each of the partner universities. On the one hand, students will receive an international research perspective that allows comparing the latest research of archaeology and its impact on society in the different countries. Moreover, students will improve their skills in the practice of social commitment that benefit individuals and society in general in cost-effective ways based on the results of recent academic research.

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UNIwersytet Warszawski, PL

GRANT AMOUNT:

145 447 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Improving the quality and relevance of higher education

PRIORITY 2:

Making the knowledge triangle work

PRIORITY 3:

Strengthening quality through mobility and cross-border cooperation

TOPIC 1:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Research and innovation
CLUSTER(S):	Employability; Teaching and Training; Research and Innovation

PROJECT NUMBER:	2015-1-FI01-KA203-009044
TITLE:	FUTURE MATHEMATICS
DESCRIPTION:	<p>Mathematical skills are a prerequisite in technical studies and mathematics lays the basis for understanding different engineering disciplines. However, various studies have shown that the lack of mathematical proficiency already causes problems in engineering mathematics' and other courses in European HEIs (high drop-out rates, lower graduation rates, lack of basic knowledge etc.). Mathematics is one of the cornerstones in building engineering knowledge and understanding that is required in engineering disciplines. Thus, the basic level of mathematical proficiency of engineering students needs urgently to be increased on a large scale.</p> <p>FutureMath project aims to enhance and improve the quality of engineering mathematics learning in HEIs by bringing the modern learning and teaching methods, pedagogical approaches and technological innovations into same place. Furthermore, the overall result of the project will be the comprehensive framework for mathematics learning that respects the 21st century skills. Thus i.e. a repository of good practices and resources for mathematics teaching and learning will be constructed in European level especially with the help of technology. The FutureMath project develops pedagogical methods and resources to teach and learn mathematics more effectively by providing personalized learning possibilities with the help of ubiquitous technology. By means of that, it is supposed to improve the efficiency, accessibility and quality of mathematics teaching and learning in European level. With these actions it is hope not only to increase completion rates and to support the graduation process of students but also to improve the quality and relevance of engineering education, which in fact are one of the key issues of European Commissions agenda for the modernization of Europe's higher education system.</p> <p>The project consortium consists of four university partner. Each project partner has a tailor-made role in the project. The project consortium consists of two teams: team mathematics and team technology. In a nutshell, team mathematics is mostly responsible about the developments related to the mathematics (assessment, pedagogy, production of learning resources etc.), whereas team technology is responsible about the technical innovation and implementations. Also, the coordination of tangible results of the project will be handled by the most experienced university partner.</p> <p>The project's highest target of dissemination is to increase European large-scale awareness about the possibilities of learning ubiquitous technology offers in the field of engineering mathematics. The main impact of the project is to increase the quality and accessibility of engineering mathematics learning and teaching in European level. Additionally the main focus is to better exploit the ICT in engineering mathematics teaching and learning and to support the implementation of the 2013 Communication of Opening Up Education. The aim is to affect the learning opportunities of an individual by providing versatile repository for mathematics learning and teaching that respects the 21st century skills.</p>
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PARTNERS:	UNIVERSIDAD POLITECNICA DE MADRID, ES; SLOVENSKA TECHNICKA UNIVERZITA V BRATISLAVE, SK; UNIVERSITATEA TEHNICA DE CONSTRUCTII BUCURESTI, RO
GRANT AMOUNT:	227 561 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 2:	Supporting the implementation of the 2013 Communication on Opening Up Education

TOPIC 1:	Key Competences (incl. mathematics and literacy) - basic skills
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	Teaching and Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER: **2015-1-FI01-KA203-009046**

TITLE:

MOVING TOWARDS MULTIPROFESSIONAL WORK

DESCRIPTION:

MOMU (Moving towards Multiprofessional Work) answers the topical European wide challenges: managing the modifications that happen in one's profession and alienation of the young people. The MOMU project relies on the two flagships of European Commissions Europe 2020 Strategy: 1) Agenda for new skills and jobs for individuals – helping people acquire new skills and adapt to a changing labour market and ensuring the sustainability of our social models; 2) the European platform against poverty and social exclusion by preventing youth social exclusion.

The main objective of MOMU is to define and develop new multiprofessional working skills and environments for professionals in art and social work. These skills will respond to the needs of the European labour market in a rapidly changing society. Therefore, working-life representatives (MOMU's 20 associated partners) are in a leading position when it comes to improving the relevance of higher education by defining the competences, developing a multiprofessional training and evaluating the relevance of the results.

MOMU aims to support multiprofessional working and training of HE lecturers providing new perspectives on the cooperation between different study fields leading to fruitful cooperation, in working life as well. The project provides lecturers and students with critical awareness about the specific knowhow in the field of multiprofessional teamwork in art and social work, particularly at the interface between these two fields. Lecturers of social work and art need to develop their own skills to answer to the needs of the changing professional roles and the transformation of the teacher profession. In order to be competent, educate professionals and answer the needs of working-life, the lecturers need to modify their traditional way of thinking about, for example, education aimed at one specific profession, while also acknowledging their role in building students' multiprofessional competences.

The main activities of MOMU are: 1) Defining preconditions and existing promising practices for multiprofessional teamwork between professionals of art and social work; 2) Planning and executing the MOMU Training Package of Multiprofessional Teaching and Learning in partner countries for HE lecturers of art and social work; 3) Documenting and evaluating both the training package for HE lecturers, as well as the multiprofessional courses organised by the participating lecturers in their home institutions; 4) Compiling and modifying the gained knowledge and materials from the organised training and multiprofessional courses into a comprehensive Handbook of Teaching and Learning of Multiprofessional Work; and 5) Disseminating the results and outcomes of the project through national dissemination seminars and articles written by the responsible organisers of the project activities.

Expected main outputs of MOMU are: 1) Description of Competencies and Work Distribution in Multiprofessional Cooperation; 2) A Training Package for the HE lecturers of art and social work about multiprofessional working and teaching; and 3) Handbook: Teaching and Learning of Multiprofessional Work (printed and digital versions) and four dissemination seminars presenting the project results in the national languages of the project partners (EE, ES, FI, UK) in all partner countries.

To be able to reach the main goals and expected outputs of MOMU the project will plan and organise four training periods (one in each partner country) for art and social work HE lecturers about multiprofessional working and teaching. As part of the training the lecturers will provide a multiprofessionally executed course in their home institutions. Social work and art students in Britain, Estonia, Finland and Spain participate in the multiprofessionally organised training courses organised by the lecturers joining in in the MOMU training. The work with the students forms the practical part of the training of the lecturers and will be both documented and evaluated. The students will work in multiprofessional teams to cooperate with the working-life implementing workshops or activities to groups of young people.

The project consortium consists of four HEIs: the Turku University of Applied Sciences (coordinator, Finland); Manchester Metropolitan University (UK); the University of Castilla la Mancha (Spain); and the Viljandi Culture Academy of Tartu University (Estonia). Geographically, the consortium gives good perspectives on the European wide problem of youth alienation and unemployment from different areas and different welfare state regimes.

The three basic key concepts of MOMU are: 1) multiprofessional cooperation; 2) defining transversal and job-specific skills; and 3) the use of art-based activities.

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PARTNERS:	The Manchester Metropolitan University, UK; UNIVERSIDAD DE CASTILLA - LA MANCHA, ES; TARTU ULIKOOL, EE
GRANT AMOUNT:	253 307 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Developing basic and transversal skills using innovative methods
PRIORITY 3:	Promoting empowerment, participation and the active citizenship of young people.
TOPIC 1:	Health and wellbeing
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Youth (Participation, Youth Work, Youth Policy)
CLUSTER(S):	Health and Medicine; Teaching and Training; Youth Empowerment

PROJECT NUMBER: **2015-1-FI01-KA203-009080**

TITLE:

ON THE WAY TOWARDS A LOW-CARBON SOCIETY - INCREASING PROFESSIONALISM IN LAND USE AND LANDSCAPE MANAGEMENT WITHIN CLIMATE CHANGE

DESCRIPTION:

ON THE WAY TOWARDS A LOW-CARBON SOCIETY - Increasing professionalism in land use and landscape management within climate change

The European Commission is looking for cost-efficient ways to make the European economy more climate-friendly and less energy-consuming. By 2050, the European Union could cut most of its greenhouse gas emissions. In this framework, the idea of a low-carbon society has been launched as an aim of future societies. According to future scenarios and national strategies a lot of new environmental specialists are and will be needed for preventing climate change and achieving aims of a low-carbon society. Nowadays, the problem is that the higher educational sector does not have a straight relation to a real working life which would be the best concerned to mentor and direct the educational structures on the field of environmental issues. A close co-operation between working life and education as well as working life based issues as threads of study structures would be a way to train environmental specialists who would be able to respond to challenges of land use and landscape issues and, broadly, to challenges of a low-carbon society.

The wide-ranging aim of the project is to create and empower higher educational structures which will achieve professionalism in the management of land use and landscape issues targeting the idea of a low-carbon society and, hence, preventing climate change.

The specific objectives of the project are:

- 1) To elaborate what and how land use and landscape issues are in focus in the partner countries (Finland, Poland and Spain).
- 2) To design collaboratively a study module which meets the needs of the partners and future challenges of land use and landscape issues and test it in the pilot courses.
- 3) To enable the exploitation of produced deliverables into the other European countries and educational levels.

TowardsLCS is a consortium of nine partners from three countries including three academic institutions and six local, regional or national organizations:

FINLAND

1. University of Eastern Finland
2. Metsähallitus, the Parks & Wildlife Finland (national public body)
3. Regional Council of North Karelia (regional public body)

POLAND

4. Adam Mickiewicz University
5. Miejska Pracownia Urbanistyczna (Municipal Planning Office) (local public body)
6. Zakład Zagospodarowania Odpadów (Waste Management Company) (enterprise)

SPAIN

7. University of Girona
8. Landscape Observatory (consortium, advisory body)
9. Girona Provincial Council (local public body)

The main outputs of the project will be: a competence analysis of relevant and topical questions related to land use and landscape planning and management issues in the partner countries, curriculum and

learning materials for the pilot courses, a study module, a study platform, a methodological handbook and an article focusing on the methodology of the project and the experiences of the cooperation. Three pilot courses (one in each partner country) will be organized for piloting nationally and regionally relevant questions arisen through the competence analysis and testing teaching and learning practices. The consortium will organize three meetings or seminars, and the university partners will meet three times for planning the pilot courses. Behind all the project activities affects the constructivist theory of learning.

Addition to above-mentioned intellectual outputs, multiplier events and learning activities, analysis of current and available study supply and the website can be counted as results of the project. The project will highlight environmental questions which are real and present in land use and landscape planning and management at the local, regional and national levels. The project will empower the local, regional and international cooperation between university and non-academic partners and it will open opportunities for further cooperation on the fields of higher education, regional development and research.

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GRANT AMOUNT:	315 267 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	Environment and climate change
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	Education for Sustainable Development; International Cooperation; Improving the Quality of Education / Training Systems

PROJECT NUMBER: **2015-1-FR01-KA203-015011**

TITLE:

AN INTERNATIONAL SUMMER SCHOOL FOR THE IMPLEMENTATION OF AGROECOLOGY IN EUROPE

DESCRIPTION:

The project proposes to set up and disseminate an original training on agroecology at the European level to develop skills for actors of sustainable agricultural development. Agroecology, providing new paradigms for management of natural resources, challenges the interfaces between productive activities, ecological systems and societies. Operating the transition towards agro ecological agriculture implies for agronomical academics and professionals of agriculture and development to obtain new knowledge and skills at the interface between disciplines and at the interface between sciences and practices that disciplinary and current academic training in Europe cannot yet afford. To reach these goals, we propose an innovative training founded on interdisciplinary and action-based approaches and on the added value of crossing a diversity of expertise between partners from Northern and Southern Europe. With this objective we have structured the teaching team with partner groups from different research, educational and professional institutions involved in agro ecology in Europe and chosen representatives focusing on the diversity of agro ecological topics, agricultural and cultural contexts and scientific frameworks. Practically speaking, the training project is structured around a summer school conceived to develop the abilities of students in formalizing agro ecological problematics and finding their solutions while taking into account the technical, ecological and social dimensions. The teaching method is based on problem (work on study cases) and collective based learning processes crossing disciplines and academic/professional points of view guided with targeted knowledge inputs (conferences, conceptual and methodological frameworks) along with direct dialogue with stakeholders (through field trips or presentations of case studies). Each year a "working-group of partners will be in charge of building and implementing the annual session of the school through a specific topic framework. With this process, the training school will be enriched each year by the collective work of partners with new knowledge inputs as well as teaching methods. Each year we will capitalize the yearly production of the school, such as conference building, bibliographies, reports on case studies, and podcasts on stakeholders media. These products constitute the material pool to build the virtual expansion of the school and operate a large scale dissemination of concepts and products of the school throughout Europe and at the same time enrich the pool of potential participants (students, stakeholders).

All the material from the summer school session will be available from the website of the project.

Four multiplier events (two Field Trips and two seminars) will disseminate the concepts and methods of the projects.

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INSTITUT NATIONAL DE LA RECHERCHE AGRONOMIQUE, FR;
CENTRE WALLON DE RECHERCHES AGRONOMIQUES, BE;
UNIVERSIDAD PABLO DE OLAVIDE, ES;
UNIVERSITE DE LIEGE, BE;
SVERIGES LANTBRUKSUNIVERSITET, SE

GRANT AMOUNT:

232 847 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Improving the quality and relevance of higher education

PRIORITY 2:	Developing basic and transversal skills using innovative methods
PRIORITY 3:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	Agriculture, forestry and fisheries
TOPIC 2:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 3:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	Inclusion and Tolerance; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2015-1-FR01-KA203-015057

TITLE:

PHYSIOTHERAPY E-TRAINING RE-HABILITATION

DESCRIPTION:

The objective of the PETRHA project is to develop a serious game for students in Physiotherapy (the international term for Kinesithérapie),

a public which has not benefited from this technology in Europe so far.

The clinical process involves a series of essential steps performed by a physiotherapist in a specific order which makes it possible to plan a rééducation program adapted to the patient, his or her context and pathology.

Schools use simulation as a tool for teaching this method, but its limitations (simulated patients not realistic enough, restricted time and budgets) encourage them to implement new educational supports giving the students more intensive training opportunities.

The project has 5 partners. Their fields of competence are complementary, and their respective expertise is our best guarantee for a successful venture. The Mairie de Bègles, a local collectivity, has developed a policy of orienting formation towards TIC. Its Service of assistance to senior people will be involved in the project. The Institut Régional de Formation Sanitaire et Sociale Aquitaine Croix-Rouge (leader on the project; France) the Polytechnic Institute of Porto (Portugal) and the Public University of Navarre (Spain) belong to the European network of Physiotherapists (ENPHE) and are all experts both in simulation techniques and in e.learning. Our last Partner, Interaction Healthcare, is one of the leading firms in the development of virtual educational equipment, namely serious games.

Our project's first objective is to implement the version 1 of a serious game giving the students the opportunity to practice intensively this réeducational approach and to obtain a direct feedback on their performance. The serious game will be composed of modules (patients, pathologies, equipment, living environment) allowing teachers to create numerous virtual clinical cases, and students to resolve them.

The patients target defined for this first version is senior people, a population central to the preoccupation of European policies.

The project's second objective is to develop a MOOC for the benefit of other physiotherapeutic formations, or even for other paramedical formations. It will allow them to develop additional modules targeting different populations, other physiotherapeutic specialties or even the clinical approach of other paramedical professions. A living lab including non-partners establishments interested in incrementing the project will also be created to assist the development of these new modules.

The third objective is the creation of a booklet of research on a specific population, namely senior people. The booklet will be used as a document of reference for the writing of research on further populations targeted in for the development of new modules for the serious game

The fourth and last objective is to create, while developing the serious game, a scale of scores allowing the students to evaluate the level of skill they have reached. This scale of scores will later be converted in ECTS credits, and its ambition is to become a European tool of reference for students as well as professionals.

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GRANT AMOUNT:	298 720 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 3:	Supporting the implementation of the 2013 Communication on Opening Up Education
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Recognition, transparency, certification
CLUSTER(S):	New Technologies and Digital Competences; Improving the Quality of Education / Training Systems

PROJECT NUMBER: **2015-1-FR01-KA203-015095**

TITLE:

EUROPEAN PLANT BREEDING COLLEGE

DESCRIPTION:

The European seed sector is facing major challenges in the years to come, especially growing world population and an increasing role of European food production the impact of climate change and environmental stresses on agricultural production and the need for a more sustainable agricultural system. The European seed sector will therefore have to develop new high-yielding plant varieties and new seed innovations.

However, to tackle these challenges, the European seed sector will require well trained breeding project leaders with in-depth knowledge of both, traditional plant breeding techniques and biotechnological techniques, who can communicate between those two worlds, who have project management experience and who have had international experience to be able to grasp the bigger picture. Those profiles are currently very rare on the job market and are more and more asked for. There is a strong need for this profile of human resources for the development of the European seed sector.

The University of Gent, Ege University, Polytechnic University of Valencia, Swedish University of Agricultural Science and Polytechnic Institute LaSalle Beauvais have decided to join forces to develop the European Plant Breeding College (EPBC) to:

- Share knowledge and experience for the benefit of their students
- Improve the academic quality of their Plant Breeding Master Programmes
- Improve the employability of their alumni
- Create a European dialogue with the seed sector on human resource policy
- Increase the excellence, international visibility and integration among European Plant Breeding education programmes
- Increase the number of joint projects among EPBC participants

To achieve these objectives, the EPBC will:

- Share knowledge and experience with their students via innovative teaching methods such as online courses, webinars and pilot cases
- Facilitate mobility of their students and immersion in new cultural contexts and teams through Intensive Study Programmes and joint Master theses in the speciality of the partner universities
- Boost the transition of EPBC alumni from university to the labour market through a pan-European Internship Network and an Alumni network
- Interact through Multiplier Events with prospective students, high school teachers and professionals from the seed sector
- Organise the Plant Breeding Award for the best Master thesis by an EPBC alumni

As a result, the EPBC will contribute to the improvement of the European agriculture and food supply and the development of the seed sector in Europe and beyond for a more competitive and sustainable agriculture.

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GRANT AMOUNT:	245 834 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 2:	Developing basic and transversal skills using innovative methods
PRIORITY 3:	Making the knowledge triangle work
TOPIC 1:	Agriculture, forestry and fisheries
TOPIC 2:	Labour market issues incl. career guidance / youth unemployment
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Employability; Teaching and Training

PROJECT NUMBER:

2015-1-FR01-KA203-015134

TITLE:

SCHOOL-TEACHER PROFESSIONALISATION: INTERCULTURAL RESOURCES AND LANGUAGES

DESCRIPTION:

ERASMUS+ aims to improve the quality of teaching and learning from pre-primary through to secondary level in schools across Europe. SPIRAL is a 3-year project which aims to meet this objective by training highly-skilled primary school teachers equipped with the necessary professional and linguistic skills to train young learners in the 21st century classroom. This goal shall be accomplished through a collaborative European project undertaken by universities and public bodies across five different European countries which strive to contribute to the improvement of the quality of teaching and learning at primary school level in Europe through the modernisation and curriculum reform of teacher-training programmes, notably cross-training programmes for future primary school teachers

The SPIRAL project will enable a wide variety of educational decision-makers to work together in order to improve provisions for learners and institutions and to share innovative practices. By developing a common reference framework detailing key competences and skills necessary for both the training and evaluation of teacher-trainees and the creation of blended-learning modules for trainers and trainees, it is envisaged that universities, trainers and teacher-trainees will be provided with a tool-kit enabling them to be in possession of the necessary elements to guide them towards their goal. This common reference framework containing mobility guides, evaluation grids and skill cards is a practical tool-kit which can have a far-reaching impact when adopted and adapted in the future by other establishments outside of the SPIRAL project partners.

Trainer and trainee mobility shall also play a role in the SPIRAL project and allow for a selected number of participants to undertake a structured mobility period abroad in a partner institution. Teacher-trainees will benefit from a practical and intercultural experience in the foreign country's classroom and be evaluated in their teaching practice by a trainer from the host institution. Selected trainers will undertake a mobility of 5 days per year or follow a training seminar in a partner institution based on the domain of expertise of the host institution. These training periods will allow participants to have a better understanding of learning, teaching and evaluation methods in different European countries and they will be able to integrate best practices into their professional practices.

Blended learning modules shall be tailor-made for trainers and trainees and be available on a Moodle platform. Participants will have access to these modules before, during and after their mobility period abroad. These modules will be developed by the SPIRAL consortium and be accessible to a wider audience thanks to an Open Education Resources policy.

It is foreseen within the SPIRAL project to draw up a Mobility Impact Study based on trainer and trainee feedback, partners own research and contributions from all stakeholders involved in the project. This Study will analyse the added value of integrating a mobility period abroad in teacher-training programmes in universities and also examine the benefits of Continuous Professional Development (CPD) for teacher-trainers via mobility.

Finally, policy recommendations will be drafted with pointers for the future in collaboration with ministerial partners involved in the SPIRAL project.

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GRANT AMOUNT:	449 891 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Strengthening quality through mobility and cross-border cooperation
PRIORITY 2:	Developing basic and transversal skills using innovative methods
PRIORITY 3:	Strengthening the profile of the teaching professions
TOPIC 1:	Pedagogy and didactics
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 3:	Teaching and learning of foreign languages
CLUSTER(S):	Teaching and Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2015-1-FR01-KA203-015144

TITLE:

INNOVATIVE TRAINING AND EDUCATION FOR LARGE LASER INFRASTRUCTURES

DESCRIPTION:

The present project takes place in the context of large laser infrastructures, some under developments and some already operational at several sites across Europe.

The Extreme Light Infrastructures (ELI) all rely on state of the art ultra-high intensity laser technologies. Three locations, namely Prague in the Czech republic (ELI-Beamlines), Szeged in Hungary (ELI-Alps) and Bucharest in Romania (ELI-NP) have been designated to welcome these unique and complementary centers to be constructed and operated as facilities for the scientific and private community with an investment volume exceeding 850 M€. A fourth infrastructure (Apollon) of the same type as the ELI centers is also being developed in Paris at Ecole Polytechnique.

The design, construction and operation of these large-scale laser infrastructures require highly educated personnel in various domains. We evaluate that each site has to recruit technical human resources among technicians, engineers and researchers. Altogether, the need for high level skills represent a pool of 500 to 600 people. Additionally, the laser sources and beam lines will be delivered through public procurement either partly or entirely by private companies mainly originating from the EU. The supplemental industrial workload generated by the ELI programs will require companies to hiring several hundreds of specifically trained employees. On top of that, European laser facilities already operational experience turnover which target the same pool of trained professionals. Each country in the EU proposes standard curricula covering optics, lasers and photonics aimed at educating a rather stable flow of students. However, the sudden need engendered by the ELI programs exceeds the training potential of our nations in these specific topics. Even if we setup an emergency program at several universities, it will still take at least 8 years to train a high school student at a doctoral level. We are therefore facing an extended skill deficit that might endanger the actual implementation of these large-scale infrastructures.

It is the aim of this project to bring together strategic partners able to propose short-term solutions covering the immediate needs identified by the consortium. The consortium has been naturally created with partners experiencing the skills deficit (5 major laser facilities) and 5 partners experts in education, training and innovative pedagogical techniques (Universities, training center, 'serious games' company).

The main objective of the project is to mitigate the above mentioned massive skills shortage in a time scale compatible with the infrastructures roadmap. As a first priority, we intend to develop a global laser safety program with certification at the European level. An additional laser-based nuclear radiation safety program will also be elaborated. Beyond the personnel safety, the partners have identified a large deficit in skills and knowledge about optics, lasers, photonics and associated technologies. We therefore propose a pedagogical approach that has been never used so far in laser and optics education (we are not aware of a similar approach in other domain either) aiming at training students and professionals at the highest level in very short terms.

The safety programs development will consist in building curricula at different levels and, in a second phase, produce the teaching material based on the agreed curricula. The challenge here is to come up with a program that is compliant with national workers law and labor codes and succeed to obtain certification at the European level. The revolutionary approach we propose here will be implemented in the context of topical education in optics, lasers and photonics. Our pedagogical concept will use information technologies. Two types of actions are considered. We will develop a library of small programs aiming at simulating complex physical effects occurring in laser or optical devices significantly easing the understanding of the underlying physics. The other action considered as a key action will use the advanced technologies of video games for educational purposes and develop a complete training tool. The trainee will be immersed in a virtual 3D laboratory (Oculus mask) where he will have to build and test optical or laser devices. Augmented reality will help him assemble the proper components by explaining, on demand, the properties and uses of these components. Immediately, he will be able to build simple devices while understanding the physical concepts involved. Trainings will consist in following scenarios elaborated by laser physicists to implement in the 3D virtual world the experiment or the optical device. Evaluation will also be provided.

Beyond the mitigation of the partner's skill deficit, we foresee a large impact of our safety certification and a broad dissemination of our novel training approach through 3D virtual immersion and augmented reality.

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GRANT AMOUNT:	435 453 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	Development of high quality work-based VET
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	New Technologies and Digital Competences; International Cooperation; Teaching and Training

PROJECT NUMBER:

2015-1-FR01-KA203-015209

TITLE:

EUROPEAN CERAMIC MATERIALS

DESCRIPTION:

The aim the European Ceramic Materials (EUCERMAT) project is to significantly contribute to changing the general opinion about ceramics materials in Europe. As a matter of fact, ceramic materials are too often simply associated to great diffusion materials mainly employed as building materials (covering plates factories, glasses for windows... etc.). This narrow and negative image is the main reason for the difficulties faced by education institution in the recruitment of students in the field of Ceramic Materials trainings.

To overcome this situation, EUCERMAT aims at implementing a new methodology based on a relevant functioning of the knowledge triangle in the domain of ceramic material.

To make this possible, highly relevant academic (universities and research centres) and industrial (from start-up to multinational groups) partners, already closely working together at national level, joined forces in the consortium submitting this project proposal. Their aim is to reinforce their cooperation and create a common space where the interaction between research, education and innovation is optimised.

The European Ceramic Materials (EUCERMAT) project is a three years educational programme during which modern ways of teaching more adapted to the international cooperation between academic institutions will be developed.

- 1) A teaching programme, integrating blended mobility and virtual classes via the moodle platform, will be developed to offer international courses that will be coupled to very unique teaching practical labs, closely connected to research and performed on instrumental platforms of laboratories associated to the different universities or research institutes.
- 2) A charter will be implemented, defining a new way to promote the relationships between universities and industries through teaching projects.
- 3) Tutored projects for students will be implemented with the industrial partners. The subjects will be of industrial interest but defined in cooperation with the academics of the universities and researchers. The subjects will be prospective and challenging, corresponding to up-stream research so that a strong connexion with the research laboratories is developed.
- 4) Innovative practices to promote ceramic sciences to the community: civil society and principally high school students will be developed and implemented during the programme.

To change the general opinion about ceramics materials in Europe, communication and dissemination events will be organized by the European Ceramics Society (ECerS), the main federation of national ceramic societies in Europe, which is the sixth partner of the project.

Thanks to cooperation between the partners in the present strategic partnership programme, a road map aiming at defining guidelines to orientate the future research subjects, teaching projects and economic issues to challenge for the future years will be thoroughly discussed and ultimately defined.

At the end of the programme, a new European master programme dedicated to ceramic materials and relevant to the needs of the industry will be proposed. It will also contribute to promote stronger coherence between the different EU partners.

To ensure the sustainability of work of the knowledge triangle and the evolution of the Strategic Partnership programme towards an even more ambitious and structured project, a Knowledge Alliance application appears as a logical pursuit.

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GRANT AMOUNT:	359 897 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Making the knowledge triangle work
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 3:	Supporting the implementation of the 2013 Communication on Opening Up Education
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Research and innovation
TOPIC 3:	Open and distance learning
CLUSTER(S):	Teaching and Training; Research and Innovation; New Technologies and Digital Competences

PROJECT NUMBER: **2015-1-FR01-KA203-015247**

TITLE:

FLOOD RISKS MANAGEMENT AND RESILIENCE IN EUROPE

DESCRIPTION:

The HydroEurope Project is an innovative pedagogic programme within the Erasmus+ framework, initiated by the University Nice – Sophia Antipolis (France) in association with five partners: (i) Brandenburg University of Technology Cottbus-Senftenberg (Germany), (ii) Polytechnic University of Catalonia (Spain), (iii) Newcastle University (UK), (iv) Polytechnic University of Warsaw (Poland) and (v) Vrije Universiteit Brussel (Belgium). HydroEurope is dedicated to the development of unique pedagogic resources focused on flood management strategies and dedicated to MSc students from the partner universities specializing on water resources management and hydro informatics. The new resources combined with an innovative pedagogic method based on the collaborative engineering concept will be integrated as a mandatory module of the MSc courses and associated to 6 ECTS to successful students.

HydroEurope aims to promote, in a global European vision, key concepts, methodologies, tools and the best practices essential for flood management strategies with the support of the resilience concept that is emerging as a major trend. Today, the problems related to water are more and more complex and must be analyzed in a global way and with the right tools. The produced resources, combined with the collaborative platform, will allow introducing to the MSc participants, the increasingly complex issues of integrated flood risk management and resilience. It is clear that floods cannot be stopped, but the reduction of damages and vulnerability of risk-prone communities can be done. Experience has shown that the most effective way is through the adoption of an integrated approach to flood management – one that recognizes both the opportunities provided by floodplains for socio-economic activities and that manages the associated risks – which is essential for the sustainable use of water resources. Thanks to the long-term scientific cooperation of the academic partners, the members of the consortium will share with participants a new resilience approach that was developed by the consortium itself in the last years and that is now adopted by the United Nations within the Integrated Flood Management Programme managed by the World Meteorological Organization (WMO) in charge of all flood related issues worldwide.

Along with the solid academic theoretical preparation, HydroEurope will provide participants with a hands-on experience opportunity to work on real case studies such as the Var river in Nice (France) which experienced a heavy and disastrous flooding in 1994. Through the use of Modern Information and Communication Technology (ICT), the new resources and the innovative pedagogic approach will offer to the participants the opportunity to explore and assess flood risks and resilience strategies thanks to a Collaborative Engineering Platform that the consortium will create and develop. This unique environment will benefit from the most advanced technologies and the most advanced modeling/modelling tools provided by research and industrial partners. The objective is to set up a unique numerical environment that gathers the most advanced modeling/modelling tools and allows all participants to be exposed to such technologies. This unique collaborative working platform groups all modeling/modelling tools developed by world leading enterprises and research institutes (e.g. EDF, Suez Environment, DHI, Antea, etc.)

The HydroEurope project is planned for a duration of three years with 3 validation sessions lasting three months each year (December to February). During the first two and a half months, participants are based at their home university and work remotely collaborating with their peers through the platform. A final and intensive two-week phase reunites all participants at one location where they finally conclude their work project and validate resources. Collaboration in this environment demands new skills and a new technological culture to be generated just by doing. This is a challenge for the European dimension where in future experts and engineers from different countries with different languages, different mentalities as well as different specialization and professional experience have to collaborate in research, teaching and practice. Training of collaborating in such new environment is the challenge of this project which by collaboration of the six HydroEurope partners will help to establish common high quality university teaching courses and establish links between students from the involved countries.

At the end of the three-year project in February 2018, following the validation of the pedagogic resources and the collaborative engineering approach, professors will prepare a final informative report on flood risk assessment and resilience strategies for European cities and in the other hand a synthesis on the new resources and implemented pedagogic approach. The conclusions included in the report will be the main topic of a multiplier event in 2018.

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GRANT AMOUNT:	296 652 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	Improving the quality and relevance of higher education
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Environment and climate change
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies and Digital Competences; Education for Sustainable Development

PROJECT NUMBER: **2015-1-FR01-KA203-015261**

TITLE:

#EUROPEAN MOBILITY PLACEMENTS FOR OPEN INNOVATION

DESCRIPTION:

The key challenges identified within the Europe 2020 Strategy are related to overcoming the socio-economic crisis, boosting growth and addressing youth employment. The youth unemployment rate reached a new historic high of 23.5 % in February 2013, with about 5.7 million young people affected. Spain (54.6%) as well as Italy (41,7%) were among the Member States with the highest youth unemployment rate.

High quality education systems, which are both efficient and equitable play a crucial role in enhancing employability, therefore, systemic reforms and a shared vision among authorities and stakeholders is necessary in order to make a real impact and transfer knowledge and know-how in an effective and clearly targeted way. Education is directly linked to reaching the right match of skills required in the labour market and EU policies have identified quality, efficiency and relevance of education and training as being among the strategic objectives.

The project #empl-oi (European Mobility Placements for Open Innovation) proposes a scheme which aims to ensure favourable circumstances for students to earn competences, which are highly valued in the labour market and thus considerably increase the employability of prospective graduates. Involving labour market actors in the design and delivery of programmes, and including practical experience in courses will help to attune the curricula to current and emerging labour market needs and foster employability and entrepreneurial awareness. The ultimate vision of the project is to create structured, favourable and mutually beneficial ecosystem for transnational University-Business cooperation and study models that require students to act across traditional boundaries.

The outcomes of the project

- The online course on social entrepreneurship is aimed at fostering understanding about social entrepreneurship and therefore also about the entrepreneurial competences and attitudes.
- The guidelines will showcase a comprehensive model of university-business cooperation and propose ways of efficiently gathering communication and feedback from the labour market to be integrated in the courses and curriculum.
- An innovative collaboration structure will reinforce ongoing cooperation between employers and academic staff on a local and international level.
- Policy recommendations will summarise the conclusions and results of the project and provide practical, evidence-based suggestions for policy-makers.

The internationalisation of higher education and mobility are among the core elements in the project and strengthening quality through mobility and cross-border cooperation is among the key drivers of the project and it will be promoted in three ways:

- By promoting one year long mobility, instead of one semester mobility, therefore allowing for deeper immersion in the host country (culture-wise, language-wise);
- By adding an extra dimension while studying abroad, namely, engaging in professional activities in addition to academic experience abroad (part-time placements in addition to academic studies);
- By having student tandems and therefore promoting the concept of internalisation at home and providing an opportunity for non-mobile students to increase awareness about cultural differences (by doing professionally related tasks in close cooperation with an exchange student).

The project partner universities have rich experience in cooperating with business partners and during the project lifetime they will expand the cooperation structure with employers in order to ensure even more favourable circumstances for students, facilitate productive and targeted university-business cooperation, diversify the offer of entrepreneurial activities and part-time placements for students and make greater impact locally and internationally during and beyond the EU-funded project period.

The project will be carried out by 11 partners, 5 universities (University of Nice Sophia Antipolis, IAE, University of Naples Federico II, University of Lodz, University of Alcalá and Vytautas Magnus University) 2 Networks (European University Foundation – Campus Europae (EUF-CE) and Erasmus Student Network (ESN)) as well as 4 partner companies (AdvanticSistemas (Spain), UAB Festo (Lithuania), Lithuanian Business confederation (Lithuania) and Foundation for Promotion of Entrepreneurship (Poland)),

The project will facilitate high quality student mobility and carry out an innovative part-time placement scheme. Strong emphasis will be placed on close cooperation between business representatives as well as cross-border academic cooperation in the field of entrepreneurial education and social entrepreneurship.

The project is an example of a close transnational cooperation in order to pursue goals of internalisation strategies and put into practice innovative cooperation models. #empl-oi intends not only to have a direct impact on participants, but also trigger changes on the long-term among universities and c

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GRANT AMOUNT:	294 229 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Strengthening quality through mobility and cross-border cooperation
PRIORITY 3:	Promoting entrepreneurship education and social entrepreneurship among young people.
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Overcoming skills mismatches (basic/transversal)
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching and Training; Employability

PROJECT NUMBER:

2015-1-FR01-KA203-015298

TITLE:

NEURONLINE : CREATING ON-LINE EDUCATIONAL RESOURCES FOR A LIFE LONG LEARNING MASTER OF NEUROSCIENCE

DESCRIPTION:

The present project is aiming to implement an on-line master programme of Neuroscience (Neuron Line) providing Lifelong Learning for professionals and initial training for distant students. Part of the education programme will be available for specific update that can be certified by University Diploma. The project gathers a University consortium that partly exists already, and the recently created Mediterranean Neuroscience Society.

The content will be focused on core and elective courses in Neuroscience. Four specialized tracks will give the choice between different levels of integration, or different domains of application. Importantly, a set of non-discipline-based courses will provide the trainees with transverse skills improving communication, management, writing, capacities as well as critical thinking and team work. The combination of high competences on recent, top level methods and concepts in Neuroscience, and transverse competences, will increase labour market relevance of the trainees. It will result in better opportunities for career prospects and employability. It will also enable private companies to adapt to market changes and update their methods and strategies.

Teaching will be provided entirely on-line through a Moodle platform. Innovative practices and using diversify e-learning tools will foster the development of an original programme, facilitating transition between formal and non-formal education, and ultimately breaking the limits between work and learning. The pedagogical tools and methods used will promote a more flexible organization of teaching, without fixed time for learning. For practical training of students in initial training, the consortium will provide a network of laboratories expert in various topics and concepts of Neuroscience, and specialized in a broad array of up-to-date techniques. Activities will support and encourage both autonomy and team work spirit among the students. They will be asked to create learning tools, and to participate in peer-reviewing processes. They will initiate discussions on authentic problems they encounter in their professional activity, and they will seek for solutions in common. As a result, the students will learn from each other and from the resource of their environment, especially if they are professionals, as much as from the academics who will act as teachers but also guides and counsellors.

Virtual meetings and classrooms will be implemented together with the use of specific software for audio and video recording, and for expanding the functionalities of the Moodle platform. Courses open to a broader audience will be open in free access. They will be used as teaching modules for the students, but also as lead products to disseminate and increase the visibility of the Master programme.

A comprehensive evaluation process will be implemented to assess the curricula organization and the teaching, and to provide student assessment.

Finally, Neuron Line partners will participate in conferences, either organized by the consortium, or as part of international meetings of Neuroscience. This will enable the Master programme to target potential students worldwide, and to disseminate the tools and practices that will be implemented.

Taken together, the attractiveness, the relevance, and the efficacy of the Neuron Line project lie in a high versatility and adaptability, and in its ability to match any individual need and expectation.

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GRANT AMOUNT:	410 099 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	Improving the quality and relevance of higher education
TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 2:	Research and innovation
TOPIC 3:	Open and distance learning
CLUSTER(S):	Inclusion and Tolerance; Research and Innovation; New Technologies and Digital Competences

PROJECT NUMBER:	2015-1-FR01-KA203-015303
TITLE:	MAPPED!
DESCRIPTION:	<p>MappED! is a social project which aims at improving the everyday life of students with disability by creating an online platform where they will easily:</p> <ul style="list-style-type: none"> ▪ find an interactive online map indicating the accessibility level of European Higher Education Institutions, campuses around Europe, city centerscentres and much more ▪ be able to map the accessibility level of their University, their favourite shop in town or their usual coffee shop in few clicks only ▪ interact with the platform via a mobile application for smartphone and participate to the social experiment anywhere, anytime! ▪ find all the information about mobility programmes, supplementary grants, support services and procedures for students with disability how to apply for a mobility period abroad <p>MappED! will also create a series of training events and conferences to encourage students with disability to go abroad, foster the cooperation between Disability Office - International Relation Office - Students with disability who are the three key actors to finally raise the percentage of students with disability taking part in the Erasmus+ Programme.</p>
COORDINATOR:	<p>IxESN France 50 rue des Tournelles 75003 Paris, France www.ixesn.fr</p>
CONTACT:	Antoine MATHIEU
PARTNERS:	<p>Association for Higher Education Access and Disability, IE; RESEAU DES UNIVERSITES DES CAPITALES DE L'EUROPE, BE; ERASMUS STUDENT NETWORK, BE; Jaccede.com, FR; UNIVERSIDAD DE VIGO, ES; UNIWERSYTET WARSZAWSKI, PL</p>
GRANT AMOUNT:	268 520 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Reducing disparities in learning outcomes affecting disadvantaged learners
PRIORITY 2:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 3:	Improving the quality and relevance of higher education
TOPIC 1:	Disabilities - special needs
TOPIC 2:	Access for disadvantaged
TOPIC 3:	Inclusion - equity
CLUSTER(S):	Inclusion and Tolerance

PROJECT NUMBER: 2015-1-HR01-KA203-013080**TITLE:****STUDENT BUSINESS E-ACADEMY****DESCRIPTION:**

Faculty of Economics, University of Split has strong capabilities and experiences in university education in the field of Business Studies at all levels – from undergraduate to doctoral studies. Together with two partner universities, University of Malaga, Spain and University of Middlesex, UK, University of Split, Faculty of Economics has strong multiannual experience within the scope of entrepreneurship. Partners will develop SBeA – e-learning, open educational resource.

The main goal of the SBeA project is to produce a high-quality, personalized e-learning program for young entrepreneurs/students interested in entrepreneurship in order to provide them with necessary resources to bring their business ideas to life as well as to prepare them for entering the market. The program and collaborative working spaces for users of the program will be available through a customized virtual platform.

SBeA combines face-to-face and on-line (blended) learning. The online training program will consist of 6 modules (3 per semester) and 2 training seminars/conferences of 5 days, where participants will acquire key entrepreneurial skills, knowledge about market, and develop their interpersonal and intercultural skills. The project stimulates a new way of learning and teaching through digital content and use of virtual resources, helping students to acquire digital skills, connect classrooms and digital devices and content, increasing efficiency and equity in education. In this way, the project is contributing to the Europe 2020 goals of boosting EU competitiveness and growth through better skilled workforce and more employment. SBeA combines customized support through mentorship and personalized learning for participants which is one of the main benefits of this program. The e-learning program will be available through an on-line platform which will allow learners, educators and researchers to create, share and discuss contents with peers. It will also contribute to alleviating costs for educational institutions and for students, especially among disadvantaged groups. The program will also ensure validation of skills acquired on-line, awarding ECTS.

SBeA project is an innovative project with the following outputs given as an open educational resource:

Student Business e-Academy program

E-learning portal for young entrepreneurs/students

Manual for e-learning program

Guidebook for beginner entrepreneurs (start-ups)

SBeA library

Participants of e-learning academy will get new and recognised learning outcomes and competencies, at the same time unleashing their entrepreneurial potential. Mentored by senior entrepreneurs and teachers, they will adopt critical observation on their business ideas. Enthusiasm immanent to young people, in combination with new competences, mentorship and guidance will have a priceless impact on the development of their future careers. They will be able to instantly apply in their project what they learned directly from classes. International and multicultural environment will also create positive attitudes towards internationalisation of their business ideas.

Habitual reliance on traditional sources of education, both of students and young entrepreneurs, with this contemporary educational source, will be shifted to more open minded and self-motivated search for other open educational resources upon their needs.

Participating institutions will have derived benefits in several aspects. Besides the impacts on existing curriculums, greater transparency and recognition of programmes, universities as higher education and research institutions will encourage their young researchers to use this open academy, especially the researchers without any entrepreneurial knowledge. Furthermore, participating organisations will also

benefit in the quality of education and educational practice, enriching their teaching methods and widening the possibilities in combining classic classroom and virtual lectures offering more space to additional learning outcomes.

COORDINATOR:	SVEUČILIŠTE U SPLITU LIVANJSKA 5 21000 SPLIT, Croatia www.unist.hr
CONTACT:	Aleksandra Banic
PARTNERS:	UNIVERSIDAD DE MALAGA, ES; MIDDLESEX UNIVERSITY HIGHER EDUCATION CORPORATION, UK
GRANT AMOUNT:	226 400 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the implementation of the 2013 Communication on Opening Up Education
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	New Technologies and Digital Competences; Teaching and Training; Employability

PROJECT NUMBER: 2015-1-HR01-KA203-013124**TITLE:****INNOVATIVE ICT SOLUTIONS FOR THE SOCIETAL CHALLENGES****DESCRIPTION:**

Fast proliferation of information and communication technologies (ICT) caused certain negative side effects for society (e.g., increased energy usage or CO₂ emissions). However, innovation in ICT and especially innovation with ICT offer potential solutions for some of the biggest societal challenges (e.g., reports Smart 2020 and Smarter 2020 by Global e-Sustainability Initiative). These are reasons why it is of great importance that students understand how ICT can be utilized to tackle societal challenges. The INNOSOC (Innovative ICT Solutions for the Societal Challenges) project is step forward in that direction, taken by consortium of 13 universities from 10 EU countries. The majority of consortium partners previously collaborated through ESM (European Student Meeting) and SUSCOMTEC (Intercultural knowledge transfer in engineering for a sustainable global ICT community) projects.

The main objective of the INNOSOC project is to set up a transnational multidisciplinary intensive study program in the field of innovations based on information and communication technology targeting societal challenges defined by Europe 2020 and Horizon 2020 programs.

The INNOSOC curricula, which will be available as multilingual open educational resource (OER) as well, consist of four main topic groups:

- Innovation as a core topic;
- intercultural topics, with focus on Multicultural teams;
- ICT topics, with focus on Innovative engineering based on ICT;
- student projects, with focus on Case studies on how ICT can contribute to innovative societal development.

„Innovation“ as a core topic of the INNOSOC curricula follows multidisciplinary approach that includes innovation processes, intellectual property, as well as technology policy issues.

Intercultural part of curriculum uses interactive approach and focusses on multicultural teambuilding through exchange of practices from different cultures and by analysing societal challenges from local, regional and global perspectives.

ICT part explains why ICT is one of Key Enabling Technologies and therefore horizontal technology enabling innovative solutions for societal challenges. It includes practical examples tailored specifically for INNOSOC providing knowledge/insights into hot ICT topics – “innovation in ICT and “innovation with ICT (“green, “smart, “inclusive, “disruptive, ...).

Student projects elaborate case studies related to the role of ICT in responding to societal challenges defined by Europe 2020 and Horizon 2020 programs:

- Health, Demographic Change and Wellbeing;
- Food Security, Sustainable Agriculture and Forestry, Marine, Maritime and Inland Water Research and the Bio economy;
- Secure, Clean and Efficient Energy;
- Smart, Green and Integrated Transport;
- Climate Action, Environment, Resource Efficiency and Raw Materials;
- Europe in a Changing World – Inclusive, Innovative and Reflective Societies; and
- Secure Societies – Protecting Freedom and Security of Europe and its Citizens.

Student projects will be based on the “blended mobility approach and organized in two phases: (i) preparatory (virtual mobility); and (ii) execution phase (physical mobility). Physical mobility will be implemented through three two-week workshops hosted by partner universities in 2016 (Zagreb), 2017 (Leipzig) and

2018 (Valencia). Workshop participants will be professors (16 professors from 11 universities from 8 countries) and students (100 students from 11 universities from 8 countries) from partner universities.

Multilingual (on 8 EU languages) open course materials on innovation and entrepreneurship including case studies on how ICT can contribute to innovative societal development will be made free to access through the project web site. In that way INNOSOC project will have significant impact on national and EU level through serving on the long-term benefit of all citizens, academia and industry.

COORDINATOR:	UNIZG-FER UNSKA 3 10000 ZAGREB, Croatia www.fer.unizg.hr
CONTACT:	Vedran Podobnik
PARTNERS:	ZILINSKA UNIVERZITA V ZILINE, SK; DEBRECENI EGYETEM, HU; UNIVERSITAT POLITECNICA DE VALENCIA, ES; UNIVERSITATEA DIN ORADEA, RO; VISHE UCHILISHTE PO TELEKOMUNIKATSI I POSHTI, BG; Hochschule für Telekommunikation Leipzig, DE; TECHNICKA UNIVERZITA V KOSICIACH, SK; TECHNICAL UNIVERSITY OF SOFIA , BG; SZECHENYI ISTVAN UNIVERSITY, HU; TELECOM BRETAGNE, FR
GRANT AMOUNT:	203 389 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Developing basic and transversal skills using innovative methods
PRIORITY 2:	Supporting the implementation of the 2013 Communication on Opening Up Education
PRIORITY 3:	Promoting entrepreneurship education and social entrepreneurship among young people.
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	New Technologies and Digital Competences; Teaching and Training; Employability

PROJECT NUMBER:	2015-1-HU01-KA203-013522
TITLE:	INNOVATIVE EMPLOYABILITY GUIDANCE FOR HIGHER EDUCATION STUDENTS IN THE CONTEXT OF EUROPEAN BIODIVERSITY MANAGEMENT
DESCRIPTION:	<p>This project will harmonise employability programmes in environment and biodiversity conservation management across 3 European countries, making these critical skills and associated career guidance relevant in a European context. The core of the project will be a European employability guidance learning package generated from experience and best practice from both Higher Education Institutes and NGO employers in the sector and tailored to the needs of both students gaining HEI degrees in environment and biodiversity conservation sciences and their career advisers. The project will share existing HEI good practice in career guidance across career advisors, identifying current employer knowledge and skills needs from practitioners in the world of work in environment and biodiversity management. The outcome will be high quality, robust and relevant employability guidance for students in this sector. The project will produce, test, evaluate and re-test an OER environment and biodiversity employability guidance learning package for HEI students that will facilitate progression towards a validation pathway in line with the European Credit Transfer and Accumulation System. Project results will be 1) a tailor-made employability learning package in line with the needs of students on environment and biodiversity management HE courses. 2) a training material produced specifically for HEI career advisers to support the continuous professional development of these experts to increase awareness of the current employment needs of the environment and biodiversity management sector. 3) An open access website where project outputs will be published as open educational resources. The project will increase awareness of the current employment needs of the environment and biodiversity management sector to HEI career guidance professionals and produce learning materials that foster entrepreneurial and innovative thinking and facilitate students' access to the European labour market in this environment and biodiversity management.</p>
COORDINATOR:	<p>Gyöngybagolyvédelmi Alapítvány Temesvári u. 8. 8744 Orosztony, Hungary www.gyongybagoly.hu</p>
CONTACT:	Ákos Klein
PARTNERS:	<p>THE UNIVERSITY OF EXETER, UK; Sociedade Portuguesa para o Estudo das Aves, PT; UNIVERSIDADE DE EVORA, PT; EOTVOS LORAND TUDOMANYEGYETEM, HU; Ambios Ltd, UK</p>
GRANT AMOUNT:	167 622 EUR
CONTRACT DURATION:	28 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Developing basic and transversal skills using innovative methods
PRIORITY 3:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Employability; Teaching and Training

PROJECT NUMBER: **2015-1-HU01-KA203-013560**

TITLE:

NETWORK OF MULTIDISCIPLINARY IDEATION AND BUSINESS MODEL GENERATION

DESCRIPTION:

In order for the European Union to be successful in implementing and expanding open innovation as one of the main driver of its socio-economic growth higher education institutions (HEI) must be able to produce independent, creative, entrepreneurial individuals, who understand inter- and multidisciplinary challenges of the socio-economic environment and as a result can contribute to open innovation. HEIs also have to develop action learning methods that bring the social/economic problems into the classroom along with the relevant stakeholders to facilitate co-learning and co-creation between students, professors and the stakeholders (businesses, policy makers, society) with a particular problem. Students and academics have to learn, perform research and co-create with business as well as with governmental and the society in accordance with the open university concept and the Triple Helix model. EU's success in the global competition is also heavily dependent on the ability of the economy to produce innovative enterprises with high growth potential that can give stimulus to the actors of the socio-economic environment; can stabilize the labour market; can strengthen the small and medium size enterprise sector and can creatively work with the HEIs. Creating a common framework and a unified entrepreneurial ecosystem across the EU that includes HEIs as the engine of open innovation, inequality among the regions of the EU can be decreased.

The main objective of the NetMIB is to facilitate the efficient cooperation between the public - private - governmental sphere of the economy in order to enable socio-economic growth via the development of entrepreneurial skills, capacity of university students. This general objective involves the improvement of the quality and relevance of the teaching methodology at the participating HEIs to develop entrepreneurial capacity of university students.

The project while developing entrepreneurial capacity aims at providing answers to current socio-economic problems by generating relevant business ideas on the part of university students. This action learning approach will further strengthen the functioning of the Triple Helix model at the participating HEIs. By internationally interconnecting the participating HEIs ideation and business model generation practices in the framework of the NetMIB significant intercultural, cross industrial, and multidisciplinary benefits will arise on the parts of all participants.

The project also intends to establish a transnational entrepreneurship ecosystem that can support the development of entrepreneurial skills of participating persons (students, faculty members, business professionals, public servants, etc.), while creating innovative solutions that are able to solve regional, national or international socio-economic problems.

The project consortium consists of two research institutions, three HEIs, one being an overseas expert in the field and one university lead science park as members. The consortium is further supported by associated partners who are part of the knowledge triangle at each local ecosystem and will benefit from the improvement of the local and the establishment of a transnational entrepreneurial ecosystem. The research institutions have conducted extensive research activities in the field of educational methodologies, while the HEIs have been implementing state of the art entrepreneurship education tools and methods to enhance socio-economic benefit of their activities.

The methodology used in the project's implementation phase is based on the following 5 steps process

- 1) Investigation/research (literature review, interviews and questionnaire survey) on the 2 main domains tackled by the project (entrepreneurship education/incubation practices and Governance/rewarding systems) with the aim to give a solid scientific and operational foundation to project operations.
- 2) Design & development. Starting from the results of the previous phase (best practices) an entrepreneurship and virtual incubation program will be designed and the related teaching materials will be developed along with a set of recommendations to anchor the program into the HEIs structure and regional environment. An ICT platform to support the virtual incubation program and to connect students/teachers/coaches participating from the different partner countries will be set up.

- 3) Capacity building. Academic trainers from the partner organizations will be selected (19) and a capacity building session will be organized to prepare them to deliver the program making use of the teaching materials (Program Toolkit) and of the ICT platform developed.
- 4) Testing & fine-tuning. Partners (UTA, UP, Espaitec) will be asked to organise a pilot of the program by selecting each of them a specific block to be tested.
- 5) Disseminating & Exploiting.

COORDINATOR:	UP VASVARI PAL UTCA 4 7622 PECS, Hungary www.pte.hu
CONTACT:	Zsolt Bedő
PARTNERS:	Parc Cientific Tecnologic Empresarial de la Universitat Jaume I, S.L., ES; KENTRO EREVNON NOTIOANATOLIKIS EVROPIS ASTIKI MI KERGOSKOPIKI ETAIREIA, EL; TAMPEREEN YLIOPISTO, FI; North Carolina State University, US; Cotec - Fondazione per l'Innovazione Tecnologica, IT
GRANT AMOUNT:	299 514 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Making the knowledge triangle work
PRIORITY 2:	Improving the quality and relevance of higher education
PRIORITY 3:	Promoting entrepreneurship education and social entrepreneurship among young people.
TOPIC 1:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Employability; International Cooperation

PROJECT NUMBER: **2015-1-HU01-KA203-013619**

TITLE:

LETS LEARN HOW TO LEARN!- RAISING AWARENESS TO THE IMPORTANCE OF AND PROVIDING AN INNOVATIVE SOLUTION FOR THE INCLUSION OF THE TRAINING OF LEARNING SKILLS IN EXISTING HIGHER EDUCATION CURRICULA

DESCRIPTION:

Being successful today, apart from possessing factual knowledge, requires 'soft skills' and certain personality traits that are not taught at universities, like Ability to Learn Quickly, Positive Attitude/Motivation and Loyalty. There is a skills gap, or rather a training gap between the skills graduates have and the skills employers seek in their employees. Higher education institutions and employers should work together to improve this alignment, so universities would be teaching students the skills they will need to succeed in business and industry. Out of these three identified important soft skills, our initiation intends to provide a working solution to acquiring the skill: "Ability to Learn Quickly. Our project aims to raise awareness of higher education institutions and their staff to this problem and find an innovative solution by assessing the learning skills of students entering higher education with the help of the Learning Skills Filter and teaching the missing skills through the Learning Skills Development built into their curricula.

The main objective of the project is to help equip students with learning skills needed for completing their higher education studies, and also for their future employment by building the development of such skills into the existing curricula. We aim to bridge the training gap by filtering the learning skills of students entering universities and then training them those missing learning skills as part of their subjects. Our goal is to help students find employment upon graduation and be able to keep that job by working efficiently and effectively thanks to the previously gained learning skills they have on hand.

The project objectives will be reached through the collection and analysis of good practices (O1). Based on that research the Learning Skills Filter and Training or Coaching will be developed by the Consortium (O2). The filter will be pilot-tested and after the evaluation of test results, students will undergo a two-month coaching in order to acquire the missing learning skills. With the help of the test results the Learning Skills Development, the teaching material of certain number of subjects as a test will be adjusted and the different modules of the above mentioned will be built into the existing curricula (O3). After the two-semester testing period, the LELLE Kit with all the necessary information on filtering and teaching learning skills built in any subject of any university will be compiled on a nicely packaged DVD or pen drive or other data storage device (O4).

The Consortium that will carry out all the above mentioned activities, is set up of an appropriate mix of institutions: there are traditional universities which add their expertise regarding the target groups of the project. We have is a private institute offering training, vocational qualification and career services, while a partner provides open higher distance education. They will add their expertise regarding the training to the project. The private regional development body that joined the Consortium, its knowledge on the regional development needs and its understanding of the respective region will be of immense value throughout the project, as well as after the project life cycle. Partners represent regions of Hungary, Poland, Austria and the Netherlands. The Partnership will elaborate the following activities: (i) collecting good practices on assessing and training learning skills, (ii) development of the learning skills filter and the training, (iii) building the modules of the Learning Skills Development into the existing curricula, (iv) compilation of all the materials for the LELLE Kit.

Upon the completion of our project, as main results we expect the continuation of our initiation: filtering new students entering higher education and teaching the missing learning skills as part of their curricula. Important results will be the developed learning skills of the students/future employees as well, which is important in order to find employment and to be successful in meeting new challenges at the workplace. We also expect to see higher education institutions becoming more competitive by producing competent future employees that satisfy the needs of the ever changing labour market. We anticipate employers and enterprises becoming more competitive, as well in consequence of the dynamic and productive work of their new employees.

Through this project our long term goal is to see the training of soft skills built into the curricula of higher education institutions across Europe, enabling and equipping students to make the European economy more competitive.

COORDINATOR:	UNIVERSITY OF PANNONIA EGYETEM U 10 8200 VESZPREM, Hungary www.uni-pannon.hu
CONTACT:	Beáta Fehérvölgyi
PARTNERS:	OPEN UNIVERSITEIT NEDERLAND, NL; EUROPA CONSORTIUM Regional Development Non-profit Limited, HU; BEST INSTITUT FÜR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH, AT; UNIWERSYTET EKONOMICZNY WE WROCLAWIU, PL
GRANT AMOUNT:	302 664 EUR
CONTRACT DURATION:	26 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 3:	Developing basic and transversal skills using innovative methods
TOPIC 1:	Key Competences (incl. mathematics and literacy) - basic skills
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Overcoming skills mismatches (basic/transversal)
CLUSTER(S):	Teaching and Training; Employability

PROJECT NUMBER:

2015-1-IE02-KA203-000420

TITLE:

CRAFTING EMPLOYABILITY STRATEGIES FOR HE STUDENTS OF LANGUAGES IN EUROPE

DESCRIPTION:

The Employability Task Group of the Association of Higher Education Careers Services (AHECS) launched an employability module in June 2014 entitled 'Crafting the Present for Future Employability' as a result of an 18-month process of collaborative planning and design with graduate employers, academic staff and students (<http://epublications.snap.com.au/ebook/ebook?id=10038255#/0>).

The content and process of the curriculum development will be shared by AHECS with partners involved in this project application.

One of the innovative aspects of this module was that it was created in partnership with students, academics and graduate employers in a team-based approach to modular planning and design.

The generic eight workshop module demonstrates a strong integration of career theory and practice and a transparent pedagogic framework to assist careers and teaching professionals in HE how to enhance the employability and career development of their students across years and disciplines. The module has introductions and aims for each workshop, comprehensive facilitator notes, clear methods, activities and timings, easy-to-use materials (e.g. websites, Activity sheets), learning outcomes for each session, assessment strategies linked to learning outcomes, suitable for curriculum and non-curriculum-based delivery. adaptable to the needs of language students.

The projects focus is the employability of language graduates as statistics show that languages skills are quite low in some of the partner countries. Objectives are embedding employability within language teaching and successful collaboration between careers professionals and academics, and employers in relation to languages and employability. The main aim of this project is transferring the generic AHECS Employability module to international European partners and customise for the language sector. Implementation of diverse ways of delivery will also be part of this transfer and supported by P7.

The project partners are from Bulgaria, Germany, Ireland (3 partners), Italy, Poland (2 partners) and UK. AHECS (P2) and SAP (P3) are both based in Ireland and will advise the partnership when working at their intellectual output number one. This will ensure that previous experience when developing this innovative example of best practice is not lost (AHECS) and that the industry perspective is included when designing the new content (SAP). As the first phase of the needs analysis (what skills are employers looking for when employing language graduates?) is vitally important for the quality of the content of the employability module. P4 will take the lead here. P1, P5, P6, P8 and P9 are all responsible for the transfer of the module and including innovative examples of best practice in the language sector. This also ensures the cooperation between industry (led by P3), language staff and career services in HE.

Project target groups are in the tertiary education sector; focusing on Third Level students, who are the main beneficiaries. The adapted AHECS module will also be disseminated to secondary schools' career advisers in each partner's country (e.g. IGC in Ireland) in order to maximise the impact of the materials that are developed. Career advisers and academic staff in third level institutions will take an active role in the adaptation of the AHECS Employability module supported by AHECS staff participating in the project. Language staff in collaboration with local career services will develop, pilot and deliver the new content of the revised module to language students in their institutions.

Main outputs:

An adapted AHECS Employability module in different target languages and specified for the country specific language sector. Output number one has various stages: needs analysis of companies and language students in HE; adaptation of the AHECS module to a new context; testing and piloting in order to ensure high quality and the last phase is the implementation of the findings of the testing phase for each partner.

Output no two will ensure that there is a shared communication platform, a project website and online resources available and utilized in order to reach the potential of this project.

Existing resources by GradIreland (Language fair concept, language career guide) will also be made available to the partners in the project as examples of innovation and need to be customized according to the project's partner's needs.

Increased employability of language graduates is one of the potential longer term benefits. The continuation of cooperation between students, academics, career services and graduate employers. A lot of EU reports were highlighting the benefits of such cooperation.

COORDINATOR:	ITTRALEE INSTITUID TEICNEOLAIOCHTA TRALI CLASH TRALEE, Ireland WWW.ITTRALEE.IE
CONTACT:	Kristin Brogan
PARTNERS:	Qualitas Forum Srl, IT; Danmar Computers sp z o.o., PL; Global Village Spolka z ograniczona odpowiedzialnoscia, PL; UNIVERSITY OF STRATHCLYDE, UK; trendence Institut GmbH, DE; UNIVERSITY OF PLOVDIV, BG; DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH, AT; AHECS, IE
GRANT AMOUNT:	231 104 EUR
CONTRACT DURATION:	25 months
PRIORITY 1 OR MAIN:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 2:	Supporting the implementation of the 2013 Communication on Opening Up Education
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 3:	Teaching and learning of foreign languages
CLUSTER(S):	Employability; Teaching and Training

PROJECT NUMBER:	2015-1-IE02-KA203-000421
TITLE:	MEDINVENT: EDUCATING FOR INNOVATION AND STANDARDS IN MEDICAL DEVICE DESIGN AND INTEGRATION USING NOVEL ONLINE TOOLS
DESCRIPTION:	<p>The Horizon 2020 growth strategy states that the competitiveness and innovation potential of European enterprises relies on fostering and harnessing new skills in innovation and creativity in the European workforce. One such area is the medical devices sector. It is recognised at Commission level that there is greater need for increased sharing of European best practices in this area, increased transfer of experiences gained in pilot projects to multinational or European level, and greater collaboration between stakeholders [clinicians / engineers/ entrepreneurs / notified bodies] in the innovation process. This project will involve development and pilot-testing of a next-generation online personalised learning environment which will incorporate the BioApp skills "toolbox [http://www.bioapp.eu], with a view to extending structured innovation skills in design to European HEI students and SME learners. The primary endpoint will be an online platform tailored to the skills and educational/training requirements of HEI organisations which will address equally traditional HEI deficiencies [e.g. structured creativity/innovation skills, device regulation, intellectual property protection] as well as SME training needs [the teaching of structured innovation skills]. Completion of a user-targeted needs analysis report, and a consultation process with HEI and SME stakeholders, will allow for targeted response to different stakeholder needs. The partner consortium consists of experts in medical device engineering and medical education, alongside a regulatory consultancy and SME partner at the cutting edge of developments in online e-learning platforms. Targeting prioritised areas for both HEIs and SMEs, we believe that this specialist e-learning tool will apply in a systematic manner the principles of medicine and engineering for the use, adaptation, evaluation of projects and/or distribution of technological and medical solutions that will lead to improvements in medical device innovation in Europe, and foster greater interaction between the HEI and SME sectors.</p>
COORDINATOR:	<p>UCC WESTERN ROAD CORK, Ireland www.ucc.ie</p>
CONTACT:	Colm O'Tuathaigh
PARTNERS:	<p>LearnLode Limited, IE; KATHOLIEKE UNIVERSITEIT LEUVEN, BE; Tecno-med Ingenieros S.L., ES</p>
GRANT AMOUNT:	231 409 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Developing basic and transversal skills using innovative methods
TOPIC 1:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Research and innovation
CLUSTER(S):	Employability; Teaching and Training; Research and Innovation

PROJECT NUMBER: 2015-1-IS01-KA203-013170**TITLE:****DEVELOPMENT OF A BLENDED LEARNING APPROACH TO A JOINT DEGREE IN BUSINESS AND LAW****DESCRIPTION:**

Aarhus University, Bifrost University and University College Dublin have agreed to join forces and develop a high quality and innovative degree that will attract students interested in studying business law in Europe. The impact of this partnership is a joint degree in business and law that will be launched in fall 2018. The innovative aspect of the degree is that all lectures will take place in an online setting. By this, borders are eliminated between participating countries, as the classroom is moved to the "cloud" using ICT and social media to enrich the student experience. Therefore the actual place of residence of the students or faculty will not be the deciding factor in their possibility to participate. Partners aim to contribute towards the strengthening of education in Europe and graduate professionals with broad but interlinked competencies.

The reason behind this partnership is that there is a need for innovative thinking in law schools. E-learning is relatively uncommon and underdeveloped in law. We aim to transform the way universities cooperate and communicate with students. Cross border teaching of courses, using technology can be a response to the challenge facing higher education. The current forms of teaching in law school are not sufficient to prepare students for the technological advances. It does not connect with the new generation of law students, and does not take into consideration the benefits of technology for teaching.

The project is innovative and complementary to other initiatives carried out by the participating organization. All three partners support information and communication technology for learning and digital competencies of students and faculty, using the goals stipulated in the 2013 Communication on Opening up Education.

We are going to design and implement a methodology to convert conventional classes to blended learning and to find a common language of what planning and developing such a degree entails. The methodology aims to facilitate the transformation for other universities, and assisting current and future adaptors of blended learning. The partners will use the A.D.D.I.E model to design the methodology behind the development of the blended learning. The model includes five stages: Analysis, Design, Development, Implementation and Evaluation where the parameters of each phase are defined beforehand. All elements of the plan are carefully evaluated and monitored. Within each phase project activities are set up with the aim of reaching the project objectives.

It is our goal to expand the network of participating universities as the joint degree is running successfully. Blended learning can facilitate the cooperation of universities, regardless of the location of faculty and students. By ensuring a thorough quality control and constant improvement of the degree, the joint degree can continue to grow and improve with time and technological advances. This joint degree in business and law, might in the end, be a degree where you can choose your courses from hundreds of universities, based on a common curriculum and a successful network of innovative partners.

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CONTACT:

Helga Kristín Auðunsdóttir

PARTNERS:

AARHUS UNIVERSITET, DK;
UNIVERSITY COLLEGE DUBLIN, NATIONAL UNIVERSITY OF IRELAND, DUBLIN, IE

GRANT AMOUNT:

167 193 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Supporting the implementation of the 2013 Communication on Opening Up Education

PRIORITY 2:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies and Digital Competences; Teaching and Training

PROJECT NUMBER: **2015-1-IS01-KA203-013172**

TITLE:

LEXICOGRAPHY AND OPEN ACCESS WEB BASED DICTIONARIES FOR LANGUAGES WITH FEW SPEAKERS

DESCRIPTION:

Open access web-based dictionaries are paramount tools in the battle to preserve linguistic diversity in the digital age. In an effort to sustain the local language, the University of Iceland (UoI) developed a high quality web-based lexical database, counting some 50.000 words and expressions with numerous illustrations and examples. Open access dictionaries online towards Danish, Swedish and Norwegian have already been developed in cooperation with Nordic universities. The specificity of the ISLEX database resides in the fact that it can be used both ways. As an example, one can search for a Norwegian word in the Icelandic-Norwegian dictionary, something that cannot be done in a traditional dictionary. This feature will be further developed in order to reverse the dictionaries, thus enhancing their usefulness.

The LEXIA project will build on the Nordic experience to expand it to more languages, starting by French. In parallel, the ground will be laid to launch cooperation agreements with universities in Spain and in Germany. The dissemination of expertise also involves organizing courses on MA-level in theoretical lexicography in the partner universities. Finally, while this is not an immediate concern of the project, the partner universities would welcome any opportunity to dispense knowledge on building lexicographical databases, in particular for languages spoken by few.

The main responsibility and project management will be in the hand of the UoI and the two research centres involved in the project:

The Árni Magnússon Institute of Icelandic Studies is the main platform of the project. The ISLEX lexicographical database was developed within the institute and its lexicographical team will be central in the work, dispensing technical support and linguistics consulting.

The Vigdís Finnbogadóttir Institute of Foreign Languages is the managing partner of the project. The institute, in cooperation with the partner universities, will establish the target language team and organize courses in theoretical lexicography on MA-level at the UoI and at the University Paris-Sorbonne (UPS).

The University of Gothenburg (UGOT) will play a crucial role as the consulting member of the overall project. The Swedish partners worked with the Icelandic team on the ISLEX Icelandic-Swedish dictionary and their know-how will be useful for expanding the project to other languages. Their experience will also be appreciated in designing and carrying out the courses in lexicography.

The UGOT will lead a starting seminar with the lexicographical team and will intervene in the various phases of the project, dispensing their expertise as needed, in particular in the field of bilingual lexicography of today. The university's research on the fundamental changes of the discipline brought on by the new electronic media brings added value to the project.

The UPS has a section of Germanic and Nordic Studies where Icelandic is among the languages taught. As a pilot project was conducted with success in 2014 and as the French State has given a grant to the continued work, the Icelandic-French dictionary is an obvious starting point.

At a later stage, Spanish and German will be added as target languages. Hence, the specialists of Spanish and German linguistics and lexicography at the UoI will be involved from the start with the aim to build expertise for subsequent use in cooperation with their target language partner universities.

While the daily work will consist of the building of lexicographical entries, the scientific research part of the project involves attempts to extend the lexicographical database to include phraseological entries. In addition, the team will complete the description of the source language material, adapting it to the function of target language when the dictionary is reversed.

The lexicographers are:

Halldóra Jónsdóttir, Project Manager, UoI

Þórdís Úlfarsdóttir, Editor, UoI

Rósa E. Davíðsdóttir, PhD candidate in French lexicography at the UPS and the UoI (co-tutelle)

Jean-Christophe Salaün Translator

Anna Hannesdóttir, Professor, Head of the Centre for Lexicology and Lexicography, UGOT

Karl Gadelii, Professor of Scandinavian Linguistics, UPS

Sylvain Briens, Professor of Scandinavian Literature and Cultural History, UPS

Erla Erlendsdóttir, Associate Professor of Spanish, UoI

Oddný G. Sverrisdóttir, Professor of German, UoI

The team members will meet once or twice a year for working meetings or working seminars.

What makes the LEXIA project different from other initiatives in this area is the malleable nature of a single web-based lexicographical database which renders it expandable ad aeternam, both in terms of the width and depth of the lexicographical database and in terms of the number of target languages that can be included. In addition, the high quality products are and will be in open access as the project is not for profit, but with the deliberate agenda to promote linguistic diversity.

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CONTACT:	Auður Hauksdóttir
PARTNERS:	UNIVERSITE DE PARIS-SORBONNE (PARIS IV), FR; GOETEBORGS UNIVERSITET, SE
GRANT AMOUNT:	154 616 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 2:	Developing basic and transversal skills using innovative methods
PRIORITY 3:	High quality learning opportunities
TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Teaching and learning of foreign languages
CLUSTER(S):	Inclusion and Tolerance; Teaching and Training

PROJECT NUMBER: 2015-1-IS01-KA203-013179**TITLE:****GENDER AND PHILOSOPHY: DEVELOPING LEARNING AND TEACHING PRACTICES TO INCLUDE UNDERREPRESENTED GROUPS****DESCRIPTION:**

Gender and Philosophy: Developing learning and teaching practices to include underrepresented groups (GaP)

The underrepresentation of women and ethnic minorities in academic philosophy is a widely recognized fact in the Western world. The discipline has low rates of female students and especially low rates of female high level professionals (mostly less than 20%) even in the Nordic countries, known for a high level of gender equality. The current situation compromises the equal availability and accessibility of higher education, hinders the development of potential intellectual resources, and weakens the quality of higher education and its outcomes. The lack of women and minorities hampers the discipline of philosophy, which is distorted when the cultural and social experiences of the underrepresented groups are excluded. The underrepresentation of women and other minority groups has many reasons. Social and historical factors interact with methodological reasons, which are internal to the discipline of philosophy.

The strategic partnership network "Gender and Philosophy" will approach the challenge of underrepresentation by focusing on methodological, pedagogical and didactic strategies in philosophy. By combining insights provided by problem based learning (PBL) and feminist philosophy and pedagogics, the network will develop teaching and learning practices that are able to address a growingly diversified student body. The project has the goal of enriching and transforming the teaching and learning of philosophy in general. In addition, the approaches taught aim at offering students of philosophy tools that strengthen their critical and creative thinking.

The participants include four Northern European universities with strong research records in high quality feminist philosophy as well as a strong tradition of equality in higher education: University of Iceland, University of Jyväskylä, University of Aalborg and University of Oslo. The consortium creates synergies in innovative teaching and curricula development of feminist philosophy and enhances and deepens the potential of philosophy to tackle current problems and issues. The network will develop, implement and evaluate pedagogical methods by organizing four five-day summer schools with pilot character, one at each participant university. The emphasis is on new philosophical pedagogics, didactics and methodologies through which topical issues are addressed, thus enhancing the analytical and practical potential of philosophy. The schools are targeted for philosophy graduate students.

The outcome of the summer schools development work and the insights of the network will be developed into a Teacher's Manual "Strategies of Inclusion in Philosophy Teaching". The handbook will be published electronically, the access to it will be open and free of charge and it will be distributed widely through the publishing events, professional networks of the participants and social media. Ultimately, the innovative practices developed by the network will be implemented in the Joint Nordic Master's Program in Feminist Philosophy that is now being prepared by the strategic network. In addition to European academic philosophy and its gender and minority imbalance, the new methodologies and awareness of the connections between gender inclusion and methodological issues will have an effect on pre-university philosophy teaching by being included in high school teacher education. The results of the project will also be of use for didactics within other disciplines that deal with gender and minority imbalance.

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CONTACT:

Sigríður Þorgeirsdóttir

PARTNERS:

AALBORG UNIVERSITET, DK;
JYVASKYLAN YLIOPISTO, FI;
UNIVERSITETET I OSLO, NO

GRANT AMOUNT:	129 933 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 3:	Increasing attainment levels
TOPIC 1:	Gender equality / equal opportunities
TOPIC 2:	Pedagogy and didactics
CLUSTER(S):	Inclusion and Tolerance; Teaching and Training

PROJECT NUMBER: **2015-1-IT02-KA203-014786**

TITLE:

SHIFT IN ORALITY – SHAPING THE INTERPRETERS OF THE FUTURE AND OF TODAY

DESCRIPTION:

As a result of globalization and of the continuous development and improvement of ICT, spoken language travels through new devices and media. Similar trends can be observed in the field of spoken-language interpreting where, alongside traditional onsite interpreting (i.e. where the interpreter and the speakers share the same space), remote interpreting is spreading through the use of telephone and videoconferencing. There is therefore a strong need for updating existing theoretical models of oral discourse and interpreter-mediated communication, and existing approaches to interpreter education.

This need becomes even more evident when considering the main pillars of the European Digital Agenda, which include enhancing digital literacy, digital skills and digital inclusion as well as generating benefits for society by drawing on ICTs to reduce energy consumption, support ageing citizens lives, revolutionise health services and deliver better public services. Remote communication and remote interpreting respond to these pillars directly by reducing travel and fuel consumption; contributing to the inclusion of older people e.g. through remote healthcare; and making public services more efficient, e.g. through the use of remote interpreting services. The use of remote interpreting is also encouraged by Directive 2010/64/EU on the right to interpretation and translation in criminal proceedings, which refers to the use of “communication technology such as videoconferencing, telephone or the Internet (Art. 2) to optimise access to qualified interpreters. Remote communication and interpreting open up novel opportunities for gaining access to interpreters and for cross-border communication (including with interpreters). However, in order to develop a consistent approach across all stakeholders involved, the questions arising around remote communication and interpreting need to be addressed at transnational level.

Against this backdrop, the SHIFT project will create a European network - consisting of universities offering interpreting programmes and of interpreting service providers - whose goal is to develop a comprehensive pedagogical solution for training in remote interpreting at HE level and in Lifelong Learning. This will be based on a) an in-depth study of orality in remote monolingual communication (English, Spanish, Italian) and remote, interpreter-mediated communication (for Italian<->Spanish, English<->Spanish, Italian<->English), and b) a market analysis to gain an in-depth understanding of the current and future demand for remote interpreting and the educational implications. Given that the demand for remote interpreting is growing especially in public service and business interpreting, where the main mode of interpreting is dialogue interpreting, the project will focus on the teaching of remote interpreting in dialogue situations.

The specific objectives of the project are as follows:

1. Develop a theoretical framework for the analysis of orality that focuses on discourse features which are especially relevant in remote communication and for language mediation and interpreting. Building on insights from linguistics and multimodality, a novel approach will be developed to investigate situated orality and describe how monolingual remote discourse unfolds. Particular emphasis will be placed on less studied but highly relevant oral phenomena such as register, speech markers, reported speech, pauses, interactional paralinguistic features (pausing and turn-taking patterns, back channelling, hesitations, pitch and tone, changes in intonation, speed, pace, prosody, etc.), and related discursive strategies typical of dialogic interactions;
2. Apply this framework to the description and analysis of remote interpreter-mediated interactions;
3. Carry out a needs/market analysis to elicit the most pressing knowledge gaps and educational needs in relation to remote interpreting;
4. Develop a comprehensive pedagogical solution including a methodology and relevant pedagogical resources for remote interpreting, based on the specific features and challenges of remote discourse and remote interpreting and other outcomes of the market analysis;
5. Evaluate the pedagogical concept and resources with interpreter trainees and interpreting service providers in different fields of interpreting.

The SHIFT project will prove beneficial for trainee interpreters; academic and professional institutions involved in interpreter training; interpreting service providers and users in the public and private sectors. Interpreting students and practising interpreters will be enabled to increase their employability and digital literacy. Interpreting service providers will benefit by having access to a workforce of trained interpreters. Users of interpreting services will benefit from a better quality of service. Academic and professional institutions will benefit from bringing their curricula in line with market needs.

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GRANT AMOUNT:	368 206 EUR
CONTRACT DURATION:	35 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	High quality learning opportunities
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Teaching and learning of foreign languages
CLUSTER(S):	New Technologies and Digital Competences; Teaching and Training

PROJECT NUMBER: **2015-1-IT02-KA203-014874**

TITLE:

HIGHER EDUCATION INNOVATION IN PLANT DIVERSITY: FLEXIBLE LEARNING PATHS FOR EMERGING LABOUR MARKET

DESCRIPTION:

The Global Strategy for Plant Conservation mission statement "is a catalyst for working together at all levels - local, national, regional and global - to understand, conserve and use sustainably the world's immense wealth of plant diversity whilst promoting awareness and building the necessary capacities for its implementation. The interdisciplinary co-operation across EU boundaries throughout a strategic partnership involving high education institutions, conservation and research organizations (botanic gardens, gene banks, universities, research institutes, non-governmental organizations) may meaningfully contribute to create a better understanding of plant diversity threats and their possible solutions, responding also to current and emerging green jobs labour market. The HEI PLADI project relies on a constructive cooperation and integration between five Universities, research institute and organization all providing strong expertise in the field of plant biodiversity characterization, management and conservation and in lifelong learning.

The HEI PLADI aims to support: a) implementation of reforms in line with the 2011 EU

Modernization Agendas priority areas; b) development of an European Area of Skills and Qualifications; c) enhancement of digital integration in learning, teaching, training and youth work at various levels. Indeed it proposes to develop, test and implement an higher education program structured in flexible learning paths on plant biodiversity evaluation, conservation and management. To improve mobility and provide more opportunities for students to gain additional skills on plant diversity the program will integrate, in line with the 2011 EU Modernisation Agenda priorities, ICT in a blended path virtual and physical mobility. The first target of the project will be students involved in the flexible learning path including courses on the e-learning platform and/or the practical activities planned for the physical mobility. Although a number of 20 will be supported by the project for the physical mobility, an higher number of students will benefit the courses on e-learning platform as these courses will be recognized and validated as ECTS. Furthermore, since the main outputs the project foresees are teaching materials that will be available as open learning objects in an e-learning platform, a wide number of persons beside students, such as educators, technicians and operators working in laboratories, herbarium, museum, germplasm banks, botanical gardens, natural parks, arboreta, plant nurseries and crop diversity projects etcetc., at local, regional, national and international level, will be also potential beneficiary. The project will develop seven intellectual outputs: the first is the implementation and use of ICT for virtual mobility, teaching and dissemination, that can be used and (more important) re-used to support learning activities; the last (OU7) will be used for dissemination on a dynamic and interactive website of the results achieved by students. The other OU (3-6) will be related with packages of learning objective (OER) on: Plant taxonomy; modern methods for Plant taxonomy; in situ and ex situ plant conservation; Plant management: botanic garden; Geographical Information Systems. The project include the organization of seven short-term training activities as part of the "flexible blended pilot program which will involve field works, field visits, practical and laboratory activities focused on developing skills and deepen knowledge on topics treated in the e-learning courses.

The project is organized in three different stages: stage one will be focus on the implementation and organization of the blended flexible path; stage two pilot program starts; stage three evaluation on the results of the pilot course and dissemination.

The project will provide the following results: a) the implementation of the flexible learning path on plant biodiversity evaluation, characterization, conservation and sustainable use, and the resulting outputs may be used in the courses of established curricula degree, and/or as optional courses, and to develop new curricula; b) the exchange of the best practices between partners during the cooperation and integration process ; c) strong cooperation and integration between partners, required by the project for the implementation of the program, will allow the strengthen of a consortium of new establishment with wide expertise in the field of plant diversity and teaching that may be used for the development of other LLP or EU research projects; d) the cooperation between partners Universities will promote the establishment of agreements for organizing practical activities (i.e. training schools) and for students and staff exchange and mobility; e) the use of the results of the pilot program as the base for further implementation of joint international courses such as Master and PhD program

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GRANT AMOUNT:	379 480 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	Contributing to the development of a European Area of Skills and Qualifications
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies and Digital Competences; Teaching and Training

PROJECT NUMBER: 2015-1-IT02-KA203-014974**TITLE:****POLITICHE ABITATIVE PER LEDILIZIA SOSTENIBILE****DESCRIPTION:****PROJECT DESCRIPTION**

The project Housing Policies for Sustainable Construction aims to incorporate four important characteristics in sustainable building:

- 1) Economic sustainability: ability to generate income and employment for the peoples livelihood ;
- 2) Social sustainability: ability to ensure human well-being (security, health, education) equally distributed by class and gender;
- 3) Environmental sustainability: the ability to maintain the quality and reproducibility of natural resources ;
- 4) Institutional sustainability: ability to ensure conditions of stability , democracy , participation and justice.

Therefore, the project aims to transfer innovative practices, as regards to Sustainable Building and Green Building (i.e. the design of buildings environmentally optimal to minimize the overall environmental impact associated with all stages of the life cycle of project construction), in order to ensure new models of design, to build houses zero-energy, eco-towns and certificated buildings. The idea is to revive the construction industry through the upgrading of the architectural heritage and urban renewal, in line with international trends and the European regulatory framework in the area of environmental policy. There are two lines of action of the project:

- a) transforming dynamically the building sector, thus creating new market opportunities, both in terms of employment and increase the competitiveness / profitability for construction companies;
- b) provide adequate training on best practices through the creation of a continuous dialogue between universities and the business world.

OBJECTIVES

- 1) The creation of strategic alliances between training institutions, chambers of commerce and other professionals working in the building;
- 2) The promotion of an interchange that combines the technical aspects of construction with the new demands of environmental impact in social sciences;
- 3) the promotion and consolidation of a network among university academic systems and business systems.

PARTICIPATING ORGANIZATIONS

- University of Calabria (Coordinator)
- The Institute for Technological Training of Central Macedonia (Serres)
- Greek - Italian Chamber of Commerce of Thessaloniki
- GheorgheAsachi Technical University of Iasi (Romania)
- Din Brasov University of Transylvania (Romania)
- Technical University of Kosice (Slovakia) .

ACTIVITIES

1. Organization and coordination
2. Research and implementation

3. Creating a platform for e-learning related to sustainable construction
4. Creation of tools for learning assessment
5. Training of personnel
6. Transnational meetings
7. Implementation of the Pilot Project
8. Validation of learning skills acquired
9. Measurement and dissemination of results

Applied methodology and extent of impacts:

- Comparative research
- Assessment tools for process
- Tools for assessment of learning
- E-learning platform
- Reports

RESULTS AND IMPACT

The realization of the project will contribute to the creation of a shared protocol regarding the new and best practices on Sustainable construction, in order to align the regulations of the partner organizations with the general rules of the European Community. In fact, this common protocol will improve the quality of life through energy saving policies and the use of eco-materials, respecting and protecting natural resources.

These actions will produce the following results:

- Improvement, development and revision of the traditional building design plans;
- Improvement of teachers in charge of vocational training in order to innovate research aimed at excellence in new design patterns related to sustainable construction;
- Provide management tools necessary for companies operating in the Construction Sustainable Social sector, in order to increase their competitiveness;
- internationalization of best practices related to sustainable construction among the partners involved in the project also focused on continuous training and the constant innovation of the laborlabour market
- To contribute to the provision of an adequate training of human resources with low job profiles, in order to facilitate their integration into the laborlabour market.

POTENTIAL BENEFITS in the long term

- Generally improve the quality of life
- Dissemination of a policy based on environment respect
- Policies to improve energy efficiency to reduce costs related to energy consumption
- Increase employment
- Increase profitability of construction companies.

COORDINATOR:

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Renato Sante Olivito

PARTNERS:	UNIVERSITATEA TRANSILVANIA DIN BRASOV, RO; UNIVERSITATEA TEHNICA GHEORGHE ASACHI DIN IASI, RO; ELLINO-ITALIKO EPIMELITIRIO, EL; Technological Education Institute of Serres, EL; TECHNICKA UNIVERZITA V KOSICIACH, SK
GRANT AMOUNT:	364 157 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Making the knowledge triangle work
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 3:	Development of high quality work-based VET
TOPIC 1:	Energy and resources
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	Overcoming skills mismatches (basic/transversal)
CLUSTER(S):	Education for Sustainable Development; International Cooperation; Employability

PROJECT NUMBER: **2015-1-IT02-KA203-015203**

TITLE:

AMICO: A NEW ALLIANCE FOR MOBILITY INCOMING AND OUTGOING

DESCRIPTION:

AMICO is a strategic partnership that gives rise to an alliance among the pivotal actors of the knowledge triangle in order to translate into concrete outcomes the ET2020 principle Making lifelong learning and mobility a reality and tackle the mismatch of the ICT competences at European level.

According to various EC reports, intra-EU mobility of workers could enable to tackle the mismatch of qualifications in Europe, reduce markets unbalances and foster economic growth. However, data show that the rate of intra-EU labour mobility is still quite low, although significant numbers of European workers state their willingness to work in another European country. The discrepancy between the high propensity to mobility and actual low mobility rates is in part attributable to an insufficient provision of services and qualified professionals in support of transnational mobility.

The purpose of project AMICO is to facilitate labour mobility among European countries. To this end, it articulates an entire process for:

1. enhancing the professionalization of job counsellors, especially in relation to international job placement, designing an innovative curriculum for "Job Mobility Counsellors";
2. strengthening matching skills at international level, with a set of tailored tools;
3. improving the provision of services in support of intra-EU labour mobility, designing processes and procedures for their implementation and management

The project addresses: Universities that can benefit from the curriculum, including it in their educational offer. Young graduates or students interested in a career as job counsellors, who can find in AMICO an innovative training opportunity. Employment services that could take advantage from a set of tools to expand and enhance the services offered by their organisations as well as on an increased offer of duly trained people. ICT job-seekers and enterprises that can find in the Mobility Welcome Service and in the Mobility Job Counsellors an important support in all issues related to labour mobility and international hiring.

The audience of indirect beneficiaries also includes: ICT enterprises that develop innovative services and/or products and that have difficulties in recruiting qualified human resources according to their needs. Public and private employment services, which want to re-qualify their staff in relation to the management and the promotion of mobility. Labour unions and association of enterprises that want to activate services for enterprises and workers in support of training/job mobility.

The tangible outputs of AMICO can be summarised in 5 products, realised through synergies among enterprises, universities and employment services:

1. Mobility Job Counsellor Curriculum, consisting in a handbook containing the curriculum's structure and objectives as well as all the didactic materials for its delivery;
2. Toolkit for the Validation and Quality Assurance of the Mobility Job Counsellor Curriculum, which will allow the transnational transferability of the curriculum, defining shared recognition and validation tools and quality assurance procedures;
3. Transnational Job Placement Toolkit, which includes i) tools for assessing business needs, and ii) tools for evaluating job-seekers skills in relation to the ICT sector. Both are designed in a way to be internationally comparable;
4. Mobility Welcome Service Handbook, providing practical guidelines to install the service;
5. Mobility Welcome Service Management Toolkit, consisting in a set of tools for managing effectively the service.

The expected results are:

- an enhanced educational offer for job counselling;

- an increased provision of services in support of transnational labour mobility;
- strengthening networks between universities, enterprises and employment services;
- strengthening networks for international job placements;
- an increased professionalisation and internationalisation of job counselling professions.

The potential long term benefits are:

- contributing to realise a real free movement of workers across Europe and to fulfil the goal of the European Single Market;
- Contributing to the modernisation of Higher Education with the activation, at national and European level, of an educational offer specialised in mobility, able to contribute to the creation of a joint labour market;
- Contributing to the diffusion of a mobility culture as an opportunity of personal, training and labour development;
- Contributing to reinforce EURES and its networks.

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PARTNERS:	RINOVA LIMITED, UK; FUNDACION CENTRO ANDALUZ DE INNOVACION Y TECNOLOGIAS DE LA INFORMACION Y LAS COMUNI- CACIONES, ES; UNIVERSITA DEGLI STUDI DI ROMA LA SAPIENZA, IT; UNIVERSIDAD DE SEVILLA, ES; HOCHSCHULE DER BUNDESAGENTUR FUER ARBEIT, DE; ADECCO TT, ES; Smallcodes srl, IT; COLLAGE ARTS, UK; Gesellschaft für angewandte Personalforschung mbH, DE; ASOCIACIÓN INSTITUTO EUROPEO DE ESTUDIOS PARA LA FORMACIÓN Y EL DESARROLLO, ES
GRANT AMOUNT:	448 323 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	Employability; Teaching and Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2015-1-IT02-KA203-015210

TITLE:

HOW TO WIN THE CHALLENGE: INTERNATIONALISING EQF LEVEL 5

DESCRIPTION:

The general objectives of the project are to strengthen cooperation between the world of education and training and the world of work, to foster quality, innovation and internationalization of partner institutions and to establish transnational cooperation between education providers and regional/local authorities in charge of accreditation of training bodies, development of LLL and recognition of qualifications.

In line with the actions put forward in the 2012 Country Specific Recommendations, the project intends to develop methodologies and tools for internationalizing short cycle tertiary qualifications (2 years) and apply the methodology to a pilot SCHE focused on ICT, area where the partner countries present skills shortage and growth potential as well as the need to improve exchange of information between the world of education and the labour market at international level.

The project contributes to the strategies of "Europe 2020, "ET 2020 and the priorities of "Modernising Europe's Higher Education Systems, "Opening up Education.

The European Qualification Framework – EQF identifies 8 Levels for the classification of knowledge, competences and skills acquired within formal, informal and non formal educational systems. The EU members were called to take EQF as a reference framework and instrument for understanding qualifications in their national systems.

The rapid development of NQFs and their linkage to EQF, is increasingly influencing the writing of curricula and qualification standards, thus signalling that the learning outcomes approach has been broadly accepted as the basis for European cooperation in the area of education and training, at all levels (ET 2020).

"ET 2020, key instrument to modernise education and training, "Europe 2020, agreed to stem the worst financial and economic crisis in the EU history, and the 2012 Annual Growth Survey, all stress that education and training systems have to be modernised to reinforce their efficiency and quality and to equip people with the skills and competences they need to succeed on the labour market and call for a particular focus on young people, who are among the groups worst affected by the crisis.

The countries where the partners belong are severely affected by the crisis and are registering the highest rate of unemployment of young people thus making the achievement of the objectives agreed at European level very critical. Indeed the governments reduced investment in education and training also at tertiary level, while promoting reforms in line with the directives. In this environment the institutions must exploit all the opportunities offered by European policies to avoid that the reduced financing delays the positive results envisaged by Agenda for Modernising HE, ET 2020 and Europe 2020, with devastating consequences at all levels.

The project intends to contribute to 1) Increase Tertiary or equivalent education attainment, 2) Promote Learning mobility.

In the partner countries the main gap exists in the scarce connection between VET and HE and in the poor linkage of both with the requirements of the labour market. Thus the provision of international curricula at Level 5 would be the best way to remove the obstacles in connecting the three worlds: universities, VET and labour market, that are often related to the lack of a common language (on knowledge, skills and competences) and of a clear strategy on how to use information on skills supply and needs.

The partnership is composed by universities and local decision-making authorities. The universities are very active in the internationalization of curricula and play a key role in the development policies and education reform of their regions/countries but are facing problems due to huge variety of educational offers at VET level that are not clearly inserted in the EQF/NQF and need a proper evaluation. The local authorities which have the task to define and recognize the qualifications developed locally as well as identify the criteria for the recognition of informal and non formal skills and competences,

need to start up a clear and fruitful cooperation with the universities and other actors in the education area for the enhancement and warranty of quality and portability of qualifications.

The main results of the project are: 1) the development of methodology and tools for the organization of an international degree at Level 5, 2) the experimentation of a pilot SCHE in ICT with the organization of blended mobility, and 3) establishment of clear criteria for the recognition of competences and skills in line with the LO description.

Strong emphasis is given to the quality assurance of the curriculum developed through methods and tools for a continuous assessments of learning outputs and activities.

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GRANT AMOUNT:	427 782 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 3:	Increasing attainment levels
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	New Technologies and Digital Competences; International Cooperation; Teaching and Training

PROJECT NUMBER:

2015-1-IT02-KA203-015330

TITLE:

MOOC'S PER STUDENTI UNIVERSITARI IN MOBILITÀ EUROPEA

DESCRIPTION:

European third level education is characterized by the huge phenomenon of student mobility, which is bound to increase exponentially as market globalization and internationalization of education become more and more established.

Students on mobility programmes usually have a B1/B2 level of language competence and they enrol in courses where they are required to negotiate the considerable difficulties of academic language and also organize learning autonomously and independently. However competences necessary for everyday standard use of a language differ considerably from those required for communication in academic contexts.

The MOVE-ME project aims to develop a learning path specifically designed for students in mobility programmes and aimed at the development of language fluency for communication in academic contexts, supporting learners in the acquisition of the competences and skills necessary for decoding expository texts relating to specific disciplines, developing the ability to produce various types of oral/written academic texts.

Objectives

The primary objective of the project is to facilitate the integration of students in academic mobility, enhancing their ability to function in academic and specialized contexts and developing their ability of learning to learn. In particular:

- Increase students' awareness of the language learning process and knowing how to use effective learning strategies;
- Increase students' understanding of written and oral expository texts relating to academic disciplines;
- Improve the quality of oral and written expository texts produced by students and relating to academic disciplines;
- Improve students' performance at oral and written exams in L2;
- Provide specific guidelines and a syllabus for the creation of MOOCs for languages for academic purposes;
- Provide specific guidelines for the evaluation of language MOOCs;
- Create OERs which support autonomous and independent learning;
- Develop a website which will host all OERs created during the project.

Project steps

- Reviewing "the state of the art about the use of MOOCs in language learning
- Planning, development and creation of MOOCs and OERs
- Pilot Phase (Delivery and evaluation of the two MOOCs)
- Impact and dissemination actions
- Evaluation and monitoring tools

Methodology

We intend to exploit the opportunities afforded by Massive Online Open Courses to facilitate the integration of all students participating in mobility programmes and increase their prospects for personal growth, employment, social inclusion and active citizenship.

Results and expected impact

At different levels (local, regional, national and European), the partnership is expecting a truly significant impact:

A local and regional level: promote the integration of incoming students with positive consequences for society and the economy.

At national level: promote and support the development of a multilingual and dynamic workforce, and with a high level of intercultural competence, able to enter the job market and communicate easily in a foreign language in specific contexts.

At European level: support student mobility programmes , develop and strengthen multilingualism among European citizens, in accordance with European language policies and the need felt by the citizens to know at least two languages in addition to their mother tongue.

At international level: widen the target groups exponentially, reaching a global audience through MOOCs , OERs and website. The institutions involved have exchange agreements with important countries such as China , Brazil , the United States , whose students will need to improve their specialist language skills in order to participate in exchange programmes and can therefore make use of the tools provided by this project .

The project will deliver benefits that will endure over time thanks to the creation of an online repository of OERs, templates and guidelines for reuse with different languages and in different contexts. The MOOCs will remain available for future delivery by the partner organizations and have the potential to become a milestone in students' preparation in view of mobility exchanges.

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GRANT AMOUNT:	296 831 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Developing basic and transversal skills using innovative methods
PRIORITY 3:	Supporting the implementation of the 2013 Communication on Opening Up Education
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Teaching and learning of foreign languages
TOPIC 3:	Open and distance learning
CLUSTER(S):	Teaching and Training; New Technologies and Digital Competences

PROJECT NUMBER:

2015-1-IT02-KA203-015386

TITLE:

EUROPEAN COOPERATIVE FRAMEWORK FOR DUAL LEARNING

DESCRIPTION:

EuroDuaLE want to open the road for transnational cooperation for the provision of dual learning programmes. HEIs are asked to strengthen the quality of the education provided, for example with the use of ICT solutions and more innovative training approaches, open up to cross-national cooperation and relate more efficiently with the labour market (EU Modernisation Agenda for HE, 2011). With EuroDuaLE we aim to put HEIs at the centre of a new learning/training framework, a form of transnational dual learning driven by HEIs which promotes formal learning combined with apprenticeship possibilities and work-based learning, as an approach to accompany European youth in their mobility experience. Drawing on the experience of few European initiatives which have open the road for apprenticeships in Europe (the European Alliance for Apprenticeship, Youth Guarantee, Your first Eures Job) and following the priorities indicated in the Europe 2020 Strategy, such as to increase the number of apprenticeships and traineeships where possible in cooperation with education systems, EuroDuaLE promotes the design and implementation of a transnational cooperation framework for dual learning mobility. High unemployment rates, combined with emerging disparities in the labour market between the demand of employers and the skills acquired through traditional education call for urgent action. The project does not have the ambition to change the situation overnight, but aims to direct attention toward the development of transnational dual learning programmes, giving students the possibility to combine learning in HEIs with practical training in collaboration with companies and employers, across European countries. Learning from the experience of VET centres, HEIs should become the vehicle for the provision and recognition of innovative forms of blended learning, develop a framework for quality assessment of informal competences, support youth in exploiting the opportunities of a connected Europe for apprenticeship. The framework implies form of physical mobility and virtual mobility, reducing the social costs of migration by using the potential of ICT solutions. The project foresees the design and evaluation of such framework, together with an analysis of barriers and facilitators for youth mobility. A set of recommendations to HEIs, employers in the private and public sectors as well as policy-makers will be produced, to sponsor reforms in line with a stronger European cooperation for dual learning and transnational apprenticeship.

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Cofora International Projects BV, NL;
UNIVERSITY OF SOUTHAMPTON, UK;
ASSOCIAZIONE SOPHIA R&I, IT;
UNIVERSITÀ DEGLI STUDI DI PADOVA, IT;
UNIVERSITÀ DEGLI STUDI ROMA TRE, IT;
UC Leuven, BE;
FONDAZIONE POLITECNICO DI MILANO, IT;
European Foundation for Education e.V., DE

GRANT AMOUNT:

430 744 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Strengthening quality through mobility and cross-border cooperation

PRIORITY 2:

Strengthening education and training paths of educators and youth workers

PRIORITY 3:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Overcoming skills mismatches (basic/transversal)
TOPIC 3:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	Teaching and Training; Employability; Improving the Quality of Education / Training Systems

PROJECT NUMBER: **2015-1-IT02-KA203-015451**

TITLE:

INCIDENTALLY LEARNING OTHER CULTURES AND LANGUAGES THROUGH AN APP

DESCRIPTION:

The ILOCALAPP project (Incidentally Learning Other Cultures And Languages through an APP) aims to facilitate student mobility by means of a smart tool specially designed for mobile devices. The popularity of mobility programmes like Erasmus is growing more and more among youth, but this quantitative trend does not necessarily correspond to the high quality of the experience in terms of growth of proficiency in the language of the country of destination, and consequently in terms of intercultural comprehension and integration in the new environment as well. The ILOCALAPP project will face this challenge by developing an app for the incidental learning of 4 cultures and languages: Finnish, Italian, Polish and Portuguese. Following the principles of incidental learning, the acquisition of language and culture will rely on the learners' participation in the process of knowledge creation, and will happen in an informal setting. ILOCALAPP will offer to mobility students the possibility to get acquainted with local language and cultural in a smart way, thus enabling them to integrate in and interact with the country hosting them. The objectives of the ILOCALAPP project are in fact: 1) to promote the integration of students in the new reality by providing them with a tool easy to be used; 2) to boost communication thanks to contents and situational experiences useful for everyday life; 3) to develop a tool aimed at the removal of cultural barriers thus improving social and behavioural competences and fostering integration and intercultural dialogue.

ILOCALAPP will be carried out by a transnational consortium composed of 4 partners: the University of Bologna (from Bologna, Italy), the Adam Mickiewicz University (from Poznan, Poland), the University of Lapland (from Rovaniemi, Finland) and the Centre for Social Studies (from Coimbra, Portugal).

After a preparation phase, the project is articulated in 3 macro-phases: 1) a methodological phase which includes the methodological discussion, the final users' consultation and the production of a framework of situational experiences to be recreated in the app; 2) a production phase which includes both the content development as well as its technological implementation; 3) a testing and revision phase which includes the preparation of pilot users, their testing of the app, the collection and analysis of their feedback, the revision of both learning materials and technical aspects, and which will lead to the delivery of the final product.

The project addresses the needs of mobility students who are the main target users. They will be involved in the activities at various stages throughout the project, starting from the initial months when a wide consultations on their expectations will be conducted. The culmination of the students' involvement will be represented by the piloting phase of the app. Their feedback will be crucial as an indicator of achievement and will guide towards the finalised app. The results of the ILOCALAPP are thought to be exploited at all possible levels, from the local one to the international one. The app is based on the local contextualisation of the learning materials and it can thus be used in one of the four University cities of the project. But the final users are mobility students, i.e. students arriving there to spend a learning and/or training experience. They can come from all over Europe and even from the rest of the world. Moreover, the methodology which will be developed can be applied at higher levels than the local ones: it will represent a document for further exploitation related to other languages and cultures too. If the short-term impact is mainly linked to project participants, the main actors engaged in the long-term impact of the project results will be International Offices and Erasmus Offices of the participating institutions and of all institutions reached by dissemination activities, which will have the opportunity to propose the app to incoming and outgoing students also in the long term, after the end of the project.

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GRANT AMOUNT:	437 367 EUR
CONTRACT DURATION:	35 months
PRIORITY 1 OR MAIN:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	Developing basic and transversal skills using innovative methods
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Teaching and learning of foreign languages
CLUSTER(S):	New Technologies and Digital Competences; Teaching and Training

PROJECT NUMBER: **2015-1-LI01-KA203-000040**

TITLE:

ONLINE LEARNING MODULES FOR BUSINESS PROCESS MANAGEMENT (BPM) ADVANCED HIGHER EDUCATION

DESCRIPTION:

The project will develop a reference curriculum for executive education on Business Process Management (BPM) for Europe. Such a curriculum is strongly needed, because there is a huge demand for competences in BPM, which is about the value creating application of information and communication technology (ICT) in business and society to support excellence and innovation. A number of European initiatives, such as the Digital Agenda 2020 and the eSkills initiatives, show the need for this project, and the project directly addresses a number of ERASMUS+ priorities, for example, enhancing digital integration in learning, teaching, training, and youth work at various levels, supporting the implementation of reforms in line with the 2011 EU Modernisation Agendas priority areas, and supporting the implementation of the 2013 Communication on Opening Up Education, just to name a few.

BPM_Online is the first project to design a reference curriculum for executive education in the field of BPM that makes use of blended learning opportunities and involves leading research BPM institutes across Europe. It is useful for a wide range of stakeholders, especially because the curriculum will be made publically available. Apart from traditional elements of BPM also recent research findings will be integrated into the lectures, such as leveraging BPM in order to drive digital innovation to foster global competitiveness of the European economy and society. The project BPM_Online intends to enable executive education jointly carried out by BPM research centres across Europe, and it is designed in a flexible way so as to be able to integrate new topics and partners in the future.

The project brings together leading BPM research institutions and leverages their potential to boost executive education in an area that is highly important for the European economy and society. Partners include the University of Liechtenstein (Professor Jan vom Brocke), the Wirtschaftsuniversität Wien (Professor Jan Mendling), the VU University Amsterdam (Professor Hajo Reijers), the Copenhagen Business School (Professor Mathias Trier), and the University of Münster (Professor Jörg Becker). The project will produce seven intellectual outputs that will be ready to use for educational institutions throughout Europe, including a BPM Curriculum Framework, five BPM Curriculum CAS modules, and a final report. These outputs go far beyond the existing educational offerings because they integrate world-leading up-to-date research results and they are tailor made for the needs of EU professionals using innovative virtual and blended learning scenarios.

The consortium members contribute profound BPM expertise they have gathered through decades of research. The project will consolidate this knowledge by workshops and creativity techniques. The involvement of over 100 target users through interviews and co-creation techniques will facilitate shaping the BPM curriculum towards the specific needs of BPM professionals. All participants have profound experience in managing and conducting large-scale research projects on the European level, and professional project management will further contribute to project success.

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Jan vom Brocke

PARTNERS:

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COPENHAGEN BUSINESS SCHOOL, DK;
WIRTSCHAFTSUNIVERSITÄT WIEN, AT;
WESTFAELISCHE WILHELMS-UNIVERSITÄT MÜNSTER, DE

GRANT AMOUNT:

278 517 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 2:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 3:	Supporting the implementation of the 2013 Communication on Opening Up Education
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	International Cooperation; Teaching and Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2015-1-LI01-KA203-000041

TITLE:

LEARNING ANALYTICS AND LEARNING PROCESS MANAGEMENT FOR SMALL SIZE ORGANIZATIONS IN HIGHER EDUCATION

DESCRIPTION:

Learning Analytics (LA) as a key aspect of Learning Process Management (LPM) supports the measurement, analysis and reporting of data about learners and their contexts for purposes of understanding and optimizing learning and the environments in which it occurs (statement on Learning Analytics and Knowledge from the 1st International Conference from 2011).

LA focus on learning and teaching activities in digital supported learning environments such as Learning Management Systems (LMS). It enables both, learners and teachers to receive feedback and status reports the own learning / teaching track and therefore enables to put quality aspects into learning and teaching processes, emphasizing self- evaluation on individual learning / teaching tracks. Hence, teaching and training will become much more transparent, this enables access on collected data and information for identifying individual key performance indicators for these processes.

The main objectives of this project Learning Analytics 4s are to integrate already carried out experiences in the research topic LA and LPM, in combination with aspects of Learning Semantics (LS) and transfer innovations of these fields into the area of small size Higher Education institutions like the University of Liechtenstein.

Development and implementation of LA is strongly needed, because it enables to implement quality measurement in teaching and learning on top. A number of European initiatives, such as the Digital Agenda 2020 and the eSkills initiatives, show the need for this project, and it directly addresses a number of ERASMUS+ priorities, for example, enhancing digital integration in learning, teaching, training, and youth work at various levels, supporting the implementation of reforms in line with the 2011 EU Modernisation Agendas priority areas, and supporting the implementation of the 2013 Communication on Opening Up Education, just to name a few.

The project brings together leading LA research institutions and leverages their potential to boost executive education in an area that is highly important for the European economy and society. Partners include the University of Liechtenstein (Professor Dr. Jan vom Brocke), the Technische Universität Graz (Dr. Michael Kickmeyer-Rust), the Open Universiteit Nederland (Ass. Professor Dr. Hendrik Drachsler), the Gottfried Wilhelm Leibniz Universität Hannover with its research center centre L3s (Dr. Stefan Dietze), and the Hochschule für Technik und Wirtschaft Berlin (Professor Dr. Albrecht Fortenbacher). The project will produce five intellectual outputs in five transnational meetings, in virtual meetings and supported by ICT collaborative tools the consortium, that will be ready to use for educational institutions throughout Europe, including a platform prototype for testing and implementing LA-tools and prototypes, a literature review on current research results in LA/LS/LPM, a report with recommendations, about ethical issues, privacy and data protection considerations for LA in LPM, a framework for identifying learning paths covering key performance indicators and published in a case study, and a prototype of a LA toolbox ready to use for small size Higher Education institutions. These outputs go far beyond existing results because they integrate world-leading up-to-date research results and they are tailor made for the needs of EU Higher Education institutions using innovative virtual and blended learning scenarios.

The consortium members contribute profound LA expertise they have gathered through past years research. The project will consolidate this knowledge by workshops and creativity techniques. The involvement of over 100 target users through interviews and co-creation techniques will facilitate shaping the outputs towards the specific needs of LA. All participants have profound experience in managing and conducting large-scale research projects on the European level, and professional project management will further contribute to project success.

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PARTNERS:	TECHNISCHE UNIVERSITAET GRAZ, AT; OPEN UNIVERSITEIT NEDERLAND, NL; GOTTFRIED WILHELM LEIBNIZ UNIVERSITAET HANNOVER, DE; Hochschule für Technik und Wirtschaft Berlin, DE
GRANT AMOUNT:	279 975 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 2:	Improving the quality and relevance of higher education
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 3:	Research and innovation
CLUSTER(S):	International Cooperation; Improving the Quality of Education / Training Systems; Research and Innovation

PROJECT NUMBER:	2015-1-LT01-KA203-013467
TITLE:	RISK AND SECURITY GOVERNANCE STUDIES WITHIN BALTIC – NORDIC ACADEMIC COMMUNITY OF PRACTICE
DESCRIPTION:	<p>Under the framework of the project we will develop a collaborative network of partner higher education institutions (HEIs) aiming to consolidate fragmented knowledge, information and expertise in the area of risk and security governance. Each partner HEI has already developed very specific competence in the field of risk assessment and security governance that could be tied and integrated into curricula to strengthen governance capabilities in the Baltic-Nordic region. Project integrates different competencies that come from different countries in the region. This collaborative network will serve as a source for education and research projects among the HEIs.</p> <p>One of the key results of this network will be the development of interdisciplinary curricula in the area of risk and security governance. This curricula will be based on the study of regional security issues in order to find common challenges to address and on the ways risks and security issues are perceived in a societal context. Certain problems, such as as global warming, shortage of energy resources, migration, religious extremism and terrorism with nuclear or biological weapons, etc. pose risks that are created by people. Therefore risk and security governance splits into two fields of studies : risk prevention and security enforcement (crisis management). Curricula comprises the set of modules and will focus on 3 risk and security governance areas : Assessing and understanding risks; Managing risks and security; Risk communication. These curricula will consist of modules developed by the HEIs based on the specific competencies and research expertise of each partner. Each module will be developed by an international and interdisciplinary team. Innovative teaching methods and blended learning technologies will be utilized for the development of curricula. Partner HEIs will be able to utilize developed curricula or separate modules based on the needs and specific target groups within their country. An open access (virtual) Risk Laboratory will encourage cooperation of researchers and trainers and will serve as a tool for exchange of information and results of research, statistical data, reports, scientific literature, etc.</p>
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GRANT AMOUNT:	293 835 EUR
CONTRACT DURATION:	30 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	Making the knowledge triangle work
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	New innovative curricula/educational methods/development of training courses

TOPIC 3: Open and distance learning

CLUSTER(S): International Cooperation; Teaching and Training; New Technologies and Digital Competences

PROJECT NUMBER:

2015-1-LT01-KA203-013477

TITLE:

SMART PRACTICE -EMPOWERING ENTREPRENEURIAL SKILLS IN HIGHER EDUCATION

DESCRIPTION:

Project addresses the issue of developing students' skills that help them enter job market, make them entrepreneurial and able to innovate as well as meet demands of business and society. This issue raises requirements for HEIs to focus on such key aspects as innovative teaching methods, practice orientation, problem-based learning, flexibility, etc. Therefore project is targeted to contribute to efforts to empower HEIs to work adequately with business to bring theoretical knowledge and learning experience closer to reality of working environment, to provide the right employability skills. Project aims will be pursued by developing and implementing innovative methodological approach to students internships based on principles of interdisciplinarity, team-work, problem-based, project-based, inquiry-based learning as well as close collaboration links between HEIs and business companies and targeted to be as much beneficial as possible for higher education institutions, students, enterprises and society in general.

In order to reach the aim, the following objectives will be met in the project:

1. Analysis of good practices on innovative approaches to internship in HE in partner as well as other countries will be carried. The main objective of the analysis is to have the state of the art report based on case studies on the best world practices which can be integrated and applied in the project partner institutions.
2. The methodology of smart practice will be developed. The methodology will serve as guidelines for developing and integrating innovative approaches to internship in HEIs. It will discuss the main points on the topic: general concepts, principles, approaches to internships; methods, responsibilities, assessment and evaluation of students' practice; roles of HEI educators (tutors) and business representatives (mentors); students' selection process; identification of problems and selection of the most important ones, presentation of the practice results, etc. The developed methodology will be piloted in each partner countries with at least 3 multidisciplinary students' teams (12 students' teams in all).
3. The handbook on smart practice results will be worked out. It will be the toolkit including the products, developed during the smart practice activities: research reports, problem-solving strategies, marketing plans, etc., as well as the feedback of the methodology implementation team members (students, university and business representatives) on smart practice challenges and obstacles as well as advantages.

While implementing the above mentioned objectives the project will:

- bring together members of academic society and business sector to strengthen collaborative links making preconditions for developing new ecosystems;
- provide methodological background and instruments for applying innovative approach to developing students' practical and transversal skills, making them entrepreneurial individuals able to successfully compete in the job market;
- provide participants with a world - wide view on relevant educational innovation in teaching and learning;
- promote the exchange of experiences between consortium institutions and partner countries on the issue;
- foster development of students, researchers, educators and business interaction and stimulate implementation of research outputs in practice.

The main project target group is university students. The second target group of the project is university academic staff and business representatives. At least 36 students and 28 supervisors from HEIs and business enterprises will be directly involved in the project activities. More than 300 project target group members will be reached through the project multiplier events.

Project consortium is composed of 6 institutions from four European countries (LT, CY, FI, IT): 4 universities and 2 business organizations, representing general interests of the enterprises and the world of work at

large. Therefore the knowledge and outcomes worked out during the project will be the result of cross sectoral cooperation in international setting. It is expected that engagement of HEIs with business sector will contribute to promotion of building bridges and share knowledge between the theory and practice, fostering education providers and employers to know more deeply one another's world, elaboration of closer links to business and world of work, in general. This will also have impact on education quality as increased cooperation with labour market will allow education systems to be better aligned to employers needs and opportunities offered by the world of work.

COORDINATOR:	Kauno prekybos, pramonės ir amatų rūmai K DONELAICIO STREET 8 44213 KAUNAS, Lithuania www.chamber.lt
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PARTNERS:	VYTAUTO DIDŽIOJO UNIVERSITETAS, LT; LAPIN AMMATTIKORKEAKOULU OY, FI; UNIVERSITA DEGLI STUDI DI VERONA, IT; G.G. EUROSUCCESS CONSULTING LIMITED, CY; European University Cyprus, CY
GRANT AMOUNT:	265 832 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Developing basic and transversal skills using innovative methods
PRIORITY 3:	Making the knowledge triangle work
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Quality Assurance
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching and Training; Improving the Quality of Education / Training Systems; Employability

PROJECT NUMBER:

2015-1-LT01-KA203-013487

TITLE:

CLUSTERING CREATIVITY

DESCRIPTION:

Despite of rising new media study programs at higher education institutions, there is a gap between an education meeting the challenges of digital economy and emerging new creativity based business models and digital literacy in creative media.

The reason for this is lack of synergy between higher education institutions, online marketing professionals and students as future creators of new media products. In order to cope with this lack of synergy there is a need to strengthen interaction between academia, business including SMEs that needs creative solutions and effective online marketing; online marketing professionals that needs orders and creativity based solutions to experiment with new business models.

The aim of the project is to stimulate synergy among universities, Internet marketing companies and students in order to empower Cultural and Creative Industries for the creation of jobs in new media market.

In order to reach the aim, the following objectives will be met in the project:

- 1) To create international new media community integrating students as a new media creators, online marketing companies and educators in order to support faster employment of new technologies based business models.
- 2) To prepare students to participate in the media community by strengthening their skills to create and market profitable media products, in order to full fill the emerging needs of SME's and social business.
- 3) To create an internet platform as a place for new media community to interact: for students to share ideas and media products and to develop entrepreneurial skills; for educators to support students and to establish the possibility for students practice in the work world; for internet marketing companies to stimulate the usage of new advertising technologies; for other SME's and social business to get more affordable media products.
- 4) To create the conditions for new media students during their studies in higher education institution to acquire recognized by business knowledge and skills of media production and marketing including advanced internet advertising and sales technologies needed in contemporary business market.

The main beneficiaries of the project: 200 students will study the online marketing module (Q1); 75 enterprise representatives from national seminars in project partners' countries and 100 conference members will be invited to become members of Creator Hub community and will be able to hire students in order to develop online marketing products, to learn from each other.

Community of creators will be developed in the Creators hub (online integrated platform) that will be supported by students with improved digital skills gained in newly established online marketing module. This module will be created by teachers and partners from business and will integrate offline marketing theories with online marketing realities and specific digital skills.

Outputs/results:

1. Internet based platform for new media community where students' portfolios, product requests and job opportunities, and self- studying e-learning materials for creators will be presented.
2. Developed module of integrated new media production and marketing technologies for Bachelor level study programs that will be recognized by business professionals and fulfill the emerging market. Module will be tested in working with students internationally.

Following longer term benefits will be achieved: new opportunities will be created for students - they will be able to gain new competencies including: how to collaborate and participate in business market by fulfilling the orders of small SMEs and NGO and to earn money, as well as to develop entrepreneurial skills and to increase employment possibilities.

Higher education institutions - will enhance the quality and relevance of the Creative and Cultural Industries study programs offering expansion by contemporary online marketing issues and digital skills., supported by collaborating learning approaches. Training of students will develop new and innovative approaches including the best practices from business world and expanding them with academic approach. Also student will be ready to certify according business standards. Created platform as an open educational resource (OER) will provide students with an opportunity to enlarge the ways of entrance to CCI work world.

Project will have results for digital economy as well, thus students will enter business market with higher competencies.

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PARTNERS:	RIGAS STARPTAUTISKA EKONOMIKAS UN BIZNESA ADMINISTRACIJAS AUGSTSKOLA, LV; Viesuju rysiu partneriai, LT; EDINBURGH NAPIER UNIVERSITY, UK; HOCHSCHULE DER MEDIEN, DE; DIGITAL ACADEMY, LT; Veleuciliste Baltazar Zapresic, HR
GRANT AMOUNT:	131 895 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 2:	High quality learning opportunities
PRIORITY 3:	Promoting entrepreneurship education and social entrepreneurship among young people.
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Creativity and culture
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	New Technologies and Digital Competences; Employability

PROJECT NUMBER:	2015-1-LU01-KA203-001343
TITLE:	MASTER GEOGRAPHICAL MODELLING CAMPUS+E
DESCRIPTION:	<p>The increased complexity of urban and regional systems and the rise of massive digital and open data require that future students master an enlarged portfolio of geographical modelling tools and can relate them with other types of models in order to innovate in research and in planning practice. Likewise, trainers of geographical models and researchers across Europe also need to cross-fertilize their teaching modes and tools to the benefits of geographical education and research. They need to pool resources to create critical mass and foster innovation.</p> <p>The project MGM+e (Master Geographical Modelling Campus + e) relies on the complementarity of 9 Universities in Luxembourg, France, The United Kingdom, Belgium and Switzerland with long expertise in quantitative analysis and modelling in geography and on a digital platform within the Complex Systems science community. The project aims to improve the quality and relevance of education in geographical modelling by developing and diffusing e-tutorials, setting up an annual international intensive program for master students of the partner universities and creating two-ways interactions between those two activities over 3 years.</p> <p>The program is intended to attract the participation of many students and beginning scholars from geography and related disciplines from all over Europe and beyond via a digital platform where e-tutorials, using a variety of modeling/modelling tools and geographical topics, can be accessed. A joint intensive workshop is then organised every year where the 30-35 master students from the partner institutions can benefit from the niche expertise of each partner to learn about the most recent geographical modelling approaches and tools. The workshop is also designed as a testbed for the e-tutorials created along the project. This unique combination of e-tutorials and intensive workshop is a key characteristic of the project for avoiding the pitfalls of training with remote tools while still embracing the ICT turn and online opportunities. The careful development of e-tutorial will also contribute to the visibility of the partners in Europe as well as of geographical modelling methods and their wider adoption in research and practice.</p> <p>Overall, in the longer-run it is expected that the project will consolidate the network of European quantitative geographers and its capacity to deliver new understanding of spatial processes and innovative tools for policy makers and planners. The project will foster the international mobility and innovation capacity of our master students, thus facilitating and augmenting quality of recruitment in research and in planning practice.</p>
COORDINATOR:	UL AVENUE DE LA FAIENCERIE 162 A 1511 LUXEMBOURG-VILLE, Luxembourg
CONTACT:	Geoffrey Caruso
PARTNERS:	UNIVERSITE DIJON BOURGOGNE, FR; UNIVERSITE DE LAUSANNE, CH; THE UNIVERSITY OF MANCHESTER, UK; UNIVERSITE PARIS I PANTHEON-SORBONNE, FR; UNIVERSITE PARIS DIDEROT - PARIS 7, FR; UNIVERSITE DE FRANCHE-COMTE, FR; UNIVERSITE DE ROUEN, FR; UNIVERSITE CATHOLIQUE DE LOUVAIN, BE
GRANT AMOUNT:	257 815 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education

PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	Developing basic and transversal skills using innovative methods
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies and Digital Competences; Teaching and Training

PROJECT NUMBER:

2015-1-LU01-KA203-001348

TITLE:

LEARNING AGREEMENT ONLINE SYSTEM

DESCRIPTION:

The EU has adopted, within the modernisation agenda for higher education systems in Europe, the very ambitious goal of reaching 20% of mobile students by 2020. While in some member states this number is far from being reached, in other member states, such as the Grand Duchy of Luxembourg, over 95% of students spend part of their studies abroad. However, the aim of making mobility rather the rule than the exception considerably increases the administrative burden on higher education institutions and the need to remove the obstacles to student mobility.

In the process of organising credit mobility, students and higher education staff members must conclude trilateral Learning Agreements that are the basis for the recognition of academic qualifications obtained abroad. As identified by the PRIME survey, conducted by the Erasmus Student Network in 2010-11, the Learning Agreements are a cornerstone and at the same time one main obstacle to the smooth organisation of credit mobility. The interlocutors are indeed not clearly defined, the information needed to build the agreements rarely available online and the possibility that students change their learning agreement after their arrival at the receiving HEIs lies at 75%. In the same survey, some LLP National Agencies suggested building an online tool to prepare, approve and revise Learning Agreements in an online environment and this is what this project intends to do.

The objective of the project is to enable students to prepare their Learning Agreements within an online system, that system that will then allow them to liaise with the coordinators of sending and receiving higher education institutions to finalise the document, approve and sign it online. This process is therefore transferring a paper-based workflow, which is reliant on timely postal deliveries for signature purposes, into an online system that will allow students to gain considerable time when preparing their studies abroad, induce a greater degree of flexibility and efficiency when needing to revise the Learning Agreement. The online software will also allow higher education institutions to mainstream the workflows of the management of the learning agreements and therefore render the process of approving and managing them more efficient, and thus freeing up time for the staff members to work on other international relation activities or improve the quality of credit mobility.

The partnership will be based on a prototype developed by the European University Foundation – Campus Europae, hence the activities of the partnership will be based on testing cycles for assessment purpose to best fit the needs of higher education institutions and comply with national procedures. The testing cycles will enable the consortium to produce an operational online software that will be made available to all higher education institutions in Europe. The first testing cycle for assessment purposes will be based on the initial prototype of the software and users' guidelines, which will involve 20 students per partner university. The second testing cycle will be based on the beta version of the online software and updated users' guidelines and will involve any higher education institution willing to join the project and at least 40 students per partner university of the consortium. The first testing cycle for assessment purpose will be launched during the kick-off meeting of the consortium where the partner universities will be trained on the use of the prototype. The second testing cycle will be launched with a midterm conference disseminating the results/learnings/improvements from the first cycle and will train new higher education institutions to join the second cycle. The partnership will be finalised by a general release of the software and its users' guidelines during the final conference, alongside the presentation of a sustainability strategy.

In the long term it is expected that the online tool will potentially benefit over 270,000 credit mobility students per year and will substantially contribute to the goal of reaching 20% of mobile students by 2020 by removing administrative burdens both for students and higher education institutions. It is also expected that this tool will reduce the occurrence of cases of non-recognition of mobility periods by mainstreaming the administrative workflows through the online tool and therefore also training both students and staff members on the purposes of the learning agreements and the key steps to be undertaken in order to prepare and manage them adequately.

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PARTNERS:	POLITECHNIKA LODZKA, PL; Vieshoji istaiga "Europos Humanitarinis Universitetas", LT; UNIVERSITE DU LUXEMBOURG, LU; UNIVERSITE DE NICE SOPHIA ANTIPOLIS, FR; ERASMUS STUDENT NETWORK, BE; UNIVERSIDADE DE AVEIRO, PT; UNIVERSITE DE LORRAINE, FR
GRANT AMOUNT:	151 799 EUR
CONTRACT DURATION:	26 months
PRIORITY 1 OR MAIN:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 2:	Increasing the efficiency of public expenditure and the investment in education, training and youth
PRIORITY 3:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	Recognition, transparency, certification
CLUSTER(S):	Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2015-1-LV01-KA203-013401

TITLE:

TRANSVERSAL SKILLS IN DENTISTRY: CONTENT AND LANGUAGE INTEGRATED LEARNING APPROACH

DESCRIPTION:

Transversal Skills in Dentistry: Content and Language Integrated Learning Approach

The project focuses on establishing transnational synergies between higher education institutions (HEIs) and partnerships with professional organizations in the field of dentistry to develop and pilot a new study course that provides opportunities for students to acquire transversal skills and competences to increase their future employability. The project facilitates an increasing permeability between educational establishments and partnership organizations to bridge the gap between higher education and labour market in order to share competences in promoting cross-sectional cooperation.

The objectives of the project are 1) to perform the analysis of the present demands required by the labour market in the field of dentistry; 2) to develop a survey on the synergies between education and labour market aimed at re-evaluating the academic and domain-related competences to match them with the transversal skills required for the professional community; 3) to use the survey results in order to develop relevant methodology for the target groups, as well as to design teaching and learning materials to equip students with the transversal skills required in the professional setting; 4) to use ICT-based technologies in developing OER for the benefit of gaining and validating the new skills; 5) to implement blended mobility in order to employ the relevant methodology approach, teaching and learning materials in dentistry and OER by using the English language as a medium of international communication.

The University of Latvia, Latvia and the Academic Centre for Dentistry Amsterdam, the Netherlands and the Polytechnic Institute of Porto, School of Accounting and Administration, Portugal are the direct project participants. The Association of Dentists, Latvia that works in cooperation with the Association for Dental Education in Europe and Association of Physicians of Latvia are the indirect project participants.

The following activities will be carried out: 1) evidence gathering in the project participants organizations; 2) devising teaching methodology for the development of the course Dentistry and Language Integrated Learning; 3) developing teaching and learning material; 4) creating a project website; 5) implementing blended mobility of HEIs students.

The CLIL methodology will be used to develop the course Dentistry and Language Integrated Learning, which is an innovative approach at tertiary level that will assist the relevant target group to acquire the subject of dentistry in English. The methodology employs a needs analysis, interviews, document analysis, and structural observations as the research instruments for collecting qualitative and quantitative data.

The project aims at reaching the following results: 1) survey report on synergies between education and practice intended for the students with hands-off experience in dentistry; 2) manual on the CLIL methodology for the course Dentistry and Language Integrated Learning; 3) project website; 4) training content; 5) materials and OER for the course Dentistry and Language Integrated Learning; 6) leaflet in the form of a brochure.

The expected impact on the direct target group/end-users is: a) acquired knowledge and transversal skills through the study of cases in dentistry using English for instrumental purposes nationally and transnationally; b) increased number of the OER users; c) increased knowledge of professional diversity in the area of dentistry, English language competence, and digital competence.

The planned impact on the indirect professional organizations is a) established synergies; b) integrated good practices into HEI courses; c) graduates having gained hands-on experience; d) increased opportunity for professional development using the OER.

The expected impact on the project participants is: a) increased professionalism to work at EU level; b) adopted methodology and innovative practices to satisfy the current labour market needs by integrating ICT methodologies; c) reinforced synergies between HEIs and professional settings at national and transnational levels.

The expected longer time benefits are a) sustainable OER support the study programmes in dentistry; b) OER provide a cost-effective opportunity for disseminating knowledge; c) OER offer access to learners with disadvantaged backgrounds and fewer opportunities, thus ensuring their equity and inclusion.

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PARTNERS:	INSTITUTO POLITECNICO DO PORTO, PT; STICHTING VU, NL
GRANT AMOUNT:	72 005 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Developing basic and transversal skills using innovative methods
PRIORITY 2:	Improving the quality and relevance of higher education
TOPIC 1:	Health and wellbeing
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Teaching and learning of foreign languages
CLUSTER(S):	Health and Medicine; Teaching and Training

PROJECT NUMBER:

2015-1-LV01-KA203-013436

TITLE:

PARTNERSHIPS TO ENSURE RISK MANAGEMENT IN PRACTICE

DESCRIPTION:

The project is based on the need to address the real life issues, the situations and projects that are rapidly changing in today's environment and conditions. The evolution of risks is directly related to the changes of technology, environment and people's behavior/behaviour which may include also other factors. The chosen methodology is appropriate for the chosen tasks to be solved. Modern technological tools will give the best possible contribution to learning skills. In order to produce the planned outcomes a special attention was paid to the choice of partners. There will be 5 partners from three countries (Latvia, Lithuania and the Netherlands). Every partner will contribute to the project. By involving international experience of academic partners (BASBF, VIKO, and HOGESCHOOL ROTTERDAM) and, especially professionals from the industry (Balta/PZU, LAA) the project has the potential to reach its planned outcome. The added value of the project lies in the strong link with academic world and industry. Key activities of the project are related to the development of methodology of Risk Management (RM) course, Risk Management simulation game software and establishment of guidelines for teachers and students: 1. Software of Risk Management simulation Game; The simulation game of Risk Management will be a new learning and teaching methodology. Software includes interactive simulation game that ensures ability to simulate the different business cases (e.g. the development of a new product, the development of a new sales channel, etc.). Students individually and/or in the groups will be able to make risk analysis of the real business cases, offered by industry or university. During the game students should identify main risks, assess them and to choose appropriate risk management strategies. The software should be compatible with the actual operating systems (e.g. windows, iOS, etc.). Therefore, the system will be available for desktop computers, as well for mobile devices. 2. Methodology of Risk Management teaching/learning; Methodology of Risk Management teaching / learning will provide a sufficient amount of information about the risk management in both, theoretical and practical aspects. The theoretical part will include such sections as the history of risk management development, the main principles, problems and opportunities gained by Risk Management. There will be the separate section of the risk management process that in depth explain every step of Risk Management process. The second section analyzes examples of the practical use of risk management from the real examples with a particular emphasis on benefits gained during the process. A separate section will explain use of simulation games during the Risk Management studies. The goal of new Methodology of Risk Management is improving existing one, because of combining theoretical background with the new technologies (simulation game software). 3. Guidelines for teachers / students; The main reason of this intellectual output is to develop guidelines and instructions how to use the new software – Risk Management Simulation Game. The teachers part of guidelines will include all aspects about the game: from the installation of the software till the managing of different scenarios and modifying existing ones, the valuation of the student's results of the game, etc. The student's part include detailed explanations of the each game participant role in this simulations, the possible goals of each game round, etc. Both guideline parts will have instructions for each software option. Project activities will be implemented by using project management techniques and principles. Main activities during the project: local workshops of partners, transnational project meetings (5 meetings), learning/teaching/training activities (3 activities). Ensuring compliance of the project goals to appropriate parameters, the monitoring of quality of the project outcomes will be ensured by making sure that the set tasks are completed within the set deadlines and by involving administrator of the project. During the project we will follow guidelines of AGILE methodology. The outcomes of the project will ensure better compliance with the requirements of the industry. Therefore, the improvement of skills of students, and the qualification that need to be integrated in a labor/labour market will be gained. In turn, this will have a positive impact on competitiveness of the EU economy in the long term. It should be noted that the materials developed during the project have a potential to be used in a very wide range of studies (Management, Strategic Management, Project Management, Risk Management and Insurance, etc.), besides, it has a high potential for the outcome to be applied for industry needs.

COORDINATOR:

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CONTACT:

Māris Krastiņš

PARTNERS:	Latvijas Apdrosinataju asociacija, LV; BALTA, LV; STICHTING HOGESCHOOL ROTTERDAM, NL; VILNIAUS KOLEGIJA, LT
GRANT AMOUNT:	195 005 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	Developing basic and transversal skills using innovative methods
TOPIC 1:	Economic and financial affairs (incl. funding issues)
TOPIC 2:	Enterprise, industry and SMEs (incl. entrepreneurship)
CLUSTER(S):	Employability

PROJECT NUMBER:

2015-1-LV01-KA203-013439

TITLE:

**IMPLEMENTATION OF SOFTWARE ENGINEERING COMPETENCE
REMOTE EVALUATION FOR MASTER PROGRAM GRADUATES**

DESCRIPTION:

Background of the project: The project „Implementation of Software Engineering Competence Remote Evaluation for Master Program Graduates (ISECRET) implements the unique combination of information and communication technologies (Software Engineering & Software Technologies, European e-Competence Framework), open educational resources (OER) (Internet Portal), and recognition and validation of learning outcomes (Methodology for learning outcomes evaluation and competence testing). Synergy effect is expected from combination of these activities in a project. The general aim of the project is to boost innovation and digital skills in European universities in order to deliver the high quality education and digital skills which 90% of jobs will require by 2020. Consequently, the project addresses the following issues and needs: 1. This project will provide analysis of some core issues related to the development of common standards for higher education qualifications, which is needed for establishing a common way of measuring educational outcomes in the EU member countries related to actual ICT jobs requirements. In the context of increased workforce mobility and lifelong learning, the management and interoperability of data about academic learning outcomes (LOs) and e-CF competences in outcome-based learning are of high importance for both education and employment sectors. 2. This project will specifically benefit educators and students by providing them with a research-based online tool that will support the exchange of information on learning outcomes, referring to a graduate's knowledge, skills and e-CF competence upon completion of the Master of Science in Software Engineering Program. 3. Using a common online format for describing, referencing and sharing the graduate learning outcome definitions defined in the Program will make it easier for educators to assess the compatibility of educational systems and employment sectors across national borders in the framework of creating the EHEA. By managing and sharing this data, students will be able to better plan their careers and enhance their employability potential. 4. Internet-based information flows play an important role in the development of modern society. The implementation of a unified metadata and service IT system for promoting the OER-based educational materials will help making key educational resources sharable, storable, findable and interoperable on a global scale. 5. The project will introduce new on-line technologies also supported mobile devices and tablet PCs to make the competence evaluation solution accessible for wide European Software Engineering society. The project target groups - Academic staff active in education and training, Master students and graduates from Computer Science programs, University executives (decision makers), ICT sectors employers (e-jobs providers). Objective of the project: The project aims to foster interchange and cooperation between education and training systems within the European Union. The ISECRET project foresees to reinforce and accelerate the process of innovation in higher education by enhancing the universities capabilities by granting better access to educational know-how as OER, setting an effective experimental framework to define and measure Educational Outcome for the selected Master Programs in SE&ST on European and Baltic regional level. Project partners: There are six Partner universities as members of ISECRET project: Transport and Telecommunication Institute (TTI) from Latvia, Kaunas Technological University (KTU) from Lithuania, University of Murcia (UM) from Spain, Plovdiv University (PU) from Bulgaria, Technological Educational Institute Epirus (TEIE) from Greece and University of Economy in Bydgoszcz (WSG) from Poland. All project Partners successfully run their own Master Programs in SE&ST for years. Informatics Faculty of University of Murcia offers the innovative Master Program in Modern Software Technologies, which can be used as a pattern for competence model development and evaluation implementation, as well as for localization at Baltic universities. TTI and UM already have strong mobility flow and a special partners' cooperation agreement. Informatics Faculty of KTU is one of the regional leaders in Software Engineering Research and Education. TTI and KTU have fruitful relations in academic program accreditation, multimedia and e-Learning implementation areas. PU has a number of successfully implemented EU project projects including the Distributed Internet-based Performance Support Environment for Individualized Learning, the Internet-based Performance-centered Adaptive Curriculum for Employment Needs projects. The Laboratory of Knowledge & Intelligent Computing of TEIE has expertise including knowledge and intelligent techniques, advanced software development techniques, computational intelligence and soft computing techniques, advanced signal processing, Intelligent Information Systems. WSG partners from Bydgoszcz are experts in continuous improvement of engineering students-students' soft skills. All project partners have successful previous EU project experience. The main activities of the project: 1. Research of European experience in SE&ST Master Program's implementation for

common measurable Educational Output (competence) requirements suggestion (as a Template for Joint Master Program in SE&ST).2. Development and documenting of the Methodology for evaluation of competence in SE&ST on the basis of European e-CF.3. Descriptions of measurable competences' characteristics of the Master of Science for SE&ST Program's graduates.4. Development of testing material for the Master Program Educational Outcome evaluation.5. Creation of the Engineering Competence Evaluation Internet Portal (SECEIP).6. Development of on-line training course "How to use SECEIP for academic personnel and master program graduates.7. Intensive programme for teaching staff (on-line training).8. Conference on project results – the Multiplier Event. Methodology. As the main development methodology so called waterfall model is selected with following consistent project phases - Competence Training Area Analyses, Competence Evaluation Methodology Design, Methodology Implementation and Internet Portal installation, Project Outcome Verification and Project Follow Up (Dissemination Phase).Expected project results: Intellectual Outputs Covered:01. Methodology for remote evaluation of competences in Software Engineering (Software Technology).02. Software Engineering Competence Evaluation Internet Portal (SECEIP).03. Descriptions of measurable competences' characteristics of the Master of Science in Software Engineering Program's graduates in terms of e-CF.04. Rubrics Templates for personal competences' self-assessment of Master of Science in Software Engineering Program graduates.05. Syllabus Template for Joint Master Program in Modern Software Engineering (Software Technology).06. On-line training course "How to use SECEIP for academic personnel and master program graduates.07. Testing material for SE&SE Master program graduates Educational and Learning Outcome evaluation. The desired impact of the project at the local level:1. More attractive SE&ST education and training programs, in line with individuals' needs and expectations.2. A more modern, dynamic, committed and professional environment inside the education organizations.3. Improved levels of skills for employability through on-line self-assessment. The desired impact of the project at regional and national level:1. Increased workforce mobility and lifelong learning, students will be able to better plan their careers and enhance their employability potential. 2. Easier for educators to assess the compatibility of educational systems and sectors across national borders in the framework of creating the EHEA. The desired impact of the project at European and/or international level:1. Educational resources sharable, storable, findable and interoperable on a global scale (OER).2. SE&ST competence evaluation solution accessible for wide European Software Engineering society.3. Promote the use of learning outcomes on the base of e-CF when describing and defining qualifications, parts of qualifications and curricula, in support to teaching and learning and in assessment.

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GRANT AMOUNT:	241 800 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 2:	Supporting the implementation of the 2013 Communication on Opening Up Education
PRIORITY 3:	Improving the quality and relevance of higher education
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Recognition, transparency, certification

TOPIC 3:

Open and distance learning

CLUSTER(S):

New Technologies and Digital Competences; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2015-1-MK01-KA203-002836**TITLE:****JOINT ONLINE PROGRAM FOR PROFESSIONAL DEVELOPMENT
IN INNOVATIVE MANAGEMENT, LEADERSHIP AND STRATEGIC
COMMUNICATION - MACEDONIA, SLOVENIA AND TURKEY****DESCRIPTION:**

The project will establish a virtual campus of three HEIs from Macedonia, Slovenia and Turkey that will develop and implement a joint online program for professional development in innovative management, leadership and strategic communication. Within the one-year programme, 60 young practitioners and bachelor students will master leadership, business and communication skills for management positions in a competitive transnational business environment.

Context

The European Communication Monitor 2014 reports that one of the most significant challenges for communication management within the next 3 years will be the merging of communication and business strategies in order to become a valuable part of the decision-making process of an organization. Interviewed professionals said that most important factors for career development are further education and networking among peers and colleagues. Furthermore, Opening up Education (2013) stimulates developing new business and educational models of curriculum development.

Objectives

1. Equipping the Programme`s participants with appropriate skills and abilities in achieving competitive advantage and effective leadership behaviorbehaviour in a transnational corporate environment;
2. Providing interactive and flexible opportunities for students that exceed geographical, social and financial barriers by utilizing virtual classrooms and cutting-edge ICTs;
3. Providing newfound solutions and strategies through project-based and real-client courses and mentoring that students will apply in their workplaces and during organized internship in business and public sector;
4. Developing free online resources and learning materials relevant to the specific areas;
5. Acquiring international and intercultural experience via virtual mobility and establishing interaction and networking among highly-selective peers from other European countries;
6. Shearing of know-how and expertise between

Activities

- Establishing the Consortium Board (CB) - The CB will manage, lead and control the virtual campus. Each partner HEI will appoint project coordinator and legal representative to work closely with other partner's units - management, studentsstudents' service and financial department.
- Transnational Research - Will examine the needs and ideas of executive-level professionals, employers and educators, as well as of targeted young practitioners and students about the creation of international online professional program. That way, they will be involved in defining the goals and results of the new curricula.
- Online Learning Forums - Will be organised to obtain support from key stakeholders in the education, business and public sector in Macedonia, Slovenia and Turkey.
- E-Guideline - Conclusions and recommendations from the research and the OLF will be published in the Guideline.
- Joint Staff Training - Will be organised for the partner HEIs representatives in order to develop a mutual database for providing a coherent professional program.
- Curriculum Development - The Curriculum Working Group will develop course syllabuses, learning materials and OER.

- The Learning Management System Development - LMS will facilitate the lecturers' management of the virtual classroom by tracking the students' progress.
- Curriculum Review - The expert panel consisted of relevant stakeholders from all partner countries will give feedback.
- The Programme Implementation - Online program will include Internet-based learning, virtual classroom and mobility, and digital collaboration. Project-based courses and mentoring will enable students to incorporate problem-solving approach in projects for real clients and to apply skills demanded by transnational market through internship in the business and public sector.
- Transnational Evaluation Research - Data from the evaluation process will be collected and interpreted in regards to the project's goals and objectives.
- Regional Conference - The results and good practices of the project will be presented on the final regional conference about the importance of virtual learning environment and benefits from establishing virtual campuses.
- E-Publication - Conclusions and recommendations from the evaluation research and the Regional conference will be published in the e-publication.

Methodology

- Methods for administrative management of the project
- Methods for quality management
- Methods for monitoring and evaluation

Results and impact

- High quality joint programme that will strength the skills of students for a transnational competitive environment;
- Accessibility to online learning and networking among professionals from different European countries;
- Strengthening the capacities of the partner HEIs and building connections with business communities.

Longer term benefits

- Raising awareness of young people on the importance of lifelong learning and new ICT for their career growth;
- Providing a qualified workforce and contributing to transnational employability.

COORDINATOR:

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CONTACT:

Dejan Andonov

PARTNERS:

Istanbul Üniversitesi, TR;
DOBA Fakulteta za uporabne poslovne in družbene studije Maribor, SI

GRANT AMOUNT:

268 870 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Improving the quality and relevance of higher education

PRIORITY 2:

Strengthening quality through mobility and cross-border cooperation

PRIORITY 3:	Promoting entrepreneurship education and social entrepreneurship among young people.
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Open and distance learning
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching and Training; New Technologies and Digital Competences; Employability

PROJECT NUMBER:

2015-1-MK01-KA203-002856

TITLE:

INNOVATIVE POSTGRADUATE PROGRAMME: ADDRESSING MARKET NEEDS AND PIONEERING NEW DELIVERY MODES

DESCRIPTION:

The proposed Strategic Partnership primarily addresses the specific priority in the field of higher education related to support to higher education institutions in implementing reforms in line with the "Communication from the Commission: modernisation of Europe's higher education systems. It will contribute to "Improving the quality and relevance of higher education. Secondly, the proposal promotes innovation in higher education through more interactive learning environments and strengthened knowledge-transfer between higher education and regulatory agencies.

The pervasiveness of information and communication technologies and of the internet results in rapid development and uptake of new modes of doing business, as well as new platforms for delivering government and entertainment services. This is the essence of the new societal paradigm of e-Government, e-Business and e-Culture (triple-e) which transcends national boundaries and makes national regulatory regimes obsolete or difficult to enforce. At the same time such developments give rise to or strengthen numerous issues related to IT/cybersecurity, enforcement of the right to privacy and personal data protection on the internet. These challenges can only be tackled by taking a unified, global approach and by examining the legal and ethical limits of trade-offs between the convenience and efficiency offered by the new technologies, on one hand, and the risks they carry to security and individual human rights, on the other hand. In Europe the mentioned legal aspects are being harmonized through the alignment with the EU acquis, which brings together not only the systems of EU Member States, but also those of Member States and aspirant countries. A number of company surveys consistently indicate that businesses lack specialists in the fields of triple-e, which have a multidisciplinary understanding of technical, business, legal and human rights aspects of these developments. The complexities of such a multidisciplinary approach necessitates serious effort to modernize higher education curricula, and to provide an advanced educational profile that will draw on specifics not only of one national context but will refer to an international viewpoint. Thus the project aims to set up an innovative postgraduate programme, that programme that will be offered in a number of countries through an online learning and teaching platform able to unite organizations from different countries and different sectors in the study programme delivery. Such an approach, will not only increase the relevance of the study programme to the international labour market needs, but will also significantly reduce the costs of delivery, while appealing to a wider audience.

The objectives of the project are threefold:

1. To adjust postgraduate study offer to labour market needs in the fields of IT law, IT security, right to privacy and personal data protection, e-Business, e-Government, e-Culture
2. To improve quality of the postgraduate education through developed cooperation between universities from Macedonia and Poland and also by including input and hands-on experiences in these fields by the relevant regulatory agencies in the field of personal data protection
3. To improve flexibility, enhanced digital integration and diversified delivery of the postgraduate education offer through the introduction of online-teaching

Previous work relations among all partners and the regional approach were crucial for establishing this consortium. There are already established firm partnerships between all Data protection authorities (Macedonian, Bulgarian and Polish) in the field of personal data protection. Several common activities on regional level were performed, which resulted with raising awareness on different privacy issues among all Balkan and Visegrad countries. In this project DPAs will support construction of academic capacities on the topic of protection of triple-e and personal data, to enhance the cooperation between universities and public bodies, and share its expertise in the field with the universities through establishment of a study programme in the area of civil law on one hand, and privacy protection and cybersecurity issues. Extending the field of higher education, the project will also enable the data protection authorities to utilize the developed open educational resources and online learning platform to enrich their offering of life-long learning in the field. The higher education partners, the University of Lodz, and the University of Information Science and Technology of Ohrid, Macedonia have already initiated some activities relevant

to aspects of this project proposal. The role of Universities will be to guide the process of curriculum and courses syllabi development, intertwining practical experiences, academic theories and EU legislation.

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PARTNERS:	Generalny Inspektor Ochrony Danych Osobowych, PL; Directorate for Personal Data Protection Skopje, MK; UNIWERSYTET LODZKI, PL; Commission for Personal Data Protection, BG
GRANT AMOUNT:	168 645 EUR
CONTRACT DURATION:	27 months
PRIORITY 1 OR MAIN:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	Supporting the implementation of the 2013 Communication on Opening Up Education
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies and Digital Competences; Teaching and Training

PROJECT NUMBER:	2015-1-MT01-KA203-003728
TITLE:	HARMONISATION AND DISSEMINATION OF BEST PRACTICE - EDUCATING AND ALLEVIATING THE CONCERNS OF HEALTH CARE PROFESSIONALS ON THE PROPER PRACTICE OF END OF LIFE CARE
DESCRIPTION:	<p>The proposed project will bring together leading academic institutions and researchers, including scholars from the Pontifical Academy for Life, UNESCO, EthiMed (the network of Mediterranean Bioethicists), the Fondazione San Raffaele and the Catholic University of Leuven as well as leading practitioners in the field from Malta, the UK, the Republic of Ireland, Italy, France, Belgium and Holland. It will be addressing the critical issue of end of life treatment and, whilst repudiating euthanasia in all its forms, will examine the short comings of health care professionals, who at one extreme may be recommending extraordinary measures of nutrition, hydration and advanced life support systems at the very end of life and not accepting death as the inevitable outcome, and at the other extreme not even giving sufficient pain relief for those who need it for fear of hastening the patients demise. There are morally acceptable guidelines, put forward by religious institutions including the Catholic Church, which can make the end of life more comfortable and which, indeed, can have a significant and disproportionate impact on the reduction of economic costs, although the latter is certainly not the main aim of the project.</p> <p>It is proposed that a curriculum framework and a complementary care protocol incorporating identified best practice from diverse jurisdictions throughout the European Union be developed and implemented in the fullest respect for ethical, moral, medical and socio-political considerations. A significant amount of analysis and research, networking, teaching and evaluation activities will be required to complement the research project as a whole. Due to the complexity of the relevant academic, medical, moral, ethical, legal and social issues involved, across the European Community, the project will definitely require as well close and continuous management of the deliverables in order to achieve the desired level of intellectual output. The project will also seek to identify effective training and political pathways for translating project outcomes into practice throughout the European Community.</p>
COORDINATOR:	UOM University Campus, Tal-Qroqq 2080 MSIDA, Malta www.um.edu.mt
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PARTNERS:	DUBLIN CITY UNIVERSITY, IE; UNIVERSITA DEGLI STUDI DELL'AQUILA, IT
GRANT AMOUNT:	437 196 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
TOPIC 1:	Ethics, religion and philosophy (incl. Inter-religious dialogue)
TOPIC 2:	Health and wellbeing
TOPIC 3:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	Inclusion and Tolerance; Health and Medicine; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2015-1-MT01-KA203-003735**TITLE:****STEAM COMMUNICATION IN EUROPE****DESCRIPTION:**

Europe has several issues it needs to address to improve social wellbeing and its economic competitiveness. These include improving scientific literacy amongst its population, increasing the uptake of STEM (Science, Technology, Engineering, Mathematics) careers and enhancing the transferable skills of current researchers. In Malta, the Trends in International Mathematics and Science Study (TIMSS) placed Malta 40th out of 50 countries, while a recent report commissioned by the Malta Council for Science and Technology (MCST) showed that over half of the Maltese public are disinterested in Science especially those who are retired, unemployed, responsible for home duties and/or have a secondary level of education or lower. The STEAMed consortium will bring together the best higher education institutions performing science communication across Europe. Through the exchange of best practice an intensive study programme will be created that will train students and researchers to engage the public. This will be supplemented by a long-term training assignment where participants will continue practicing and perfecting the skills they learnt by joining science communication activities. The activities have a dual purpose of enhancing the intensive study programme's training but also providing an innovative form of informal education. The various science communication activities will be targeted towards school children: primary (5–10) and secondary (11–15) school children and various public groups: teenagers (16–19) youths (20–30), young and established professionals, and pensioners—as dependent on the activity. Reaching the wider community through informal education is in line with the 2011 EU Modernisation Agenda. The training and informal education approaches will be innovative by involving interactive experiments and incorporating the arts. By using an informal approach and making things interactive will help engage low achievers. The intensive study programme developed is intended to be sustained beyond the study programme. STEAMed will help consolidate science communication activities and bring together best practices from each participant countries while developing a new programme for the coordinating country that will help build the skills of participants being trained and attendees of the activities.

COORDINATOR:

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CONTACT:

Edward Duca

PARTNERS:

HOCHSCHULE RHEIN-WAAL-HSRW RHINE-WAAL UNIVERSITY OF APPLIED SCIENCES, DE;
ELLINIKH ENOSI DIMOSIOGRAFON EPISTIMIS, SYGGRAFEON EPISTIMIS KAI EPIKOINONIOLOGON EPIS-
TIMIS, EL;
THE UNIVERSITY OF EDINBURGH, UK;
L'UNION EUROPEENNE DES ASSOCIATIONS DE JOURNALISTES SCIENTIFIQUES ASSOCIATION, FR;
HAAGA-HELIA AMMATTIKORKEAKOULU OY, FI

GRANT AMOUNT:

262 665 EUR

CONTRACT DURATION:

33 months

PRIORITY 1 OR MAIN:

Improving the quality and relevance of higher education

PRIORITY 2:

Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas

PRIORITY 3:

Addressing low achievement in basic skills through more effective teaching methods

TOPIC 1:

Natural sciences

TOPIC 2:

New innovative curricula/educational methods/development of training courses

TOPIC 3: Research and innovation

CLUSTER(S): Teaching and Training; Research and Innovation

PROJECT NUMBER: 2015-1-NL01-KA203-008836**TITLE:****PAN-EUROPEAN PROFESSIONAL CURRICULUM FOR GYNAECOLOGISTS****DESCRIPTION:**

In Europe there are more than 5 million births each year and about 2 million women have failed pregnancies. Maternal deaths associated with pregnancy and delivery are as high as 30/100.000 births, of which 50% are linked to substandard care. Furthermore about 25.000 babies are stillborn every year and another 25.000 die before their 1st birthday.

There are only a few EU-wide agreed health indicators for the care of women during pregnancy, during labour, and for the care of new-born. Although the standards of care in the EU are above average (compared with worldwide standards), maternal deaths associated with pregnancy and delivery are as high as 30/100.000 births. The standards of care to facilitate a uniform quality of education and training face the problem that 'state of the art' educational programmes, to be compliant with European directives and standards, are either outdated or do not exist. Current national approaches are insufficiently transparent and are not harmonized and therefore may lead to suboptimal quality of training in different settings. EU policies clearly make a case for EU cooperation and the creation of an international field to stimulate structural changes in (training for) health care provision. This is very relevant as EU integration allows free movement of specialists across Europe. At the moment it is not possible to assure the quality of post graduate training across different countries or to compare skills acquired by the medical specialists through different training programmes: this raises concerns regarding patient safety.

In order to offer a solution for the need to strengthen and to harmonize the quality in higher education and training in the field of obstetrics and gynaecology, EBCOG (the European Board & College of Obstetrics and Gynaecology) has taken up the ProCuGyn project to create a pan-European Obstetrics and Gynaecology curriculum. This curriculum must meet:

- The need for conformity with regard to European directives and standards.
- The demands for professionals, employers and other stakeholders in the different countries and institutions.
- The expectation of stakeholders and society with respect to safety in health care of (pregnant) women and (unborn) children.

The ProCuGyn Strategic Partnership will be of great value for the current and next generation of obstetrics and gynaecologist professionals. It offers the possibility for professionals to be trained and educated by a 'state of the art' curriculum in conformity with European directives and standards. ProCuGyn guarantees that professionals involved will be able to keep up with future developments (learning to learn). The pan-European Obstetrics and Gynaecology curriculum will set an example for other (medical) curricula as well. The curriculum will consist of:

1. Core content and elective modules
2. Societal and general skills for EU obstetrics and gynaecologists
3. Educational strategy
4. SWOT analysis on implementation per country
5. Policy recommendations/guidelines
6. Handbook for pan-European training

The ten partners in the ProCuGyn project represent a great diversity in culture and organisation of national health care systems. All partners have a solid track-record on the latest developments in obstetrics and gynaecologists. Together they represent outstanding knowledge and expertise from the field of obstetrics and gynaecology, support from important EU and international organisations (EBCOG, ENTOG) and academic levels in a well-balanced cooperation between field organisations and educational organisations.

The consortium partners work together in order to improve and share innovative practices within and beyond the participating organisations to equip (future) professionals with the core knowledge and skills they need to succeed in their high-skilled occupations. By the involvement of different kind of stakeholders (patients, midwives, nurses, hospitals/employers) in the design and delivery of the curriculum through staff exchange and bringing in practical experience, this curriculum will be attuned to current and future labour market needs and fosters employability and mobility in Europe.

ProCuGyn strongly contributes to the European Area of Skills and Qualifications as it promotes the use of learning outcomes in the design, delivery and assessment of this new curriculum which will provide future trainees with state-of-the-art knowledge and competencies needed in their high-skilled occupations. ProCuGyn will strengthen quality as stated in the Erasmus Charter for Higher Education 2014-2020 as it will boost European mobility, because skills and qualifications from trainees of different European countries will be standardized. In this way obstacles in mobility in higher education will be removed.

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PARTNERS:	Stichting de Geboortebeweging, NL; Sint Lucas Andreas Ziekenhuis, NL; STICHTING HOGER ONDERWIJS NEDERLAND, NL; Ustav pro peci o matku a dite, CZ; REGION HOVEDSTADEN, DK; UNION EUROPEENNE DES MEDECINS SPECIALISTES-UEMS AISBL EUROPEAN UNION OF MEDICAL SPECIALISTS, BE; UNIVERSITA DEGLI STUDI DI TORINO, IT; ENTOG, BE; European Academy of Gynaecological Surgery, BE
GRANT AMOUNT:	437 323 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 3:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	Health and wellbeing
TOPIC 2:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Health and Medicine; Teaching and Training

PROJECT NUMBER:

2015-1-NL01-KA203-008871

TITLE:

PROMOTION OF HEALTHY SEXUAL DEVELOPMENT OF CHILDREN

DESCRIPTION:

Goal of the project:

Universities of applied sciences in the Netherlands, Belgium, Denmark and Scotland are started jointly a cooperation for protection of children and young people against sexual exploitation and sexual abuse. The Amsterdam University of Applied Sciences (The Netherlands), School of Social Work and Law, is the initiator of the project.

The cooperation focuses especially on the prevention of sexual abuse in residential and foster care. To ensure that professionals working with children and young people are aware of, recognize and know how to act in a pedagogical way in case sexual abuse and sexual exploitation of children and young people.

Also social work professionals working in the community and in schools need competences in supporting a healthy sexual development of children and young people. Despite this, learning about and dealing with intimacy, relations, sexual behaviour and abuse, is not embedded structurally in the educational program of most university colleges.

The central aim of the project is therefore to develop an educational program to help (future) professionals to build competences on guiding young people's healthy sexual development. The impact for the students and lecturers is a new integrated educational program with this topic in an international context.

Outcomes of the project:

*a framework build upon duty based ethics, shared values and desired standards regarding healthy sexual development;

*a set of well described core competences and behavioural characteristics that enable social work professionals to guide young people's healthy sexual development;

*a course-program for social work students, including a manual and training materials like film, game, texts and case examples to enable learning on handling dilemma's in interacting with children, young people, (foster)parents and other professionals on the subject of sexual development, and this set against the framework mentioned above;

*a similar version of the program as an online course, for professionals working in youth care services, especially in residential care or in the support of foster parents;

*a Summer School for students of the participating universities of applied sciences;

*a workbook for implementation, amongst others by peer support and coaching on the job during internships and in professional life.

The project will also develop an shared / international website that contains and offers small international online courses, presentations of initiatives, tools & materials, papers & articles and conference-presentations.

Impact of the project:

The desired impact of the project is a reduction in sexual abuse of children and young people as clients of youth care services, especially for children and young people living in residential and foster care. This goal is to be reached at local, regional, national and international level.

Partners involved in the project:

Amsterdam University of Applied Sciences (P1, the Netherlands), Antwerp Plantijn University College (P2, Belgium), University College Sjælland (P3, Denmark), University of Strathclyde (P4, United Kingdom), Spirit (P5, the Netherlands), Vzw Wingerdbloei (P6, Belgium) and Fonden Clemens (Denmark).

After the project:

This international project will enable mutual learning by bringing students, lecturers, professionals in youth care organisations, experts and research together. This enables the partners to spread knowledge and skills on this important subject outside the direct partners' countries and within the European community.

The outcomes of the project will remain available through the integration of the materials in the participating organisations, the spreading of the outcomes through local, national and international networks, and the availability of all project outputs on the project website. Next to this, the partners expressed their dedication to keep the online training program online and up to date for at least 10 years after the project end date.

COORDINATOR:	HVA SPUI 21 1012 WX AMSTERDAM, Netherlands www.hva.nl
CONTACT:	Henk Pennings
PARTNERS:	SPIRIT, NL; Fonden Clemens, DK; UNIVERSITY OF STRATHCLYDE, UK; PROFESSIONHOJSKOLEN I REGION SJAELLAND, DK; Vereniging tot Jeugdbescherming 'Wingerdbloei', BE; ARTESIS - PLANTIJN HOGESCHOOL ANTWERPEN, BE
GRANT AMOUNT:	399 292 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Strengthening quality through mobility and cross-border cooperation
PRIORITY 3:	Promoting high-quality of youth work.
TOPIC 1:	Health and wellbeing
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Youth (Participation, Youth Work, Youth Policy)
CLUSTER(S):	Health and Medicine; Teaching and Training; Youth Empowerment

PROJECT NUMBER: 2015-1-NL01-KA203-008882**TITLE:****DEVELOPMENT OF INNOVATIVE EDUCATIONAL MATERIAL FOR BUILDING-INTEGRATED PHOTOVOLTAICS****DESCRIPTION:**

Building Integrated Photovoltaics (BIPV) are PV elements used to replace conventional building materials in parts of the building envelope, increasingly being incorporated into the construction of new buildings as a source of electrical power. The advantage of integrated PV over common non-integrated systems is that the initial cost can be offset by reducing the amount spent on building materials and labour that would normally be used. These advantages make BIPV one of the fastest growing segments of the PV industry. BIPV is considered to be the optimal method of installing renewable energy systems in urban, built-up areas where undeveloped land is scarce and expensive. Their widespread use is expected to become the backbone of the zero energy building European target for 2020.

Despite technical promise, social barriers to widespread use have been identified (conservative culture of the building industry & integration with high-density urban design) and there is a disparity between the technological progress made and the professionals' knowledge and skills (architects, engineers) being responsible for the integration of BIPV. PV can be included in buildings only if the professionals involved have sufficient knowledge of the technology and appropriate design tools. High level of technical knowledge and skills is required for BIPV planning.

The project aims at developing an innovative and multidisciplinary, high quality course for BIPV in order to provide the necessary skills for the future BIPV professionals. This will be implemented at the post-graduate level and will be part of a Master's in Sustainable Energy. Innovation (through the utilization of ICT, VLE, remote labs), sustainability (partnership between academia, industry and other stakeholders) as well as significant impact for academic institutions, industry and other stakeholders will be the main outcomes.

Project activities:

1. Identification of framework and requirements.
2. Development of high-quality didactic content on BIPV for higher education.
3. Development of virtual learning environment and course adaptation.
4. Deployment of remote labs.
5. Pilot testing of the course and refinement.
6. Awareness raising of the job prospects offered within the renewable energy sector in the field of BIPV.
7. Increase of awareness, sensitivity, and promotion of BIPV technologies among key target groups within the local economy.

The consortium consists of:

- A higher education institution in the Netherlands with extensive experience in the field of PV and BIPV.
- A higher education institution in Cyprus with extensive experience in the field of PV and BIPV.
- A higher education institution in Austria with extensive experience in the field of PV and BIPV.
- A large enterprise in Cyprus with a worldwide presence and expertise in project & quality management, advisory services in the field of renewables, human capital development and training.
- An expert company in Germany with high level experience in engineering, research, training capacity and dissemination projects in the renewable energy sector.

Tangible & intangible outcomes:

1. Development of appropriate and up to date educational material for BIPV.
2. The creation of a Virtual Learning Platform & Remote Labs for BIPV education and training.
3. Accreditation (in parallel but beyond the scope of the project)

The impact of the project is anticipated to be large and multi-dimensional. Higher education institutions will be able to incorporate the newly developed course component in their existing Master's Programmes in Sustainable Energy, awarding students with ECTS credits, thus enriching and improving the existing curriculum. They will be able to attract more students as they will be given new learning opportunities & experiences. They will satisfy the needs of the relevant industry, establish closer links with the relevant stakeholders, provide opportunities for closer interaction and satisfy the needs for quality education and learning. Moreover, they will receive worldwide recognition by academia and the industry as institutions with a focus on BIPV. They will be in a better position to develop and adopt a full Master's Programme on BIPV as the market develops with the further uptake of the technology. Longer term, improved visibility and recognition for these institutions offering such a high quality, innovative course and through open access of the material – reference point for other courses – excellence improved university ranking. Improvement, innovation and modernization of education in the countries involved and beyond the partnership, since the deliverables will be openly available to any HE institution interested in incorporating it into their Master's Programmes. Stronger relations will be formed with economic actors in the PV and the wider business world & PV enterprises will be able to recruit well-educated and trained professionals (engineers, planners, architects, designers).

COORDINATOR:	HEIDELBERGLAAN 8 3584 CS UTRECHT, Netherlands www.uu.nl
CONTACT:	Wilfried Van Sark
PARTNERS:	Deloitte Limited, CY; UNIVERSITY OF CYPRUS, CY; Fachhochschule Technikum Wien, AT; WIRTSCHAFT UND INFRASTRUKTUR GMBH & amp; CO PLANUNGS KG, DE
GRANT AMOUNT:	421 381 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	High quality learning opportunities
TOPIC 1:	Energy and resources
TOPIC 2:	Environment and climate change
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Education for Sustainable Development; Teaching and Training

PROJECT NUMBER:	2015-1-NL01-KA203-008950
TITLE:	MASSIVE ONLINE OPEN EDUCATION QUALITY
DESCRIPTION:	<p>The key aim of MOOQ is to support the formulation and integration of Quality approaches and mechanisms into the life-cycle of MOO design, implementation, and delivery with emphasis on learning content and its provisions towards innovative learning settings and experiences for all.</p> <p>MOOQ addresses the open issue of integration of quality approaches and mechanisms into the design of MOO education by pursuing the following objectives:</p> <ul style="list-style-type: none"> ▪ Analysis on existing practices for integrating quality approaches on emerging open online courses, including active discourse on open issues and concerns arising from the massive, large-scale implementations, showcasing paradigms of key players in the field. ▪ Development of a Quality Reference Framework (QRF) for the design, evaluation and assurance of MOOCs drawing upon formal standardization principles issued by ISO and CEN. ▪ Design, deployment and assessment of 2 multilingual MOOC pilot and associated software tools applying in practice and showcasing how to apply and manage the QRF. ▪ Standardisation activities that shall allow the integration of the project's outcomes into specifications and standards both at European level (CEN-European Committee for Standardisation) and later, internationally (ISO). ▪ Dissemination and awareness raising on the basis of well-targeted communication aiming at the introduction and promotion of the QRF to all stakeholders towards adopting and understanding the benefits of quality-enhanced, open online learning (including the establishment and pilot operation of an Observatory for the Quality of MOOCs (European Quality Observatory for Massive Open Education-EQOM). EQOM will maintain, manage, expand and assess the knowledge acquired during the project and establish liaisons with other associations.
COORDINATOR:	<p>OUNL VALKENBURGERWEG 177 6419 AT HEERLEN, Netherlands www.ou.nl</p>
CONTACT:	Marlies Timmermans
PARTNERS:	<p>ETHNIKO SYSTIMA YPODOMON POIOTITAS, EL; HELLENIC OPEN UNIVERSITY, EL; UNIVERSIDADE ABERTA, PT; ECOLE NORMALE SUPERIEURE DE LYON, FR</p>
GRANT AMOUNT:	439 999 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	Supporting the implementation of the 2013 Communication on Opening Up Education
TOPIC 1:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 2:	Quality Assurance
TOPIC 3:	Open and distance learning
CLUSTER(S):	Improving the Quality of Education / Training Systems; New Technologies and Digital Competences

PROJECT NUMBER:

2015-1-NL01-KA203-008986

TITLE:

COMPETENCY-BASED COURSE ON TRANSLATIONAL RESEARCH AND MEDICINES DEVELOPMENT FOR PHDS AND POST-DOCS

DESCRIPTION:

Background:

Translational research and medicines development refers to the translation of basic scientific discoveries into clinical applications such as new therapeutic, diagnostic or preventive products. Translational research and medicines development thus lays at the foundation of any improvement of human health and quality of life, and is a motor for growth and innovation. In order to be successful in this field, professionals need to be aware of all stages and research disciplines and also understand the various roles played by academia, industry and regulatory authorities. The multidisciplinary, multi-sectorial and transnational nature of translational medicines underlines the need for a defined set of skills and qualifications which learners and professionals can rely on to move freely between different labour markets and countries.

Objectives:

The objective of C-COMEND is to bring together players from different sectors and disciplines in order to develop curricula and provide a course aimed at PhD students and early Post-Docs, teaching the skills and competencies required to successfully contribute to translational research and medicines development. To ensure that the course indeed teaches the right skills and is relevant for the labour market, be it in academia, industry or the regulatory field, the course curriculum will be based on a competency profile developed during the project. The course will be delivered as a blended course, where the face-to-face course is preceded by e-learning to bring learners to the same level of understanding, thus allowing more in-depth discussion during the face-to-face course.

The project aims at delivering the courses to a broad target group. The face-to-face course will therefore be offered twice during the project lifetime with 15 participants for each course from project partners and 15 from participants outside the consortium. The e-learning module will be made accessible to all biomedical students and professionals in Europe and worldwide.

Participants: The consortium consists of 5 partners: 2 higher education institutes, 1 research institute, 1 research infrastructure and 1 e-learning provider and developer.

Activities:

The methodology to develop the courses is the ADDIE principle. ADDIE stands for the steps needed to prepare an effective learning session and which will be implemented in this project accordingly:

- 1) During the Analysis phase, the project will develop a competency profile for students and professionals in translational research and medicines development. Competency provides a shared 'currency' applicable to learning of all types and at all career stages. The profile will include not only the scientific competencies but also competencies in transversal skills and entrepreneurship. The profile will be complemented by a competency portfolio where participants can document the new competencies plus the competencies they already acquired during previous formal, informal and non-formal learning, to support the recognition of their competencies.
- 2) During the Design Phase, the consortium will design and document the curricula for courses based on the competency profile. The curriculum will apply multi-competency training wherever possible. This will include student presentations of their projects, which will teach the latest scientific developments but also improve their presentation skills.
- 3) During the Development Phase, the course content will be designed including learning methods which promote the transfer of course content into observable competencies and cater for different learning styles.
- 4) The Implantation Phase will consist of the implementation of the e-learning module and the face-to-face courses.

- 5) The feedback of the Evaluation Phase will be used to optimise the 2nd delivery of the e-learning and face-to-face course.

In addition to the curricula, courses, the competency profile and a scientific publication, the project will deliver a Business Plan describing how the face-to-face and e-learning courses can be maintained in a way that enables a broad participation and reduces the costs for participants.

The envisaged impacts are:

- Enhanced quality and increasing labour market relevance of learning provision via the developed curricula based on a competency profile
- Improving career opportunities of course participants
- Fostering the interaction between research, education and innovation
- Services available to a broad audience
- Support of mobility (between countries and public & private sector)

Longer term benefits:

- Delivery of competencies ensuring the European competitiveness of Medicines Development;
- Sustainable contribution to strategic planning of professional development via a publically available competency profile
- Increased number of scientific ideas turned into innovative products bringing growth and jobs to the European economy.
- Improvements in public health due to better trained professionals

COORDINATOR:	EATRIS DE BOELELAAN 1118 1081 HZ AMSTERDAM, Netherlands www.eatris.eu
CONTACT:	Anne-Charlotte Fauvel
PARTNERS:	HELMHOLTZ-ZENTRUM FUER INFEKTIONSFORSCHUNG GMBH, DE; MEDIZINISCHE UNIVERSITAET WIEN, AT; KAROLINSKA INSTITUTET, SE; ELEVATE BV, NL
GRANT AMOUNT:	294 174 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Making the knowledge triangle work
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 3:	High quality learning opportunities
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Health and wellbeing
TOPIC 3:	Recognition (non-formal and informal learning/credits)
CLUSTER(S):	Employability; Health and Medicine; Improving the Quality of Education / Training Systems

PROJECT NUMBER: **2015-1-NL01-KA203-008989**

TITLE:

STRUCTURED AND VALIDATED TRAINING PROGRAMMES FOR ROBOTIC SURGERY IN THE FIELD OF UROLOGY

DESCRIPTION:

The aim of this project is to develop, test and validate European training programmes for robotic surgery for trainees who are finalizing their study in a urology residency programme, and for qualified surgeons who are currently working in the field of urology. This is necessary because the quality assessment for robotic surgery training in Europe is not set uniform, which means that requirements for surgeons to execute robotic surgery differ across various countries in Europe. This is problematic because, as stated by the European Commission, all citizens of Europe need to reap the benefits from safe, effective and innovative medical devices. The quality of the skills of a surgeon on the use of robotic surgery should not vary across countries in Europe.

To address the training needs of surgeons and trainees best, three training programmes will be developed, tested and validated. These training programmes are different in entry level, length of duration, expert level and intensity to fully meet the specific needs of surgeons and trainees.

1. Basic Robotic Skills Course: basic course which will consist of an online theoretical course and training on a simulator.
2. Advanced Robotic Skills Course : intermediate level, 5-day training course. This will consist of theoretical training and training on a simulator in a dry lab and wet lab.
3. EAU Robotic Curriculum: expert level, 6 month training programme. This programme will consist of modular robotic training in a host center.

The training programmes involve preclinical and clinical components to facilitate the proper adoption and application of robotic surgery. The training programmes will be accredited by the European Accreditation Council for Continuing Medical Education (EACCME) which involves an expert determined, standardized educational process, including a minimum criterion of proficiency.

In addition, a large scale pilot study of the three training programmes will be executed. Of this pilot study, a research paper will be published. A presentation will be held to present the project results. This presentation will be held at the EAU conference in 2017 and/or at the ERUS conference in 2018. In total, 245 people are directly targeted by the project. This is based on approximately 70 participants of the pilot study, and a total of 175 attendees of the presentation of the project results. The number of people indirectly targeted by the project however, is much higher as the training programmes are designed to train surgeons and trainees not only in the field of urology, but also in other fields of medicine all over Europe.

On a national level, this project will increase the level of skills required by surgeons on robotic surgery to ensure good and properly executed robotic surgery procedures by allowing surgeons to learn transnationally. On a European level, this project will lead to a clearly defined training standard for robotic surgery in the field of urology that stimulates transnational learning. The project will increase the quality of education and training of robot surgery in the field of urology, all over Europe.

The project will be carried out by the forerunners of robotic surgery in the field of urology. The European Association of Urology (NL), ORSI (BE), the University of Saarland (DE) and the Humanitas Research Hospital (IT) combined their state of the art knowledge and expertise, to develop these training programmes. The partners have a solid track-record on (1) the latest developments in urology and robotic surgery, (2) experience with the use of robotic surgery and (3) extensive experience with modern training technology.

Although the urologic community is the forerunner for surgical robotics innovation, the use of robotic surgery is applied in other fields of medicine as well. For this reason, the results of this project will also be disseminated to other fields of medicine, such as cardiology and neurosurgery. Within the structured training programmes, the criteria of the surgeon's competence before starting with robotic surgery will be sufficiently met to ensure surgical outcomes and patient safety are not compromised during the learning process all across Europe.

COORDINATOR:	EAU Foundation for Urological Mr. E.N. van Kleffensstraat 5 6803 AA Arnhem, Netherlands www.uroweb.org
CONTACT:	Maurice Schlieff
PARTNERS:	OLV Robotic Surgery Institute, BE; UNIVERSITAT DES SAARLANDES, DE; HUMANITAS MIRASOLE SPA, IT
GRANT AMOUNT:	430 325 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
TOPIC 1:	Health and wellbeing
TOPIC 2:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Health and Medicine; Teaching and Training

PROJECT NUMBER:	2015-1-NL01-KA203-008993
TITLE:	THE BEST LIBERAL ARTS AND SCIENCE TEACHING EXPANDED AND REINFORCED
DESCRIPTION:	<p>Strengthening the relevance and the quality of higher education is a key objective in Europe's educational policies. Current higher education lacks the emphasis on creativity and innovation needed to prepare students for the 21st century. In addition, as a result of a lopsided emphasis on research, there are concerns about the quality of university teaching. This applies particularly to undergraduate programs, even if these form the bulk of higher education.</p> <p>Liberal Arts and Sciences Programs, as they slowly (re)emerge all over Europe, hold true potential to meet these needs. They offer interdisciplinary undergraduate education, stimulating academic skills and students' ability to think outside of the box. They also emphasize teaching excellence, and bridge the divide between teaching and research in undergraduate research.</p> <p>This strategic partnership brings together six of the forerunners in Liberal Arts and Sciences in Europe: UCR, LUC, VMU, LC, Warwick and ECOLAS. Together, these partners aim to expand and reinforce the best of Liberal Arts and Science Teaching, in order to strengthen the relevance and the quality of undergraduate education and LAS education - both by project partners and by others - in particular.</p> <p>These general objectives are met via 3 activities:</p> <ul style="list-style-type: none"> ▪ The development of LAS guidelines ▪ The development of a Teaching Training Kit ▪ The development of student and teacher undergraduate research guidelines and showcasing best practices <p>Each of the strategic partners has a unique expertise in one or more of these fields - quality assurance, teaching excellence and undergraduate research in LAS - which makes cooperation particularly fruitful and strengthens the combined impact. This impact is enhanced by the fact that all output will be disseminated widely: digitally (videos, podcasts), in writing (a special issue of the Reinvention journal) and physically (in seminars and in meetings).</p> <p>Put together, the project activities will not only strengthen the quality and relevance of the education in the participating institutions, and existing and aspiring LAS colleges, but also of higher education as a whole. The Dutch experience with University Colleges, for instance, demonstrates the spill-over effect of broad bachelor programmes and an emphasis on teaching excellence and undergraduate research to higher education as a whole. In doing so, this project will ultimately benefit young Europeans via offering them an education that opens their hearts and their minds, and expands their horizon beyond compare.</p>
COORDINATOR:	<p>HEIDELBERGLAAN 8 3584 CS UTRECHT, Netherlands www.uu.nl</p>
CONTACT:	Herman Tak
PARTNERS:	<p>LEUPHANA UNIVERSITÄT LUNEBURG, DE; ECOLAS - občianske združenie, SK; THE UNIVERSITY OF WARWICK, UK; UNIVERSITEIT LEIDEN, NL; VYTAUTO DIDŽIOJO UNIVERSITETAS, LT</p>
GRANT AMOUNT:	284 815 EUR
CONTRACT DURATION:	24 months

PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Strengthening education and training paths of educators and youth workers
PRIORITY 3:	Contributing to the development of a European Area of Skills and Qualifications
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Pedagogy and didactics
TOPIC 3:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	Teaching and Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER:	2015-1-N001-KA203-013232
TITLE:	EURO-ANIME
DESCRIPTION:	<p>The creative industries are among the fastest growing industries in the world. Japan and the Far East are the leading countries in the international animation industry. By including experiences and knowledge from Japan, three European animation school together with several European animation studios, the project wants to explore and develop new creative work spaces and possibilities for young animation talents in Europe.</p> <p>The project will end with a pitch and a presentation of a pilot for an animated feature at the EU programme CARTOON Movie in the spring of 2018. The Euro-anime feature film Road Trip Trolls done by the students after their graduation as professional artists in the participating studios should premier in early 2020s.</p>
COORDINATOR:	Høgskulen i Volda Joplassvegen 6101 Volda, Norway www.hivolda.no
CONTACT:	Gunnar Strom
PARTNERS:	UNIVERZITA TOMASE BATI VE ZLINE, CZ; Passion Pictures, UK; Touchwood Animation Ltd, UK; Arts University Bournemouth higher education corporation, UK; Kouzelná animace, s.r.o., CZ; Raindog Studios, NO
GRANT AMOUNT:	122 318 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Making the knowledge triangle work
PRIORITY 2:	Developing basic and transversal skills using innovative methods
PRIORITY 3:	Promoting entrepreneurship education and social entrepreneurship among young people.
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Creativity and culture
TOPIC 3:	Enterprise, industry and SMEs (incl. entrepreneurship)
CLUSTER(S):	New Technologies and Digital Competences; Employability

PROJECT NUMBER: 2015-1-N001-KA203-013239**TITLE:****LANDSCAPE EDUCATION FOR DEMOCRACY****DESCRIPTION:**

LED (Landscape Education for Democracy) is an interdisciplinary, international course unit training conceptual thinking, diversity management and intercultural communication for building leadership competence in the spatial planning professions.

To meet contemporary needs in spatial planning, we need to rethink design and planning education so that future practitioners will have the knowledge, skills and sensitivities necessary to design and implement democratic decision making in landscape planning. LED promotes empowerment, participation and active citizenship among young people by directly addressing the topic of participation and active citizenship, thus enhancing relevant competences needed for facing social, cultural and environmental challenges in Europe. It also includes training participation methods in interdisciplinary constellations as a fruitful ground for ground-breaking new ideas for local change. In this way it clearly supports the objectives of the 2013 Communication on Opening Up Education through providing an open, online course. LED focuses on the importance of the practical, everyday application of the principles of the European Landscape Convention, the Aarhus Convention and other key accords that address landscape decision-making along democratic principles.

The course utilizes gives students the opportunity to master - methods and theories typically not taught in spatial planning programs like landscape architecture or urban planning. These include: Participant Action Research, service learning, participatory design, ecological democracy and eco literacy. Among the many important professional skills students will acquire in the course is developing appropriate and effective means of including marginalized or disadvantaged social groups. The students will be prepared for this in the theoretical phase of the project as we will provide case studies from a variety of cities to provide best practices for how to engage marginalized groups and include them in the planning process.

Objectives

To provide a multi-element learning module on landscape and governance in a European context that introduces innovative learning methods of which both learners and educators will benefit. This includes:

- curricular innovation by introducing landscape and democracy as a cross-disciplinary subject;
- introduction of interdisciplinary, problem-based learning environments - both online and on site;
- introduction of highly interactive online learning activities based on constructivist learning theory;
- further education of teaching staff in the above mentioned areas;
- local/regional impact of the problem-based learning activities by taking up local problems;
- mutual learning of all European partners involved, increase of European awareness and diversity appreciation;
- promoting empowerment, participation and active citizenship among young people by directly addressing the topic of participation and active citizenship, thus enhancing relevant competences needed for facing social, cultural and environmental challenges in Europe;
- providing training participation methods in interdisciplinary constellations as a fruitful ground for ground-breaking new ideas for local change.

Methodology

Competence and experience existing at institutions from different European regions will be brought together in order to conduct the following activities:

- Basic course (5 ECTS) consisting of online lectures and web-based materials aiming at understanding the theoretical foundations of community-based design, public participation and civic engagement;
- Collaborative course (5 ECTS) during which students cooperate online in international teams, document local challenges and develop new ideas in a collaborative project;

- International intensive programme (5 ECTS) during which students cooperate on site in one of the 'landscape democracy labs' at three of the partner universities. These labs are supposed to become local incubators for community-based projects and will sustain beyond the lifetime of the EU grant;
- Development of an online platform that can visualize the project's impact and assess who is changing their approaches and where. This would be hosted at the Centre for Landscape Democracy;
- Conduct an accompanying research on the subject-specific, pedagogic and cultural implications of the entire project aiming at scientific publication.

Results

The project will have several permanent intellectual outputs, including:

- Learning materials compiled by instructors and by student teams, available online with completely open access;
- Guidance documents for instructors at higher education institutions interested in implementing the course in their own context;
- Certification system for democracy in landscape planning;

COORDINATOR:

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CONTACT:

Deni Ruggeri

PARTNERS:

ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA, IT;
UNIVERSITAET KASSEL, DE;
BUDAPESTI CORVINUS EGYETEM, HU;
HOCHSCHULE FUER WIRTSCHAFT UND UMWELT NUERTINGEN-GEISLINGEN, DE;
STICHTING LE:NOTRE INSTITUTE, NL

GRANT AMOUNT:

306 625 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Improving the quality and relevance of higher education

PRIORITY 2:

Supporting the implementation of the 2013 Communication on Opening Up Education

PRIORITY 3:

Promoting empowerment, participation and the active citizenship of young people.

TOPIC 1:

EU Citizenship, EU awareness and Democracy

TOPIC 2:

New innovative curricula/educational methods/development of training courses

TOPIC 3:

Open and distance learning

CLUSTER(S):

Inclusion and Tolerance; Teaching and Training; New Technologies and Digital Competences

PROJECT NUMBER:

2015-1-N001-KA203-013240

TITLE:

RELEVANCE IN PRACTICE PLACEMENTS - INCLUSION OF MARGINALIZED PEOPLE

DESCRIPTION:

This project will develop a new practice placement model for sports and physiotherapy students in their work with people of marginalized groups. The project aims at establishing a link between undergraduate education and new practice placements in particularly in new practice placement arenas such as prisons, soccer for the homeless, rehabilitation centres, thus being a pilot project.

The links developed during the project will increase students' competences and employability (lead users) by introducing them to working with people of marginalized groups, such as inmates, drug abusers, homeless and people of multicultural background in a perspective of public health. The links will also improve health care for vulnerable citizens and socially marginalized groups (end users), and enhance the relevance in the use of practice placements as part of the study programmes for the future student (end users).

An overall goal is to focus on social inequalities in health, and empowerment of vulnerable groups and to increase the knowledge among students of physiotherapy and sports on how to work towards marginalized groups in order to equalize these inequalities. Through the project the students should be able to apply both their professional and relational knowledge in order to lower the threshold for marginalized persons to take part in ordinary life.

The partners will play an active role in developing both the practice placement arenas and the rationale for the different approaches carried out by the students during their practice placement. The stakeholders will play an important role in providing the practice placement arenas and giving vital feedback during the project. Teachers/supervisors, students and stakeholders will meet during workshops and intensive programmes in the form of practice placements such as the Homeless World Cup and Halden Prison in Norway. The students' evaluation of the practical training, the supervisors' preparations and evaluation both during the project and at the end, the stakeholders' evaluations as well as the user perspective will, along with the experiences made by them throughout the project activities, contribute towards improved use of practice placements as part of the study programmes.

The partners are Dalarna University, Oslo and Akershus University College of Applied Sciences and Professionshøjskolen Metropol. All three partners have experiences in working with marginalized groups, but each from a different angle, thus contributing to a more complete take on the use of practice placements in this context. From each partner institution two to three persons working within the fields of physiotherapy and sports will play a key role. The most relevant stakeholders will also participate as will four students from each country.

The main result will be the new model for practice placement in order to change the health and welfare-welfare service for people of marginalized group. This result will be published in the form of a report and in research articles. In addition two conferences will be arranged for invited guests and for the public at large. The key persons will take part in the different arenas to convey the project and the result. A long term benefit will be attuned curricula and physiotherapists and sports educators working with people of marginalized group to equalize disparities in health thus helping them to improve their standing.

COORDINATOR:

HIOA
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0167 OSLO, Norway
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CONTACT:

Hilde Sylliaas

PARTNERS:

HOGSKOLAN DALARNA, SE;
PROFESSIONSHOJSKOLEN METROPOL, DK

GRANT AMOUNT:

168 095 EUR

CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Promoting empowerment, participation and the active citizenship of young people.
TOPIC 1:	Health and wellbeing
TOPIC 2:	Inclusion - equity
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Health and Medicine; Inclusion and Tolerance; Teaching and Training

PROJECT NUMBER: 2015-1-N001-KA203-013255**TITLE:****PROFESSIONAL TEACHER EDUCATION THROUGH UNIVERSITY SCHOOLS****DESCRIPTION:**

According to the European Commission, a key question in education is: "How to inspire teachers to be proactive, reflective professionals who take ownership of their own professional development? In order to achieve this, there is an international drive to enhance collaboration between teacher education, largely based in universities, and schools. PROTEUS will work with a range of university/school collaborations. The project will enable participants to see these approaches at first-hand in order to consider their strengths and weaknesses, whilst learning from each other.

The aim of PROTEUS is to enable key stakeholders to better integrate the academic and practical elements of learning to teach, by investigating the effectiveness of initiatives that promote university/school collaboration, such as university schools. These provide opportunities for teacher educators, teacher mentors and student teachers to develop understandings of 'new professionalism', across boundaries of research and teaching practice. PROTEUS will thus develop competences that enable teachers to develop their own practice, and that of their schools, based on systematic research, which is vital if human and economic resources are to be used effectively. Another aim is to enable student teachers to challenge the existing cultures of the schools where they are first employed.

The objectives of PROTEUS are:

1. To identify the opportunities and constraints of existing university/school collaborations
2. To evaluate the potential of 'university schools' as a specific model of university/school collaboration
3. To evaluate the capacity of university/school collaborations to develop 21st century professionalism

PROTEUS consists of seven universities/university colleges and two university schools, covering all levels of initial teacher education, from primary to higher secondary schools. The partners represent a broad range of European education systems and hence are able to produce detailed evidence about the opportunities and constraints of different forms of university/school collaborations and their integration into national systems.

The project will produce knowledge about different forms of university/school collaboration, both locally at the partner teacher education institutions and internationally, through exchange visits and workshops with student teachers, school (mentor) teachers and university staff. It has three phases:

START UP PHASE:

1. Start-up meeting to discuss framework for country discussions with three teacher educators from each partner country, developing criteria for baseline measurement (Oct 2015) and resulting in Intellectual Output 1:
2. Baseline measurement. Measurement of teacher competence and professionalism among student teacher in all partner institutions (Jan 2016) Intellectual Output 2:
3. In each partner country, PROTEUS will facilitate discussions between teacher educators, teacher mentors and student teachers about their own understandings of 'new professionalism', and how it is facilitated within national teacher education systems. (to March 2016)

IMPLEMENTATION PHASE

4. Summer seminar (Weingarten) where 9 participants from each country (3 each of teacher educators, teacher mentors and student teachers) meet to share the findings of their national discussions on 'new professionalism' and university/school collaboration. Outcome: Models for university schools as means for developing teacher professionalism (Summer 2016).
5. Three teacher educators from each country visit NTNU, Norway, for seminar on the emerging 'university schools' developments, and implementation of models (Autumn 2016) against the

NTNU reference model. An interim evaluation report on development of models will be the intellectual output from this seminar.

6. Measurement of teacher competence and professionalism (Jan 2017), investigating the effect of elements within the model.

FOLLOW-UP PHASE

7. Representatives of Governments, local authorities and teachers will be invited to a seminar to share observations and findings and to discuss ways forward in Europe. (Spring 2017). Other dissemination activities will be carried out in this phase.

By elaborating the knowledge and experience of partners, PROTEUS will identify and understand the central elements and concepts involved in successful university/school collaborations, which support the development of student teachers' professional competence. Through dialogue with policy makers in partner countries, we will make empirically grounded policy recommendations for the development of university schools or other specific forms of school-university collaboration.

PROTEUS will thereby support the development of theoretically informed clinical practice in teacher education. Through direct interaction in networks of teacher education stakeholders, the knowledge produced by PROTEUS will be socially robust and practically useful.

COORDINATOR:	NTNU HOGSKOLERINGEN 1 7491 TRONDHEIM, Norway www.ntnu.no
CONTACT:	Thomas Dahl
PARTNERS:	LINKOPINGS UNIVERSITET, SE; TRONDHEIM KOMMUNE, NO; EUROPA-UNIVERSITAT FLENSBURG, DE; PENZA STATE UNIVERSITY, RU; PAEDAGOGISCHE HOCHSCHULE WEINGARTEN, DE; THE UNIVERSITY OF EDINBURGH, UK; Charlottenlund Upper Secondary School, NO; University College Syddanmark, DK
GRANT AMOUNT:	219 670 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Increasing the efficiency of public expenditure and the investment in education, training and youth
PRIORITY 3:	Strengthening the profile of the teaching professions
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Pedagogy and didactics
TOPIC 3:	Reaching the policy level/dialogue with decision makers
CLUSTER(S):	Teaching and Training

PROJECT NUMBER: 2015-1-N001-KA203-013259**TITLE:****ECMA - NEXT STEP****DESCRIPTION:**

Chamber music training is increasingly becoming a crucial component of performance degree curricula in higher music education institutions all over the world because of the following important reasons:

1. Evidence from various sources clearly shows a shift from permanent forms of employment with fixed contracts to an employment situation in which musicians are self-employed and combine different professional activities in the form of a portfolio careers. As employment opportunities in the traditional areas of employment (orchestras, opera houses, etc.) are diminishing, chamber music is seeing a heightened significance on the international concert stage.
2. Furthermore, chamber music is increasingly seen as a vital pedagogical tool for the training of transversal skills vital for the musician in the 21st century: team working, peer-learning and reflective practice are essential basic principles for chamber music practice, which will support musicians to prepare themselves to be reflective practitioners in their future portfolio careers.

Higher music education institutions have been slow in adapting their curricula to these new realities so far. This consortium sees chamber music as a tool to modernise higher education in classical music and intends to initiate this process through the following innovative activities:

1. A series of working group meetings meeting several times a year to develop new intellectual outputs in the areas of innovative teaching and learning (including online) methodologies and new approaches to assessment.
2. The organisation of two intensive study programmes a year where students and teachers can meet around specific themes. The role of these intensive study programmes will be central to the developmental function of the project, as they will further develop and test the intellectual outputs developed in the working groups. Partners from the music profession will have an important role in these intensive study programme by providing valuable expertise on professional integration issues.
3. Joint staff training events for teachers taking place twice with different groups of teachers that will develop new approaches to assessment as developed in one of the working groups and to comparing international standards of educational and artistic outcomes. During these events teaching staff will be trained to become international external examiners for final recitals and other moments of assessment in chamber music.
4. The development of a joint European Master's programme in chamber music through a series of working group meetings. This joint European programme will ensure that the expertise available in the partner institutions will be pooled into a programme of the highest educational and artistic quality, and provide future sustainability to its activities through the recognition by national and European quality assurance frameworks and a more structured future use of ERASMUS+ funding for joint Master's programmes.
5. The activities and outcomes of this partnership will be evaluated through various evaluation tools so that evidence is created that the cross-border approach of the consortium is truly providing an added-value. Cross-border approach will be shown as more effective than the development of the institutions at national level only. The outcomes of the project will be widely disseminated through the network and activities of the AEC, and demonstrate the principle of cross-border cooperation as an effective tool for curricular innovation to the European sector of higher music education as a whole.

These activities will lead to improved curricula in the partner institutions that are informed by the latest teaching and learning approaches and the expertise from professional partners, and are therefore better tailored to the current reality of the music profession. Teaching staff will be updated or re-trained with information on innovative teaching and learning methods, leading to higher quality teaching. Institutions will also be able to develop a strong international profile in the field of chamber music, which will increase attractiveness of European higher music education worldwide.

COORDINATOR:	Norges musikkhøgskole Slemdalsveien 11 0302 Oslo, Norway www.nmh.no
CONTACT:	Kjetil Solvik
PARTNERS:	UNIVERSITÄT FÜR MUSIK UND DARSTELLENDE KUNST WIEN, AT; FONDAZIONE SCUOLA DI MUSICA DI FIESOLE ONLUS, IT; LIETUVOS MUZIKOS IR TEATRO AKADEMIJA, LT; STICHTING HOGESCHOOL DER KUNSTEN DEN HAAG, NL; Royal Northern College of Music, UK; GRAFENEGG KULTURBETRIEBSGESELLSCHAFT MBH, AT; Conservatoire national supérieur de musique et de danse de Paris, FR; Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen, BE; Association Festival Pablo Casals, FR
GRANT AMOUNT:	398 789 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 3:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	Creativity and culture
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Quality Improvement Institutions and/or methods (incl. school development)
CLUSTER(S):	Teaching and Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2015-1-N001-KA203-013288**TITLE:****EUROPEAN LEAN ENTERPRISE ALLIANCE NETWORK****DESCRIPTION:**

The application of Lean Production methods is nowadays commonplace in high-volume producers, yet developments are lagging in the customized product-environment. Because of the low repeatability of products and the high variance of manufacturing processes, the implementation of traditional Lean techniques in this type of industry is challenging.

Lean approaches for so-called project manufacturing or customized manufacturing are required. Some alternative approaches for "Customized Lean" do exist, but these are far less known for two reasons. First, they are often applied ad-hoc according to a specific local situation, and second, the existing body of knowledge on Customized Lean is fragmented and scattered across academic and management literature and/or contained by individual practitioners and researchers and therefore, often not included in educational programs and teaching materials.

To unify this body of knowledge a transnational approach is required. Addressing these issues contributes to EU priorities of improving the relevance of higher education eventually resulting in higher attainment levels to provide the graduates Europe needs. These graduates will be better suited for, and thus better employable in today's and future labor market which is important in the Europe 2020 strategy.

Euro-LEAN+ seeks to combine innovative teaching approaches with the development of more relevant HE curricula in the field of Customized Lean, through the exploitation of the geographically dispersed knowledge contained within the consortium.

The objective of Euro-LEAN+ is to create, unify, capture, reuse and disseminate the knowledge on Customized Lean.

Euro-LEAN+ will:

- 1) Form a Customized Lean Knowledge Community (O1)

In order to create, unify, capture, reuse and disseminate the knowledge on Customized Lean, Euro-LEAN+ will create an open Customized Lean Knowledge Community that brings together higher education students, academic staff and industrial manufacturing companies

- 2) Set up Euro-LEAN Knowledge Base (O2)

A knowledge base of case studies and best practices will be created that brings together the knowledge that is currently scattered across literature, practice and HEIs. This knowledge base will have an open character

- 3) Develop Online Master Course (O3)

Euro-LEAN+ will develop a master course on Customized Lean that utilizes new and innovative ways of teaching and learning, enabling close interaction with industry through case studies and online discussion forums

- 4) Feasibility Study of a Joint Master Program (O4)

- 5) Multiplier event (E1)

Participants;

- 1) NTNU (Dept. of Production and Quality Engineering) - expertise in global production strategy, lean production logistics, and supply chain management.
- 2) HAN University of Applied Sciences - experience in teaching a customized Lean and QRM and industry projects. Also globally active research group in Lean for HE.
- 3) University of Applied Science Osnabrück - experience in research and teaching in the interdisciplinary field of lean management and technology, and applied science approaches to development of SMEs.

- 4) Ghent – expertise in the areas of operational excellence, and tools and technologies for remote and blended learning. Prof. Frank Gielen is counsel to the European Commission on online teaching strategies.
- 5) TNO – research organization with large network in industry and previous (EU) project experience in collecting cases and best practices into databases.
- 6) Kongsberg Maritime – Norwegian producer of subsea solutions
- 7) Bosch Hinges – Dutch producer of bespoke hinges and exemplar for QRM principles. G. Kaanen, director and owner is also chairman of the royal Dutch 'Metaalunie'
- 8) Ringoplast – German producer of bespoke containers

Target groups:

Master students (university and industry), teaching staff, research community, and industrial companies.

Our methodology will be based on the proactive development of an online Masters course and virtual mobility platform in close collaboration between HE institutions and industrial companies.

Results and Impact:

Project website; New (blended mobility) Masters level course; Euro-LEAN+ Knowledge community; Knowledge base with a conceptual framework framing Customized Lean knowledge in the form of theory (Wiki), case studies and best practices; Plan to establish an Erasmus+ joint master program (JMP); The development of staff & student mobility; Teaching staff experience with modern teaching methods, final Euro-LEAN+ conference, collaborative webinars.

Longer term benefits;

The partners will work to extend the knowledge community activities beyond the participating project partners. We will continue to aspire to the aims of the Erasmus+ initiatives of the EU, in particular in increasing the quality and relevance in online education. Euro-LEAN+ will facilitate further steps towards addressing the gap between the required skills of high-tech European manufacturers and the skills provided by HEIs

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GRANT AMOUNT:	349 475 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	Making the knowledge triangle work

TOPIC 1:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	Employability; Teaching and Training; New Technologies and Digital Competences

PROJECT NUMBER: **2015-1-PL01-KA203-016468**

TITLE:

METODA AKCELERACJI ROZWOJU KOMPETENCJI PRZEKROJOWYCH W PROCESIE KSZTAŁCENIA PRAKTYCZNEGO STUDENTÓW. (THE ACCELERATION METHOD OF DEVELOPMENT OF TRANSVERSAL COMPETENCES IN THE STUDENTS' PRACTICAL TRAINING PROCESS)

DESCRIPTION:

The objective of the project:

Development and implementation of an innovative method of accelerating the development of transversal competences of students by improving the use of practical training.

Background:

Changes which are taking place on laborlabour market e.g. popularization of teamwork, teleworking, the work in multicultural environments causes, that increasing emphasis is placed not only on high level of professional knowledge of a particular field, but also on the practice and the transversal competences. Besides poor practical skills, insufficient transversal competences are the one of the most frequently problems related to young employees listed by the employers.

The project responds to the needs of the laborlabour market connected with the transversal skills of the university graduates. It is to accelerate the development of these competences and also make the universities able to respond in a more purposeful and flexible way to the needs of employers. Many studies have shown that the deficiency of transversal skills among university graduates were recorded all over the world. Therefore, the project is to be implemented in international cooperation (8 partners from 4 countries). This will also affect the broader scope of results' impact generated in the project.

Description of the planned activities and results:

- In the first stage of the project the report concerning applied teaching methods of transversal skills and methods of practical trainings will be made. It will be the analysis of reached and applied solutions of the practical vocational training of students used by the organizations in the project which take into account the develop of transversal skills.
- the research of transversal skills requirement among min. 100 entrepreneurs will complete the analysis of teaching methods. Inclusion of entrepreneurs from all countries involved in the project in research process will ensure the knowledge of the labour market needs.
- after receiving the data both, from the higher education sector and from business sector, the sets of methods of practical training and transversal skills will be further elaborated. The partners will prepare the matrix which will consist of methods of practical training (considered as the tools to teaching transversal skills) and transversal skills (taking into account their validity for entrepreneurs). This will result in analyzinganalysing which transversal skills and to what extent are taught in the frame of which methods of practical training.
- the designed matrix will be the basis to make the choice of forms of learning and transversal skills corresponding with them. Then it will be examined how the next steps of education should be planned so that the increase of transversal skills is as quick as possible. At least 5 reference models of developing transversal skills will be designed in such a way, and will be tested in further implementation of the project.
- the test implementation is planned, during which the consortium will examine the developed reference models of acquiring the transversal skills most important from the point of view of entrepreneurs, with the use of selected methods of practical training. Min. 17 groups of students from all of the participating countries will take part in tests.
- using the results of test implementation, representatives from all partner countries will review obtained results and will prepare the characteristics of education processes, whose implementation is the most effective for increasing the development of transversal skills among students. Before the

final verification and selection of process or processes, the consortium will analyze the factors which may affect the development of transversal skills in students who undergo the validated education processes. In particular the analysis of cultural factors will be made, which may affect effectiveness of teaching of transversal skills in individual countries.

- the final version of the method will be prepared in the form which will allow to realize the whole dissemination process and also to implement the method in partners' countries and outside them. Additional instructions, summaries and guidelines on the implementation of the method will be prepared for institutions interested in this project result, which will allow to implement the method in any country without significant modification in the basic teaching process.
- the dissemination of project results - during the project there will be organized two conferences to disseminate the results developed in the project. The monograph summarizing the research results and analysis from partner countries will be also published. The monograph will concern the transversal skills in regard to the methods and tools of practical training in each partner countries.

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GRANT AMOUNT:	296 933 EUR
CONTRACT DURATION:	35 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Developing basic and transversal skills using innovative methods
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching and Training; Improving the Quality of Education / Training Systems; Employability

PROJECT NUMBER:

2015-1-PL01-KA203-016474

TITLE:

FORMATIVE ASSESSMENT BENCHMARKING FOR FOREIGN LANGUAGE LEARNING&TEACHING IN HIGHER EDUCATION

DESCRIPTION:

Context and background FAB promotes the enhancement of quality of foreign language learning and teaching in HE. The issue of language skills as key competences for internationalisation and lifelong learning are central policy concerns of the EU, national governments and key goals of the Bologna Process (The European Higher Education in 2012: Bologna Process Implementation Report). There is emerging evidence that language proficiency has a significant impact on graduate employability which is a problem across Europe. As multilingual competences are regarded the key to success in both professional and social life, universities attempt to offer high-quality foreign language classes that enable graduates to make a successful transition from university into meaningful employment. To provide high-standard teaching, higher education institutions implement, among others, effective assessment tools that may track students' progress and increase equity of their outcomes and improve students' ability to learn. The learning process is understood not only in terms of institutional learning but rather as lifelong learning experiences that will enable graduates employment. Objective FAB addresses the above issues by enhancing modernisation in HE and improving provision and assessment of language learning through innovative pedagogical approach supported by formative assessment strategies. Formative assessment is the assessment FOR learning which develops students' "learning to learn skills by emphasising the process of teaching and learning, and involving students as partners in that process. It reinforces students' ability of peer-and self-assessment, and helps them develop a range of effective learning strategies. The project's main goal is to promote and implement, through consultations, lesson observations, cooperation, and the dissemination of best practices, formative assessment strategies into foreign language learning and teaching routine in HE institutions. Participants and activities FAB involves four European partners representing university foreign language teaching centres from four countries: Finland, Hungary, Lithuania and Poland (as coordinator), to be cooperating within the framework of Erasmus + Programme, Key Action 2 and Strategic Partnership in the area of language teaching and learning, assessment methods and development of pedagogical materials for teachers of various foreign languages, including English, German, French, Russian and Swedish. All partners have sufficient experience and expertise in teaching HE students and assessing their foreign language skills. Apart from several persons engaged and responsible for managing and coordinating the project in all partner countries, teaching staff employed by foreign language centres and students developing foreign language skills will be directly or indirectly involved in all the activities planned in the project, including conducting classes to be observed with special focus on formative assessment methods used, participation in training sessions, answering questions in specially designed questionnaires as well as in designing tools for formative assessment. Both students and teachers of foreign languages should benefit from participating in the project by gaining knowledge, skills and motivation for lifelong learning and personal development. It is estimated that the total number of project's stakeholders is more than 20 thousand. Project's results and impact In terms of outcomes, the projects main result is to develop formative assessment tools for teachers as well as students self- and peer-assessment strategies which will be applied effectively and appropriately by both groups in order to improve foreign language acquisition/provision in HE and thus ensure that university graduates have been granted best skills and opportunities for lifelong learning and employability. Methodology This will be achieved through carefully planned two years cooperation, in which partners will firstly identify the assessment strategies used in learning/teaching foreign languages in higher education institutions in the partner countries and align, if necessary, formative or summative assessment approaches, as well as recognize processes which help or hinder formative assessment in foreign language teaching/learning in higher education context. Secondly, they will ensure the increase in the knowledge and understanding of formative assessment in foreign language teaching/learning at tertiary level through lesson observations and training, and finally, develop tools for promoting and implementing formative assessment strategies by identification of best practices, their dissemination, and publication of guidebooks for students and teachers. The website and the use of social media will be important in promoting dialogue and outcomes of the project. FAB has a strong dissemination and exploitation strategy to ensure a wide European impact.

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GRANT AMOUNT:	86 467 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Developing basic and transversal skills using innovative methods
PRIORITY 3:	High quality learning opportunities
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 3:	Teaching and learning of foreign languages
CLUSTER(S):	Teaching and Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER: **2015-1-PL01-KA203-016480**

TITLE:

FREELY ACCESSIBLE CENTRAL EUROPEAN SOIL

DESCRIPTION:

Globalization and global environmental issues, as well as unification of scientific researches and teaching on EU level necessitate harmonization and correlation of technical languages, such as the one used in soil science. Despite the passage of years and the development of unified European system of soil description it is still not used in a satisfactory manner among teaching staff at EU universities. National bias in soil teaching still dominates and seriously complicates exchange of information and teaching process. Existing national or cross-border projects are limited either territorially or as a result of the use of national methods of description and classification. International projects overcome these limitations but usually refer to one or a few selected environmental aspects. Another drawback of these projects from didactical point of view is a typical scientific approach, which results in a low availability of raw data and complicated manner of their presentation. Therefore, they are nearly useless for teaching purposes. The consortium brings together specialists from 9 Institutions from 8 countries (Czechia, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia) having expertise in soils of different regions of Central Europe. Each partner is an renowned expert in the study of soils within particular region. Individual members of the consortium also participated in a number of works related to the adaptation of the WRB in regional research (national scale), as well as international (testing WRB for improvement of next editions) and its use in the context of learning and teaching at the higher education level. Such experience is essential to reach the project objectives. The Freely Accessible Central European Soil (FACES) project will create a student fieldwork manual, course curriculum and soil database of Central Europe, covering the Poland, Czech Republic, Slovakia, Hungary, Slovenia, Lithuania, Latvia and Estonia. The product will be extensive and offered in unified format. Moreover it will be user-friendly. International system of the characteristics of soils adopted by the FAO will be used for the presentation of the data. Interpretation of the origin and systematic position of soils will be based on the international classification of soils WRB (World Reference Base for Soil Resources), which the new (third) edition was published in 2014 (and update in 2015). Development of extensive database applying the new version is thus essential from didactic point of view. Project will allow to prepare state of the art teaching resources. Since next edition of WRB will not be published before 2026, produced materials will be up-to-date didactical tools for many years. Among project activities will be meetings dedicated to collection of soil data necessary to prepare teaching materials. Soil samples will be collected to carry necessary laboratory analysis. On the basis of obtained field and laboratory soil data will be prepared online database and chapters for soil atlases. There are also planned two Intensive Courses. These IP meetings will take place in 2017 (Lithuania) and 2018 (North Poland). The main objectives of these activities will be testing and evaluation of pilot educational module. Elaborated data base (and other outcomes) will be freely accessible as a web site throughout European Union and whole world as well. The obtained product, due to its modern form will be powerful tool in teaching at universities. It will also improve cooperation between European institutions dealing with soil science, environmental issues, geo-information systems etc. The use of developed product will be resulting in raising of theoretical and practical qualifications and skills of students and soil science professionals, which will last also many years after end of founding period of FACES.

COORDINATOR:

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PARTNERS:

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 Narodne pol'nohospodarske a potravinarske centrum, SK;
 Aleksandro Stulginskio universitetas, LT;
 Debreceni Egyetem, HU;
 Latvijas Lauksaimniecības universitāte, LV;
 Univerza v Ljubljani, SI

GRANT AMOUNT:	248 106 EUR
CONTRACT DURATION:	35 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	High quality learning opportunities
PRIORITY 3:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	Agriculture, forestry and fisheries
TOPIC 2:	Natural sciences
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Teaching and Training

PROJECT NUMBER: **2015-1-PL01-KA203-016621**

TITLE:

WIDENING INTERDISCIPLINARY SUSTAINABILITY EDUCATION

DESCRIPTION:

We are presently facing many environmental challenges, relating to social and economic changes that take place in a number of different scales. To address complex environmental issues, such as climate change, pollution, depletion of natural resources or biodiversity decline, we need to teach students an interdisciplinary approach through courses and programmes that derive from many different disciplines, such as biological and environmental sciences, sociology, economics, law and psychology. Additionally, there is a need to put attention on sustainability education. i.e. education seeking to cultivate knowledge that acknowledges fundamental interdependences between the society and the environment we live in. The main aim of the project is to create an international interdisciplinary network of academic teachers and researchers that will work together to develop capacity of interdisciplinary thinking about sustainable development and to create innovative multidisciplinary useful tools for environmental studies embedded in Sustainable Development directed to higher Education. The specific objectives are: 1) to discuss challenges of interdisciplinary education in studies related to environmental problems and sustainability, as well as the implementation of the ESD (Education for Sustainable Development) into existing curricula; 2) to exchange knowledge and experience concerning different types of education and specific tools and methods for implementing interdisciplinarity in academic teaching; 3) to gather information on possibilities how to organize the sustainability education into university curricula within partners' countries; 4) to develop a handbook (manual) with examples of teaching materials deriving from both social and natural sciences that can contribute to improvements of study programmes related to environment in several European countries; and finally 5) to create a new joint international innovative interdisciplinary educational programme in higher education that would tackle the contemporary environmental problems and prepare students to face them in the future. The project will target several groups. Directly, it will improve skills and qualifications of the academics and teaching staff within the partner universities. The idea is to teach teachers who will include new way of combining interdisciplinary and sustainability in their education taking into account a diversity of areas (law, sociology, psychology, biology and geology). Indirectly the project will also positively influence students testing the teaching materials. Indirectly also it will allow for sharing of the experience, good practices and material outcomes that will be provided at open-access bases to the academic (teaching) community in Europe. Higher education professionals will be able to use knowledge and experience gathered in international partner reports. Partner organisations will exchange knowledge and expertise regarding education for sustainability - this information will be used locally, to enrich methodological approach to teaching environmental and sustainability issues in partner countries. Additionally, during the testing phase, students will gain knowledge of innovative teaching approach and newly produced teaching materials, as well as issues of environmental education. We want to reach any stakeholders active in the fields of environmental studies and sustainability, through newsletters, conferences, events and media, e.g. educational institutions, NGOs, students, academics, but also business professionals for whom the awareness and knowledge of sustainability issues is important in their daily work, etc. In general, the organisation of following project activities is previewed as a responsibility of each partner: - organisation of transnational meetings by Poland, Greece and Sweden - organisation of workshops by Sweden, Portugal, Czech Republic and Poland - organisation of seminars (multiplier events) by each partner - inclusion of testing of materials and curriculum in the teaching activities in each partner organisation - ongoing work on preparation of the handbook - ongoing monitoring, risk management, communication and dissemination activities by each partner on the national level and by the leader on the consortium/ international level.

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UNIVERSIDADE DO PORTO, PT

GRANT AMOUNT:	245 739 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	High quality learning opportunities
PRIORITY 3:	Strengthening the profile of the teaching professions
TOPIC 1:	Environment and climate change
TOPIC 2:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Education for Sustainable Development; Teaching and Training

PROJECT NUMBER:

2015-1-PL01-KA203-016636

TITLE:

DEVELOPING THE INNOVATIVE METHODOLOGY OF TEACHING BUSINESS INFORMATICS

DESCRIPTION:

PROJECT BACKGROUND The project concerns ICT – a key issue within the area of EU policies. This is consistent with the recommendations of the Europe 2020 Strategy and HE Modernization Agenda. The project is based on the needs analysis, which has proved the inadequacy of curricula of universities in the field of Business Informatics. It has pointed to the lack of appropriate staff and the increasing demand of skilled professionals from the IT on the world and European laborlabour market. The project involves the modernization of the content of education and improving the quality of teaching and learning processes. The project will provide universities with the teaching tools and solutions. The project will also promote the Open Digital Resources by placing the results in the public resources. The project will add to the existing knowledge, know-how and practices of the organizations and persons involved. HE is expected to be most impacted by the project. The introduction of the elements of mobile technologies (Mobile Business Intelligence) especially within the area of SMEs will constitute the innovative approach in teaching methodologies of BI and DW. **THE AIM OF THE PROJECT** is to support the development of higher education and the introduction of innovative educational tools at European level. This aim will be achieved by:– providing the attractive new curricula reflecting the individual needs and expectations of the labour market on the basis of selectable subjects such as: Business Intelligence [BI] and Data Warehouse [DW]– the development, testing, implementation and dissemination of innovative practices by creating and promoting the new teaching methodology in [BI] and [DW] area.– creating and providing innovative education and communication platform based on modern ICT-- developing the interactive textbooks [BI] and [DW]. **PARTNERS** The project will involve four international partners who have extensive experience in the implementation of EU projects. Three universities and one business partner will be engaged in the research, project management and transfer of innovation. The partnership will be complementary, each partner brings significant added value to the project.–DWSPiT Polkowice, Poland – leader;–University of Economics, Wrocław, Poland;–University of Economics, Varna, Bulgaria;–Paragon Europe, Mosta, Malta. The proposal is innovative and complementary to other initiatives and projects already carried out by the participating organizations. **ACTIVITIES AND METHODOLOGY** The project will investigate the needs for curricula content and methodologies, as well as develop the new programs and a methodology based on innovative solutions, manuals, tools, and practices. The main activities of the project include:–organizing and running of the project office,–preparing the common curricula and the methodology,–preparing the educational and communication portal–implementation of the curricula at two universities (Wrocław, Varna),–dissemination of intellectual outputs and other project results. Partnership uses innovative working methods (e.g. virtual meetings, ICT methods for quality assurance). The solutions for teaching, developed in the project, will be possible to be tested in an international environment (Intensive Study Programme), which will enable the use of the project results in all EU countries. **RESULTS AND IMPACT OF THE PROJECT** The result of the project will be the set of tools which will be implemented by institutions of higher education :– Curriculum for Business Intelligence– Curriculum for Data Warehouse– Methodology of teaching Business Intelligence– Methodology of teaching the Data Warehouse– Interactive book for Business Intelligence– Interactive book for Data Warehouse– Educational and communication portal. It should be emphasized that the potential long-term benefits of the project will be noticeable. Dissemination of project results and unrestricted access to resources via education and communication platform will allow universities to implement the tools and contribute to improving the quality of the educational offer in the area of Business Informatics in EU Member States . The advantage of the project is that it will also standardize the education and development of practices in this area at European level. Improving the quality of education in ICT will contribute to the growth of key competences and skills of students and thus to improving the quality of professionals sought-after in the European laborlabour market. The project will promote the mobility of workers in the EU laborlabour market. It also contributes to the promotion of Open Educational Resources.

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GRANT AMOUNT:	111 232 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the implementation of the 2013 Communication on Opening Up Education
PRIORITY 2:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 3:	Improving the quality and relevance of higher education
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 3:	Open and distance learning
CLUSTER(S):	Teaching and Training; Improving the Quality of Education / Training Systems; New Technologies and Digital Competences

PROJECT NUMBER:

2015-1-PL01-KA203-016654

TITLE:

ADVANCED ANALYTICAL CHEMISTRY FOR LIFE SCIENCES

DESCRIPTION:

The objective of the project is to adapt the study programmes in HEIs to the needs of the health service in the area of the use of AAC techniques in omics through an exchange of experiences at the European level. The rapid development of civilization diseases is the main reason for the increase of morbidity and mortality in Europe and quantitative/qualitative research into identifying biomarkers of civilization diseases in the context of omics, addressed by this project, is one of the possible remedies. Omics are disciplines that explain the biochemical bases of an organism's functioning through characterization/quantification of pools of biological molecules. As single compounds are ineffective biomarkers, omics give new opportunities for a more detailed understanding of diseases. This improves efficiency, monitoring, and leads to personalized therapy. Advanced Analytical Chemistry (AAC), an instrumental basis for all pharmaceutical/biomedical examinations, allows to apply the premises of omics in practice.

Omics development in European HEIs is imbalanced. Although AAC/omics is usually included in PhD courses through theoretical/practical classes, the number of specialized units/teams with access to dedicated equipment needed for a comprehensive approach is limited. There is also a lack of AAC-qualified academics, didactic materials or a system for an experience exchange at all levels. Thus, only few PhD students can be fully trained in AAC, instrumental analysis or data handling or acquire the skills necessary to integrate AAC with the needs of health service, hospital diagnostic labs, business or labour market.

The project will be realized in an international consortium of three HEIs. These are: Medical University of Białystok (Białystok, Poland), CEU San Pablo University (Madrid, Spain) and University of Aveiro (Aveiro, Portugal).

The aims of the project will be achieved by preparing the academic staff of the 3 partner HEIs for educating PhD students in AAC techniques in omics, leading to modifications in study programmes and creation of OERs (manuscript, e-materials). The project activities include partnership-based learning/training/teaching, and involve an exchange of experiences and good practices, creating a stable and active network of cooperation, and personal and social development of project participants.

The Learning/Training/Teaching Activities organized as part of the project will play a key role in the aspects related to training of the researchers/teachers involved in the project implementation and preparing all the project's IOs. The first series of these activities (Learning Activities) will be organized to provide the researchers/teachers with the necessary theoretical and practical skills in AAC. This will be followed by Training Activities with students (workshops) whose purpose will be to expand on the previous sessions in a researcher/teacher-PhD student context (an international teaching cooperation). The last series of activities (Teaching Activities), in addition to providing a further extension of the earlier ones, will be aimed at testing the first draft of the manuscript and introducing all the necessary modifications.

Implementation of the project gives the unique opportunity for the 3 partner HEIs to combine the knowledge and experience of their scientific and administrative teams. An additional result of the project implementation will be an exchange of good practices and skills and an extension of cooperation between the 3 institutions, which may open possibilities for joint investigations in the future. Moreover, the project will create a rich multidisciplinary environment, facilitating the sharing of knowledge between each of the team members at a high academic level. It is envisaged that the impact of the project will extend to both the scientific community and patients, leading to a better therapeutic possibilities in the area of civilisation diseases. The methodology of project implementation is based on the circular model. There will be 4-5 persons from each of the HEIs involved in the project, specialists both in AAC and in project management, in addition to liaisons in other departments of the partner universities departments accessory to the administrative aspects of the project.

The transnational cooperation stems from the inherent highly specialized nature, global character, and specific path of development of its subject area. Discussion during international events is key, so to realize the project objectives, a collaboration in a wide group of international experts, competent in various aspects of AAC and omics, is absolutely essential. As AAC and multiomics development in Europe varies, this will facilitate an exchange of knowledge, experience, and good practices. This is an EU-level added

value, the outcomes impossible to achieve by one institution, or even various institutions from a single country.

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GRANT AMOUNT:	298 631 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 2:	High quality learning opportunities
PRIORITY 3:	Improving the quality and relevance of higher education
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Pedagogy and didactics
CLUSTER(S):	International Cooperation; Teaching and Training

PROJECT NUMBER:

2015-1-PL01-KA203-016828

TITLE:

BUILDING THE CULTURE OF SOCIAL INNOVATION IN HIGHER EDUCATION

DESCRIPTION:

The Project aims to carve new paths of development for European HEIs in social sciences. It will also witness the Partners making a ground-breaking attempt to change the current paradigm of teaching entrepreneurship at HEIs.

Currently, there are 816 master and 198 bachelor degree programmes in social sciences offered by European Universities and the demand for courses in social sciences is growing (UNESCO: World Social Science Report 2010, www.masterstudies.com). The role of social sciences, however, is progressing from social engineering to a wider set of contributions to society. Therefore, there is a need for more fundamental and "joined-up reflection upon the needs of societies coping with ICT, welfare, migration, climate change and ageing population.

HEIs have an essential role in forming the next generation of social entrepreneurs, prepared and positioned to solve these problems. However, they are faced with numerous obstacles – most notably by a lack of cohesive campus-wide vision for social innovations and a lack of staff.

Our studies show that students overwhelmingly prefer professions in the social sector; however, they are more interested in "experiencing rather than studying social innovation by becoming involved in its implementation (CC survey, n=36, 20.03.2015). Therefore, HEIs that wish to implement a culture of social innovation must be ready to increase the flexibility of teaching pathways, incorporate student-driven activities into their curricula and use Massive Open Online Courses.

The Project has THREE ESSENTIAL AIMS:

1. Fostering the implementation of social innovation at European universities (mainly in Centr. Europe) by developing and mainstreaming useful instruments addressing the demands of HEIs: model curricula, step-by-step guidebooks, explanatory videos and sourcebooks,
2. Changing the paradigm of entrepreneurship education by making it more practical and student-oriented through developing, testing and implementing flexible and project-oriented learning pathways,
3. Increase the accessibility of Centr. European universities by mainstreaming the MOOCs (as an example we will use designing social innovations).

The Project is BASED ON FOLLOWING PILLARS:

1. A far-reaching and socially important idea translated into a comprehensive and coherent implementation concept that includes a "design and test formula, deep involvement of Partners and networks ("The envoys of Social Innovation) and empowerment of stakeholders to shape the project in a manner that guarantees its relevance to the current demand of the target group,
2. An innovative approach, which consists in the combination of: student-led learning activities (new to the world innovation), a mentoring programme for incubation, using open learning communities in formal learning and exploiting elements of massive online teaching in Social Innovation,
3. A strong partnership. The Partners specialise in various fields and thus complement each other. Together, they will constitute a complete environment for the development of academic entrepreneurship: HEIs, business incubators, entrepreneurs and social organisations.

The project will IMPACT the following groups:

DIRECTLY:

EUROPEAN HEIs. They will benefit from adapting and exploiting the instruments and learning curricula, a redesign of the learning environment (classrooms, campuses, communities), improved quality of teaching, strengthened research. They will also attract more students by becoming more accessible (MOOC)

STUDENTS: they will gain practical and flexible education helping them develop their projects and grow in their field of interest. They will be supported by a competent staff of educators, mentors, they will strengthen their transversal skills and links to local communities, and enhance their employability

EDUCATORS: they will learn more flexible and student-oriented teaching methods, they will learn how to support social innovations in and outside the classroom, and they will experience the benefit of sharing resources with their colleagues

MANAGERS: they will gain comprehensive instruments for building a campus-wide strategy for the implementation of soc. innovations

PARTNERS: they will be fully prepared for implementation of soc. innovations. In the future, they will run dedicated specialisation courses on soc. innovations for students and establish the first incubator of soc. innovation among HEIs in Poland.

INDIRECTLY:

SOCIAL INNOVATORS: they will attract new innovators and strengthen their network

BUSINESS INCUBATORS: they will adapt better to the needs of socially driven businesses

DECISION MAKERS (at the national and European level): they will receive new instruments for supporting the development of social innovation culture in the academia and beyond

SOCIETY: it will gain open access to high quality entrepreneurial education and a new cadre of socially oriented innovators who will work to increase the quality of our lives.

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Małgorzata Baran

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HASKOLI ISLANDS, IS;
THE UNIVERSITY OF NORTHAMPTON , UK;
Towarzystwo Inicjatyw Twórczych "e", PL

GRANT AMOUNT:

292 566 EUR

CONTRACT DURATION:

31 months

PRIORITY 1 OR MAIN:

Developing basic and transversal skills using innovative methods

PRIORITY 2:

Supporting the implementation of the 2013 Communication on Opening Up Education

TOPIC 1:

New innovative curricula/educational methods/development of training courses

TOPIC 2:

Open and distance learning

TOPIC 3:

Entrepreneurial learning - entrepreneurship education

CLUSTER(S):

Teaching and Training; New Technologies and Digital Competences; Employability

PROJECT NUMBER: **2015-1-PL01-KA203-016844**

TITLE:

DEVELOPMENT OF INNOVATIVE ACADEMY ON THE BASIS OF DT TEACHING

DESCRIPTION:

The DiamonDT (Development of Innovative Academy ON the basis of DT teaching) aims at fostering independent, open-minded and innovation-oriented thinking of future higher education graduates based on Design Thinking (DT) methodology. The project is coordinated by Lodz University of Technology (TUL), together with its partners in the field of the higher education from Spain (UV - University of Vigo), Norway (UiT - University of Tromsø) and Poland (UTP - University of Science and Technology in Bydgoszcz). This project is a dedicated response to the current and anticipated future requirements of the European labour market. The institutions with different but harmonizing and strong backgrounds and educational experience form the project's consortium, as it will help to achieve a broad complementarity of educational and research practice. DiamonDT project offers a development of an educational path based on Design Thinking methodology addressed to three target groups: students, academic teachers and implicitly business environment as well. An educational path based on Design Thinking will lead to an improvement of the human resources potential influence on the labour market and it will definitely influence the development of the economy innovativeness both at the local, global and the European level. Nowadays Europe needs higher education not only to pass relevant knowledge and help students to prepare for professional life and work, but also to equip them with a set of transversal skills and team work experience. In order to meet these requirements DiamonDT offers ways to upgrade the educational systems improving the way of teaching in the field of enhancing the creativity and focusing students attention on development of innovative solutions tailored to the real needs of local communities as well as global society. The main goal of the DiamonDT project is to provide an innovative tool into the methods of teaching and learning. It will be realized by creating an education path implementing the Design Thinking methodology as well as conducting interdisciplinary projects based on that method from the different disciplines of science and various areas of everyday life. The strength of the project consortium lies both in the infrastructure as well as in the strong background for proficient education of DT methodology. Lodz University of Technology provides a newly created Design Thinking laboratory (DT4U), while in case of other partners these are DT Labs (UiT) and Shopa (UTP) as well as practical experience in DT based LLP projects (TUL and UV). All of the project partners have either strong connections with industry partners or unique, well equipped spaces for solving of social and business problems in creative way, or both. DT4U workspace is located in one of the most modern buildings of Lodz University of Technology called the Factory of Engineers of 21st century. The project results, which will be achieved, include: the development of teaching materials for study courses: course programme for first-cycle studies including proper course sheet, the development of materials used for training of tutors in DT methodology, multilingual course materials and DT handouts. The most important result will be a handbook of good DT practices, which will include practical guidelines on the DT educational process for both teachers and students, sample documents and description of case studies, projects, examples used during the project realization and remarks collected from students and DT mentors working with the national and international groups. The handbook will be a universal tool for European HEIs that will help them use DT in the classroom. Tens of tutors will be trained during professional courses held locally and in foreign partner country. A number of departments of each HEI participating in the project will implement the DT course that will be developed within the project into their curricula. Hundreds of students will take part in national and international Good Practice Academies. The numerous business contacts with industry will be established thanks to the common project. In addition, the project also involves the implementation of the soft type results: equalization or increase of knowledge among students as well as tutors, development of competence of both. All the above mentioned results will be obtained through various activities, meetings and events planned in the project. The main of them are: professional training of the selected academic staff - Masterclass for DT Tutors, introduction of a pilot course in Design Thinking into the first-cycle study programmes of participating institutions and organization of summer events for students: National Good Practice Academy and International Good DT Practice Exchange in the period of 24 months. The knowledge and experience gained by the academic teachers within the project will allow them to introduce changes in the process of education by introducing Design Thinking methodology into study programmes on the selected faculties/courses offered by partners participating in the project.

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GRANT AMOUNT:	166 601 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 3:	Developing basic and transversal skills using innovative methods
TOPIC 1:	Creativity and culture
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Research and innovation
CLUSTER(S):	Teaching and Training; Research and Innovation

PROJECT NUMBER: **2015-1-PL01-KA203-016860**

TITLE:

CREATING INTERNATIONAL SEMESTER REGARDING MILITARY EDUCATION NEEDS FOR FUTURE OFFICERS IN EUROPE

DESCRIPTION:

Current geopolitical situation creates a challenge for national and international security systems. A constant growing number of armed conflicts, as well as an escalation of political disputes (e.g. Eastern Europe), justifies an increased role of defense education.

In the ensuing situation, in order to meet the current security demands and challenges, the EU member states put a particular emphasis on a modification of military education systems.

The key activity would be focused on a standardization of curricula and their implementation during the international semester as part of the military studies' 1st cycle. Unification of a didactic process would allow students to choose and follow the studies in the international environment, which further prepare them to efficiently cooperate within a framework of European military units built to strengthen safe and secure EU.

It is believed that maintaining a stable EU, demands a creation of certain conditions that allow military students, during their basic military education, to actively participate in the mobility forms of education. It would provide them with the opportunity to meet their peers from abroad and increase their knowledge learned during the international semester.

A significant support is required in order to sustain development and provide equal opportunities for military education. Currently, military students constitute a specific group that is discriminated by mobility opportunities of Erasmus+. It is not the case, however, of an intentional or institutional discrimination, but a result of internal legal regulations of military academies, which, according to the national law, are obliged to fulfil requirements of both Ministries of Defense and higher education ministry. One of the effects of such situation is the 20% increase of mandatory number of hours prescribed to satisfy the accreditation demands. Furthermore, as part of their basic military education, cadets must complete their vocational training, which takes place in training centers and military units. These requirements exhaust time that could be used for student mobility, and create problems with recognition of qualifications earned abroad. There is also a difficulty in comparison of these education effects between partner universities, because of their "national characteristics (military students acquire skills and knowledge of national armed forces operations).

The need of standardization of the officer preparation programs and the added value thereof, that gives an opportunity to conduct part of the education within the framework of the international semesters, demands from the partner institutions a systematic approach in modification of their study programs in order to fill the gap in cadets' education by activation of so-called "mobility windows.

The inventive character of the proposed project, based on the situation that, despite of growing importance of defense and security affairs within the EU's policy, there is still lack of initiatives that support and promote common education and international exchange of military students. Moreover, it is planned that the project consists of a pioneered product – the education program of international military semester.

The partner academies would reach the assumed goal by executing the following tasks:

1. Defining common programs content and its implementation to the international semester. Moreover teachers would also develop instructions for preparation of education content and tools (e.g. e-books, e-learning content, interactive classes supported by ICT) that would support students' education and virtual mobility.
2. Development of the comprehensive education program for the 1st level studies, conducted during the so-called "mobility windows (total value of 30 ECTS) and including practical training component (conducted in form of an intensive program).
3. Development of material and tools supporting the international semester's education program.

4. Implementation of international semester program – program pilot phase throughout the project.

Additionally, in accordance with the overall idea, the proposed project would also include an organization of side activities aimed at promotion and proliferation of an intellectual work effects.

The credibility of the strategic partnership bases on their long-lasting cooperation within multilateral programs such as the Erasmus Program, common international education projects, and constant mutual research and didactic events.

Considering all above mentioned, the partnership is convinced that the implementation of the project of proposed form, would positively affect a development of cooperation between military education institutions of the EU countries, especially in the area of common initiatives aimed at consolidation of higher education system, which would help to satisfy popular demands for more secure EU.

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GRANT AMOUNT:	261 870 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 2:	Supporting the implementation of the 2013 Communication on Opening Up Education
PRIORITY 3:	Improving the quality and relevance of higher education
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	International Cooperation; Teaching and Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2015-1-PL01-KA203-016919

TITLE:

TRAINING FOR ENERGY EFFICIENT OPERATIONS

DESCRIPTION:

Enabling energy efficient operations (EEO) is a target priority for policy-makers as 23% of CO2 emissions globally is attributed to business operations. However, SMEs lack the knowledge to implement such practices and achieve EEO due to lack of proper market oriented curricula offered by higher education institutions (HEI) that will enable the emergence of graduates suitable to tackle EEO concepts. Still, scientific/academic knowledge by HEI can provide solutions for this matter. Alternatively, the industry provides the realistic setting where scientific knowledge can be applied. However, to be effective, Industry-Academia collaborations should be based on mutual trust, commitment and knowledge exchange/sharing. One way of achieving this 'open communication' between academics and the industry, is through co-creation which is the cornerstone of open innovation practices in today's industry. For example, through co-creation, academia can gain useful input from industry, that will eventually lead to more market oriented curriculum and better prepared graduates capable to implement EEO. Hence, open innovation and co-creation between academia and industry/SMEs will highly increase HEIs capacity of producing graduates capable of being next generation leaders in EEO. To this end, the proposed project (Training for Energy Efficient Operations or TrainERGY) responds to this need by aiming to develop an innovative, evidence-based transnational training framework that will markedly improve the knowledge and skills of HEIs to produce more market oriented EEO curricula, reducing the barriers in this field. The specific objectives of TrainERGY are to:

- Establish transnational open collaboration between HEIs and SMEs across EU in order to address existing training needs in EEO.
- Define an open-innovation and co-creation framework that will enable a proper development of EEO curricula.
- Co-create EEO curricula with input from the industry/SMEs.
- Develop, implement and validate an innovative, evidence-based virtual learning environment (VLE) based on an already developed energy efficiency training tool where feedback from multiple stakeholders (academics, students, industry) will be evaluated and incorporated into the EEO curriculum in an open innovation and co-creation manner.

The project consortium comprises 8 key partners (3 universities, 1 academic research centre, 2 SMEs, 1 chamber of commerce and 1 SME association) from different sectors and countries (UK, Greece, Italy, Poland) who will co-create the envisaged EEO curriculum and will pilot it through an open innovation and co-creation VLE. The four academic partners from the consortium have been previously engaged into a project (PrESS) which delivered a training needs analysis (TNA) for SMEs as well as an online decision making/training tool for SMEs, both related to energy efficiency. In TrainERGY, the consortium will use its transnational, cross-sectoral, wide expertise and findings from PrESS in order to develop the following activities: Specialize the needs emerged from PrESS to the current context; Co-create with industry ECTS accredited EEO curriculum; Develop a VLE where feedback from stakeholders will be used to enhance the EEO curriculum; Implement transnational co-creation/training sessions and pilot the VLE; and ensure high quality of the outputs as well as a targeted dissemination and impact of the project. The expected impact for HEIs is the following: Enhancement of university-industry collaboration and better alignment of the curriculum to fit the EU market through co-creation with industry in an open innovation framework; Internationalization of higher education; Development of new cutting-edge (ECTS accredited) EEO curriculum and course delivery mechanisms (based on the latest technologies- VLE) increasing the value delivered to the students; Transnational mobility that will lead to opportunities for capacity building capitalized through high quality publications and strong networking for possible fund/grant applications. Similarly, industry/SMEs and other stakeholders will benefit from access to EEO strategies and skills, enhanced R&D capacities, transnational synergies and enhanced environmental policy compliance. On the long term, TrainERGY will lead to enhanced homogeneity of university-industry co-creation with more market oriented curricula and more skilled and EEO aware graduates. Additionally, enhanced homogeneity of EEO skills through transnational sessions and enhanced homogeneity of EEO innovation and know-how among the involved countries will be enabled which will lead to capitalized input for achieving EU2020, EU Digital Agenda and EU Higher Education Modernisation Agenda (in terms of achieving EEO and overall energy efficiency, digitalization of HEIs, new and innovative teaching and learning methods, internationalization, etc.). Social awareness/cohesion through the open VLE in relation to EEO practices will also be enabled.

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GRANT AMOUNT:	369 920 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Developing basic and transversal skills using innovative methods
PRIORITY 3:	Making the knowledge triangle work
TOPIC 1:	Energy and resources
TOPIC 2:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Education for Sustainable Development; Employability; Teaching and Training

PROJECT NUMBER:

2015-1-PL01-KA203-017072

TITLE:

BUILDING PROFESSIONAL HIGHER EDUCATION CAPACITY IN EUROPE

DESCRIPTION:

The EC Communication on Rethinking Education: Investing in Skills for Better socio-economic outcomes highlights significant discrepancies between countries across Europe in their development of VET and PHE. It specifically points out that while some European countries have world-class VET and PHE systems (Germany, Austria, Denmark and the Netherlands), many others, typically in southern Europe, lag behind in terms of participation, quality outcomes and attractiveness.

In countries with developed PHE systems, professional education is characterised by dual systems which have a high proportion of work-based learning, apprenticeships and other models which facilitate transition from learning to work. The communication further points out that excellence in PHE comes from systematically renewed curricula, constantly modernised delivery, and, crucially active involvement of businesses, especially small and medium enterprises (SMEs).

The differences in development of PHE across Europe is due to differences in socio-cultural traditions and perceptions, diverse structures of education and training systems and of the economy and labour market, reforms undertaken, the extent of involvement of social partners as well as the employment prospects of PHE graduates, and the preferences of individuals.

The objectives of this project are to:

- encourage institutions of professional HE to analyse their internal policies for cooperation between education, research and business
- implement improvements and reforms to policies and practices as regards cooperation with the world of work
- support the sharing of best practices with respect to interventions for strengthening the knowledge triangle
- design a set of supporting tools, in particular framework policies and/or implementation guides, to strengthen active cooperation between HEIs and partners from outside academia

The project involves policy- and decision- makers from 15 institutions of Professional Higher Education, who will collaborate within the structures set up by their national associations for PHE, who are members of the consortium. Through their participation in the project, each of these institutions will analyse their overall connection with the world of work, formulate improvements with the help of best practice in the field and mainstream these practices into institutional strategy.

The project proposed uses a definition of PHE, and additionally determined a set of core quality characteristics for Professional HEIs, based around three areas, developed during the Initiative on Harmonising Approaches to PHE in Europe (<http://haphe.eurashe.eu>):

- Policy & Strategy – PHE and the connection with the WoW embedded and represented in the overall strategic framework and policies of higher education institutions?
- Teaching & Learning – How is teaching and learning influenced through specific characteristics of PHE, in particular the connection with the WoW?
- Research, Development and Innovation – How is Research conducted in collaboration with the WoW integrated as part of a sustainable PHE, recognising that it might differ from level to level and is not implemented in all institutions yet?

The main outputs of the project will be:

- Self-Assessment Reports produced by 15 institutions, describing the extent and quality of their connections with the world of work
- Implementation Plans describing proposed improvements to policies and strategies to better cooperate with the world of work created and endorsed

- A Peer-Learning Event bringing together representatives from Institutions around Europe
- 70 best-practice cases collected and published, with at least 5 cases published under each HAPHE-criterion
- A set of supporting tools for PHE-business cooperation, in particular, framework policies, published as a best-practice implementation guide for Higher Education institutions

At local and regional level, the project will:

- foster improved collaboration between PHEIs and enterprises
- increase the choice of learning pathways available to students, in particular strengthening dual options involving a mixture of studies and work experience such as apprenticeships
- contribute towards addressing skill-shortages in key technical areas of employment
- enhance the quality of the professional experiences offered by PHEIs

At national level, the project will make recommendations to policy-makers as to measures to improve and enhance cooperation between academia and enterprises. Adoption of such recommendations should primarily facilitate the provision of apprenticeships by enterprises. Evidence suggests that this in turn would lead to lower levels of youth unemployment.

At EU level, the project will facilitate exchange of practice and increased cooperation between Institutions and Associations of Professional Higher Education.

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GRANT AMOUNT:	226 601 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Making the knowledge triangle work
PRIORITY 3:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Quality Improvement Institutions and/or methods (incl. school development)
TOPIC 3:	Regional dimension and cooperation
CLUSTER(S):	Employability; Improving the Quality of Education / Training Systems; Education for Sustainable Development

PROJECT NUMBER:

2015-1-PT01-KA203-013100

TITLE:

BLENDED ACADEMIC INTERNATIONAL MOBILITY

DESCRIPTION:

International exposure during studies has a significant impact on personal and inter-personal development of students and on their employability but there are several obstacles of different kind to international mobility. Innovative teaching paradigms are required in order to facilitate international exposure and to develop transversal skills required by the labour market. Blended mobility overcomes typical barriers to mobility allowing students to experience and take advantage of the benefits of mobility and international exposure. However, despite its added value, blended mobility is barely recognized as a serious alternative.

The blended-AIM purpose is to promote the employability of higher education students by means of blended mobility. Adopting the blended mobility paradigm in education removes barriers to mobility and promotes equity and inclusion. blended-AIM will provide the information, the tools and will develop and test specific teaching paradigms promoting the easy adoption of blended mobility to boost the internationalization and value to market of higher education.

blended-AIM aims to the sustainable promotion of higher education students' employability by means of blended mobility.

blended-AIM specific objectives are grouped in structural and pedagogical objectives.

Structural objectives: (a) settle the European Foundation for Blended Mobility, (b) foster internationalization of education and (c) deploy, test and disseminate an innovative blended mobility approach.

Pedagogical objectives: (d) promote students' employability through non-formal learning, (e) promote international experience of undergraduate students and (f) boost the provision and certification of transversal skills.

The mission of blended-AIM is to develop the European Foundation of Blended Mobility raising awareness to the benefits of blended mobility and providing the information, the tools and the best practices in a way that they can be easily reused and streamlined to promote the acquisition of transversal skills through non-formal learning and to increase the labour market relevance of higher education.

The blended-AIM consortium includes 10 partners: one company, a European Association and eight HEI covering several distinct but complementary study areas that are required to fully achieve the learning outcomes of the blended-AIM course unit.

With a focus on employability and the alignment of students' skills to the needs of labour market, blended-AIM will create the necessary infrastructure and resources to promote the take-up of blended mobility as a paradigm to increase the quality of higher education and provide increased opportunities for all.

The first year of the project will be devoted to investigate the current status of blended mobility in Europe and to develop the blended-AIM project course. The first pilot edition of the course will run at the Spring semester of the first year. At the second year we will deploy the European Foundation for Blended Mobility. At the third year we will address long term sustainability by reviewing the SWOT analysis with a focus on sustainability and drafting a list of activities to assure sustainability.

Throughout the project lifetime we will run three pilot editions of the blended-AIM project course involving 48 students. An annual workshop will be hosted by major European conferences on higher education to disseminate project results and to discuss core aspects related to blended-AIM.

It is expected that blended-AIM will (a) foster equity and inclusion by removing barriers in the access to internationalization and mobility, (b) promote transfer of innovation and raise awareness to blended mobility.

In concrete, blended-AIM will deliver the European Foundation for Blended Mobility portal, a certified blended mobility project course unit recognized by partner institutions and a blended mobility kit for students.

blended-AIM will impact all stakeholders along time. Short term impacts include: (1) increased mobility opportunities and (2) increased opportunities for professional development of the students from partner institutions, (3) more strategic and integrated use of ICT and open educational resources through the European Foundation for Blended Mobility portal, (4) improved international exposure of students and (5) improved understanding of employability drivers.

Long term impacts are expected to be reached in three years' time. Short term impacts are replicated in long term but with a deeper reach going beyond partner institutions. Besides those, other long term impacts are expected: (6) more positive attitude towards the European project and EU values, (7) greater understanding of interconnections between formal and non-formal education, (8) better understanding and recognition of transversal skills, (9) reinforced cooperation between the worlds of education and labour and (10) improved flow and transfer of knowledge geared by facilitated mobility.

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PARTNERS:	Odisee vzw, BE; GISIG GEOGRAPHICAL INFORMATION SYSTEMS INTERNATIONAL GROUP ASSOCIAZIONE, IT; UNIVERSITAET SIEGEN, DE; UNIVERSITAET PADERBORN, DE; FH JOANNEUM GESELLSCHAFT M.B.H., AT; THE GLASGOW CALEDONIAN UNIVERSITY, UK; TECHNOLOGICAL EDUCATIONAL INSTITUTE OF CRETE, EL; LUCA SCHOOL OF ARTS VZW, BE; European Association of Erasmus Coordinators, CY
GRANT AMOUNT:	389 556 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Developing basic and transversal skills using innovative methods
PRIORITY 2:	Improving the quality and relevance of higher education
PRIORITY 3:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Overcoming skills mismatches (basic/transversal)
CLUSTER(S):	Inclusion and Tolerance; Teaching and Training; Employability

PROJECT NUMBER:

2015-1-PT01-KA203-013106

TITLE:

ARTFUL LEADERSHIP: DEVELOPING THE NEW GENERATION OF SERVANT LEADERS THROUGH ARTS

DESCRIPTION:

Artful Leadership, developing a new generation of workers and leaders through arts is a collaborative effort, joining HEI, Research and SMEs, in an effort to challenge the business and leadership education in Europe.

The world is in turmoil. Globalization, technology, profound demographic changes, financial crisis, ethic dilemmas lead us to question the validity of our educational and management paradigms. The new generations arriving to the workforce have different expectations and demand for more ethical, people-centered management.

The future leaders are growing - socially, politically and economically - in the digital era and through a profound social, financial and economic crisis. These future leaders demand for purpose, meaning and connection and they will be working in organizations also shaped by the globalization of knowledge, markets and customers and the information and communication technology.

People management and leadership will be key leverages for Europe to assert in the global context and to take a strategic role as a knowledge based economy and an innovation space. Research has been showing that the traditional management and leadership paradigms are no longer answering the current challenges that organizations are facing and are not being able to answer the expectations and needs of the new generations.

"With such changes have come new priorities and responsibilities and it is in this environment that the theory of servant leadership has flourished as a management style for the redefined business world of today, one that can serve as a cornerstone for organisations wishing to build corporate structures based on stewardship, empowerment and trust. (Dirk van Dierendonck, RSM Insight 3rd Quarter, 2011)

In order to deploy new learning contents and training activities about a new leadership paradigm, one must be also prepared to answer to the learning challenges posed by a generation of active learners, digital natives and graphically/visually oriented. The relevance of concepts such as web based, open access, collaboration and creativity for the success of any learning activity designed for the new generations at work is critical.

Arts-based learning is defined as "a wide range of approaches by which management educators and leadership/organization development practitioners are instrumentally using the arts as a pedagogical means to contribute to the learning and development of individual organization managers and leaders, as well as contributing to organizational learning and development (Nissley, N. 2010)

Arts-based learning is intended to develop artful ways of working, knowing and perceiving and involves creative skills, capacities and capabilities that incorporate reflection, awareness, imagination, collaboration and adaptability (Darsø 2004; Gibb 2006; Turner 2006).

The main goal of Artful Leadership is to create innovative digital learning resources about Servant Leadership, supported by arts-based learning methods and deployed through different methods and techniques (e.g. digital storytelling, visual art, design thinking, etc.) to shape the future workers and leaders of Europe.

Thus, the project's value proposition can be summarized as follows:

1. Ground-breaking research: research conducted in Europe, useful to organisations, HEI and key-actors in Education and HR, by providing:
 - a clear picture on the impact of demographic and economic changes to the European labour market on the current management and leadership paradigms
 - a clear framework of Servant Leadership to be used as the basis for leadership development programmes

- means for HEI's and VET providers curricula modernisation and for political decision making through a clear framework of arts-based learning
- 2. New training contents: training contents will be developed upon research results and thus conveying new knowledge.
- 3. Use of arts-based learning: this brings innovation and creativity in pedagogy and a new approach to learning, especially in HEI, supporting the learner centeredcantered models and strengthening the relevance of transversal skills development
- 4. Accessibility of training: it will be available online, through digital media and in many different languages, thus facilitating access to a larger audience

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CONTACT:	Ana Barroca
PARTNERS:	FONDAZIONE ISTUD PER LA CULTURA D'IMPRESA E DI GESTIONE, IT; ERASMUS UNIVERSITEIT ROTTERDAM, NL; UNIVERSIDADE CATOLICA PORTUGUESA, PT; Storybag, NL; PANEPISTIMIO DYTIKIS MAKEDONIAS (UNIVERSITY OF WESTERN MACEDONIA), EL
GRANT AMOUNT:	389 620 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Making the knowledge triangle work
PRIORITY 2:	Developing basic and transversal skills using innovative methods
PRIORITY 3:	Supporting the implementation of the 2013 Communication on Opening Up Education
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Creativity and culture
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	New Technologies and Digital Competences; Teaching and Training

PROJECT NUMBER: **2015-1-PT01-KA203-013112**

TITLE:

ESSEMBLE – EDUCATION FOR DIGITAL FILM AND MEDIA ARTS

DESCRIPTION:

Essemble is a follow-up to a successful training program conducted between 2011 and 2015 under the funding of the EU's Media Program (EU Media program reference 1002TR029002PT). Essemble is focused on one specific training area – film and media arts – and the skills and competences future graduates and film schools need in order to face a changing media production and distribution environment.

Film is one of the areas where European Higher Education should have a leading role at an international level. Europe has the oldest and one of the strongest traditions of film education in the world, and Europe's HEI ability to foster and promote creativity as long been acknowledge. Over the last decade, film schools have been confronted with the challenge of integrating into their curricula and didactic approaches the novelties brought forward by the emergence of digital cinema and new consumption, production and distribution environments, while seeking to maintain their past artistic educational models and technical edge.

Essemble addresses the need of European Film and Media Schools for training and mobility activities that aim at the reinforcement of digital skills amongst arts students and teachers and the integration in the schools curriculums of new technologies, such as stereoscopic imaging, augmented reality and visual effects, which can foster new approaches to film. Essemble addresses the clear need for stronger and interdisciplinary training on the creative use of new technological tools for film, animation and media related content creation and production.

Essemble core objectives are:

- The provision of mobility and training activities that explore technical and artistic competences from both the animation and film realms, targeting film and animation students;
- The creation of a network of competences on digital film amongst all schools, trainers and local stakeholders involved in the project;
- The development and implementation of an interdisciplinary training program that builds on the successful experience of the previous Media's funded training and mobility activities;
- The production and dissemination of training materials on digital filmmaking and stereoscopic images;
- The organization of events, namely a conference, on digital filmmaking and the confluences between animation and film;
- The co-production between all schools involved in the consortium of 4 short-fiction films that depict the use of the technologies and artistic approaches being taught;
- The development of theoretical and critical reflections on the intersections between animation and film, and strategies to bring together didactic and pedagogical approaches from both these fields.

The target group for the project is each schools final year undergraduate and Master students. The project will involve a total of 80 students in the areas of film and animation and 22 teachers & staff from all different schools. During its duration, the project will also benefit other students and teachers from the schools involved as well as local professionals and stakeholders in the areas of film and animation production.

ESSEMBLE is organized along a 4X6X4 structure whereby, along a series of modules, all production stages are covered, in particular those that are crucial for the creation of concepts that extend the boundaries of traditional film production. This means:

- 4 schools;
- 6 training modules that follow the film production value chain;
- 4 films developed in co-production that will illustrate the taught competences;

We strongly believe this methodology will not only force the co-production mechanisms, but also ensure mobility and facilitate the acquisition of the foreseen competences. The main effects of the project will be the creation of a production and training network between the involved schools and partners, and the provision of training on a set of skills and competences that are crucial for film and animation future professionals. Other effects include the development of a digital portfolio for all schools and students involved and the making of a set of publicly available online training materials supported on a common digital repository, besides other didactic content such as the foreseen book and manual. Two other important effects will result from the circulation and dissemination of the films produced throughout the project and the definition of a curriculum and set of didactic approaches in these areas that will be used by the consortium to develop a common proposal for an Erasmus Mundus Joint degree Master course to be submitted by 2017.

In the long term, Essemble will deeply impact each of the partner schools' didactic approaches, curriculums and teachers skills; contribute to the improvement of future graduate employability, increase the ability of European filmmakers to explore the new possibilities offered by the digital medium and, overall, push the boundaries of European film and media content creation.

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PARTNERS:	LUCA SCHOOL OF ARTS VZW, BE; Moholy-Nagy muvészeti egyetem, HU; TECHNISCHE HOCHSCHULE KOLN, DE
GRANT AMOUNT:	283 310 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 2:	Improving the quality and relevance of higher education
PRIORITY 3:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Creativity and culture
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	New Technologies and Digital Competences; Teaching and Training

PROJECT NUMBER:

2015-1-R001-KA203-014972

TITLE:

QUALITY ASSURANCE OF CAREER SERVICES IN HIGHER EDUCATION

DESCRIPTION:

Recent studies (McKinsey 2013; Trendence Institute, 2013) highlight that in Europe, 74% of education providers were confident that their graduates were prepared for work, but only 38% of youth and 35% of employers agreed: the 27% of employers reported that they have left a vacancy open in the past year because they couldn't find anyone with the right skills. This means, that even when the jobs are available, young people often is not suitable for these positions. The link between Education and the labour market should be addressed, and career services in higher education can play a major role in improving the transition between education and labour market. In facts, high quality career guidance is a key component in the effort to help individuals into learning and work and to assist them to sustain employment and reach their full potential. However, this will require a re-thinking of the career service as it is in the majority of higher education institutions in Europe, that should include

- An improved general provision of guidance for career, that cannot be left at the very end of the study path of the students;
- A stronger relation with the labour market, as stressed within the Modernisation of higher education agenda;
- Reference standards for quality assurance that include all mentioned aspects and are integrated to the overall QA system of the institutions in Europe.

This should lead to

- Improved placement results;
- Increased retention rates, following the improved relationships with employers and the community, therefore providing qualified graduates in specific programs and fields that will increase job opportunities for students;
- Stronger recruitment and enrolment, as universities able to ensure enhanced employability of their students are able to attract more students.

The perceived need is therefore the establishment of quality assurance standards for career services, that encompass all aspects here above mentioned, therefore quality standards, organisational implications, university relations to the labour market, and implies an improved dialogue and understanding between concerned players.

The members of the consortium, which include universities, experts in guidance in higher education, networks of students, will work in QAREER to collect different points of view of the main players in the field (guidance professionals and QA reference persons at HEI, students, employers), to define quality standards for career services at HEI, to draft the guidelines for their integration into HEI, to test them in real settings in the countries of the consortium, consult and involve further universities of Europe within the process, to establish a community of experts able to support these processes, and deliver the Guidelines for QA of career service in Higher Education in Europe (QACS).

COORDINATOR:

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CONTACT:

Mihai Andronie

PARTNERS:

MELIUS SRL, IT;
The National Unions of Students in Europe, BE;
UNIWERSYTET PRZYRODNICZY WE WROCLAWIU, PL;
UNIVERSIDAD INTERNACIONAL DE LA RIOJA SA, ES;
UNIVERSITA DEGLI STUDI DI PADOVA, IT

GRANT AMOUNT:	144 541 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
TOPIC 1:	Quality Assurance
TOPIC 2:	Quality Improvement Institutions and/or methods (incl. school development)
CLUSTER(S):	Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2015-1-R001-KA203-015029

TITLE:

VOX EARLY MUS

DESCRIPTION:

VOX early MUS aims to improve the quality and relevance of higher music education through creating a joint master program on vocal early music small ensembles, at the excellency level. Under this frame, prestigious teachers, students and professionals from European conservatories and potential employment institutions will gather in order to exchange good practices on innovative methods and approaches in teaching, learning, assessing and performing vocal early music, taking into account four important dimensions: internationalization, vocal pedagogy, artistic performance and professional integration.

Having young specialized professionals in vocal early music appears as an evident need nowadays: quality, professionalism, true aesthetic values are the alternatives this music offers. There is a growing interest at the European level, shown by students, teachers and professionals, in exploring and understanding the richness of the early music repertoire, with its own particularities in terms of technical, aesthetic and stylistic aspects. Under these circumstances, implementing vocal early music for small ensembles in the university curriculum - as a joint master program - arises as a common need of the partner institutions. This new learning offer in music education leads the students and graduates to identify new professional competencies and wider career opportunities.

Partner institutions in VOX early MUS:

1. National University of Music Bucharest - coordinator (Romania)
2. Den Haag Royal Conservatory (Netherlands)
3. Joseph Haydn Conservatory, Eisenstadt (Austria)
4. Arrigo Pedrollo Conservatory of Vicenza (Italy)
5. Arrigo Boito Conservatory of Parma (Italy)
6. Association of European Conservatories - AEC (Belgium)
7. Fondazione Italiana per la Musica Antica - Rome (Italy)
8. National Choir Association - Bucharest (Romania)

VOX early MUS addresses both direct and indirect beneficiaries - as target groups. More than 90 students - from five European conservatories - who have the vocal skills, knowledge and a special interest in approaching and understanding vocal early music - will benefit of the intellectual outcomes of the transnational thematic meetings and will test the innovative teaching methods put in act during the Intensive Programs. 36 teachers from five European conservatories - who have a well-known expertise in the early music field - will be involved in the transnational thematic meetings and in the Intensive Programs - as the main activities of the project, elaborating two intellectual outputs: Curriculum design and development handbook on vocal early music small ensembles (O1) and VOX early MUS mastering excellence - an electronic didactic support (O2).

Activities carried out:

- Management activities
- Specific activities: Comparative study on vocal early music ; Curriculum design; Research on vocal early music rare repertoires; Standardized assessment criteria; Methodology on small vocal ensemble techniques; Preparing Opening concerts (during the 1st day of the Intensive Programs); Progress report; Information and promotion
- Steering groups (1/year)
- Transnational thematic meetings (5/year) having as a result an intellectual output: Curriculum design & development Handbook: joint master program on Early music small vocal ensembles
- Intensive Programs (1/year) having as a result an intellectual output: VOX early MUS - mastering excellence - electronic didactic support (DVD) comprising master classes, voice-labs, lectures, concerts, interviews with artistic personalities.

- Multiplier event - will be organized by the AEC and hosted by the National University of Music Bucharest in the last year of the project.

The project's tasks and responsibilities will be evenly distributed among the partners. Every institution will play an active role in the activities carried out by the project and in the intellectual outputs successful realization.

The project management - shared between the coordinator institution and the partners - will be responsible for the quality assurance of the planned and implemented activities, expected results, impact on the target groups and project sustainability.

The newly formed consortium on vocal early music pedagogy will continue to provide expert teachers and students in order to make functional the joint master program. Based on the principles and the intellectual outputs, this master program will ensure a clear and formalized structure, internationally-oriented towards the students and the employment market.

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PARTNERS:	CONSERVATORIO DI MUSICA "ARRIGO PEDROLLO" DI VICENZA, IT; Association Europeenne des Conservatoires, Academies de Musique et Musikhochschulen, BE; FONDAZIONE ITALIANA PER LA MUSICA ANTICA, IT; Asociatia Nationala Corala din Romania, RO; Joseph Haydn Konservatorium des Landes Burgenland, AT; STICHTING HOGESCHOOL DER KUNSTEN DEN HAAG, NL; Conservatorio di Musica Arrigo Boito, IT
GRANT AMOUNT:	280 461 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Making the knowledge triangle work
PRIORITY 3:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	Creativity and culture
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	International Cooperation; Teaching and Training

PROJECT NUMBER:

2015-1-R001-KA203-015089

TITLE:

ENVIRONMENTAL LEARNING INNOVATION FOR MORE KNOWLEDGE AND BETTER JOBS

DESCRIPTION:

At the global level it is already known our dependence on a healthy environment and the fact that environmental problems go over national and regional borders. To achieve this aim we need adequate training and access to higher and actual skills through better education and training systems. Mutual learning in field of environmental engineering between important and experimented actors in European higher education system using the exchange of good practice and implementing innovative tools and instruments is the rationale of the EnvYJobs project.

EnvYJobs project will contribute to the fulfilment of long-term EU objective concerning the environment as to achieve levels of water, air and soil quality that do not result in unacceptable impacts on, and risks to, human health and the environment. This is becoming possible by establishing as a general objective the development of an educational open resource e-learning platform allowing easy understanding of complex environmental engineering issues.

The Pursued Objectives of the Project (POP) are:

POP1. The development and implementation of 6 courses and related laboratory works with remote access which will address to the following environmental concerns: Design, ModelingModelling and Simulation Techniques for Wastewater Treatment Processes; Soil and Air Quality Monitoring Techniques; Sustainable Drinking Water Supply Systems; Closing the NEW-resource cycle through a zero-emission water management system; Geo information technologies for Environmental Changes and Pressures Assessment; Flood Hazard Assessment. The entire study module is called EnvYJobs and for each course appropriate teaching materials is provided: syllabuses, electronic courses (e-books), CD books, virtual laboratories and webinarswebinars.

POP2.The making of an e-learning platform with a dedicated curricula in field of environmental engineering (EnvYJobs e-learning module). Educational staff, students and other stakeholders will have real-time remote access to innovative Open Educational Resources.

POP3. Providing solutions for teachers, educational staff and students with the aim of their immersion in the remote experimentation environment through innovative ICT technologies and mutual learning. For acquiring or improving the use of ICT, for learning digital competence, all the participants will be the beneficiaries of Users guide for e-learning platform.

POP4. Implementing e-learning module at partners universities through testing of the e-learning module with virtual lectures, virtual laboratories (e-learning, e-Labs tutorials, webinarswebinars, video labs, evaluation) and live laboratories.

POP5. Wishing to respond as quickly and better possible both the employment needs of students trained in environmental engineering field and employability correlated with the labour market needs, the development of a database is previewed. This is including information from both directions: about the environmental specialists trained in the framework of the project (attended courses, evaluation results, rankings) and related to potential employers in the environmental field: students and employers database in order to facilitate their interaction.

The target group of the project is composed of 120 students enrolled in the University POLITEHNICA of Bucharest (CO-UPB), Romania, Saxion University of Applied Sciences (P1-Saxion), Netherlands and University of Trento (P3-UNITN), Italy, students with education level B.Sc. degree and M.Sc. degree. Of the total 120 students, 70 will come from CO-UPB, 30 from P1-Saxion and 20 from P3-UNITN. The project target group also includes 12 trainers which will be involved in training sessions of students. The 12 teachers/trainers will come from partner institutions as follows: 4 from CO-UPB, 3 from P1-Saxion, 2 from P2 - TEI CM (Technological Educational Institute of Central Macedonia, Greece) and 3 from P3-UNITN.

The EnvYJobs e-learning platform will integrate innovative tools for higher education in environmental engineering field. The project implementation will provide: 1 innovative curricula containing e-learning solutions, 6 e-books, laboratory technologies (e-labs and video laboratories) related to 6 courses content and live laboratories which are allowing understanding of environmental issues; 1 database for students and stakeholders. In this way, the project implementation will ensure: satisfaction of students requirements, well-trained students for labour market in field of environmental engineering, and a real example for good practices that could be multiplied at a larger scale and, also in other study fields and education levels.

The project will allow to partners to build a collaboration, change ideas, share experiences and good practices in order to maximize the benefits of their expertise on the educational processes as quality of education needs to be considered permanently.

COORDINATOR:	POLITEHNICA UNIVERSITY FROM BUCHAREST SPLAIUL INDEPENDENTEI 313 SECT 6 060042 BUCURESTI, Romania http://www.upb.ro
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PARTNERS:	UNIVERSITA DEGLI STUDI DI TRENTO, IT; Technological Education Institute of Serres, EL; STICHTING SAXION, NL
GRANT AMOUNT:	282 260 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	Making the knowledge triangle work
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	New Technologies and Digital Competences; International Cooperation; Teaching and Training

PROJECT NUMBER: **2015-1-R001-KA203-015108**

TITLE:

LEGAL INFORMATION TECHNOLOGY COMMUNITY - LITC

DESCRIPTION:

The project is based mainly on developing an innovative approach for addressing the target groups, providing more attractive educational programmes, in accordance with the individuals' needs and expectations. The EU Modernisation Agenda envisaged, among others, raising the number of graduates at university level, improving the quality and relevance of higher education, strengthening the knowledge triangle. The European Commission's Rethinking Education initiative has identified that the 'digital revolution brings important opportunities for education' and the need 'to scale-up use of ICT in learning and teaching'. EC Communication on Open Education 2013 promotes the new teaching and learning methods, especially the integration of a large variety of studying models (distance, part-time, modular) through new personalized learning forms, virtual and blended mobility, blended and virtual learning platforms.

In this context, the project is based on an integrated approach, which means 3 components: education, research and business. In this respect, the project will develop a master program - Social Media Manager - based on a employers needs assessment analysis and building a IT virtual learning platform, which will support the master program.

In this respect, the platform will contribute to on-line development of educational resources, which will be more flexible and easy to be updated by the universities, ensuring support for educational practices in blended system. The development of the curricula for the master programme will be based on a research of the on-line area, that will reflect the trends, perspectives and adequate tools that can be used.

The project objectives are:

- diversification of the high education offers
- development of a master programme - Social Media Manager, based on a collaborative, comprehensive and accessible IT platform
- enhancing the links between education and labour market
- exchange of experiences and best practices between the project partners
- raising the use of ITC tools in learning and teaching processes
- dissemination of the Master programme - Social Media Manager, best practices and extension the cooperation through the project partners networks, that will generate the extension of the application area of the master programme

The consortium consists of 2 Romanian Universities (Danubius University and Tibiscus University), 1 university from Spain - UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA, 1 university from Italy - Second University of Naples and 1 NGO from Romania - LEGALITC - which has competencies in law and informational society.

The project implementation methodology is based on project management principles, including the efficient financial management component. The project implementation is based on a circular model of quality insurance. The project activities plan is divided in 3 phases, which contains tasks contributing to the project objectives achievement:

Phase I Preparation: A1 Project Management; Phase II Implementation, monitoring: A2 Elaboration of the master programme curricula - Social Media Manager, A3 Development of the IT platform, A4 Elaboration of the accreditation procedures for the master programme - Social Media Manager and A5 Dissemination (organization of 6 dissemination events); Phase 3: Follow-up: Elaboration and implementation of a sustainable follow-up plan for ensuring the project results transferability to other universities/organizations/institutions.

At the dissemination events that will be organised in Romania, Spain and Italy will participate 180 people (employers, students, etcetc.).

Impact on the partnerspartners' organisations: during the project implementation the project partners will discover new teaching and learning methods through the IT and the LEGALITC that will develop and manage the IT platform and maintaining the relationships with employers, will improve its capacity of managing and coordination a university network and aan IT tool for teaching at university level. Through the development of the Master programme at the partnerspartners' level, it will be developed the universities educational offers, with a strong innovation component. After the project implementation, the partners will improve the curricula and contribute to the raising of the students employability, through ensuring the links between universities and employers representativesrepresentatives.

COORDINATOR:	DANUBIUS UNIVERSITY OF GALATI UDG BULEVARD GALATI 3 800654 GALATI, Romania www.univ-danubius.ro
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PARTNERS:	Universitatea Tibiscus din Timisoara, RO; UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA, ES; Asociatia Internationala pentru Drept, Cultura si Societate Informationala-Legalitc, RO; SECONDA UNIVERSITÀ DEGLI STUDI DI NAPOLI, IT
GRANT AMOUNT:	112 445 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 2:	Making the knowledge triangle work
PRIORITY 3:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
TOPIC 1:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Teaching and Training

PROJECT NUMBER: **2015-1-R001-KA203-015185**

TITLE:

FROM THEORY TO PRACTICE – INTERNATIONAL TEACHING IN FIELD ARCHEOLOGY IN ROMAN SARMIZEGETUSA

DESCRIPTION:

The Project „From Theory to practice – International Teaching in Field of Archeology“ had started from the need identified by us refers to the lack of a coherent learning program at European level in the archaeological field-school for developing students archaeological entrepreneurial abilities. Although the shift towards commercial small-scale enterprises has been identified as the most important professional outcome of the extensive funding and job-cuts in the post-2008 archaeological world in UK for example (according to studies conducted by the Chartered Institute for Archaeologists - CIFA; formerly IFA) there is currently little emphasis on increasing the awareness of archaeology students towards the great diversity of entrepreneurial, skill-based career opportunities in archaeology, and no university programmes in UK and Europe with a formal curriculum on the subject. Thus, although archaeology is traditionally taught in many universities in Europe, only few graduates are aware of their great potential in providing specific specialist skills within an entrepreneurial framework; therefore, they find insertion in the traditional job market to be very difficult and only few of them are able to develop successful careers in archaeology.

Among the causes that led to the identified problem are:

- poor opportunities for sharing know-how among research-active staff involved in educating students and for collaboration with other institutions employing qualified personnel in the field of archaeology;
- shortage of good practice models in archaeology aimed at developing entrepreneurship among young people and of working tools for the acquisition and recognition of skills and competences acquired in an archaeological field school at European level;
- low level of international and interdisciplinary collaboration in archaeology among teachers, researchers or students.

The aim of our project is the creation, adoption and promotion of a coherent model of non-formal and informal learning, and the development of cross-border competences and of professional and transferable transversal skills for the European students within the framework of the archaeological field school at Sarmizegetusa, in order to facilitate the achievement of entrepreneurial awareness and practical experience useful in student mobility within a trans-European professional labour market.

Our objectives are:

1. To increase the quality and relevance within the labour market and high education in archaeological field schools for students through innovative practices encouraging critical thinking in the study of classical antiquity; use of IT in archaeological recording & heritage presentation; and virtual cooperation in research among the students.
2. To promote the employability-focused education in archaeology, with particular emphasis on practical skills entrepreneurship and on increased contact between educators and employers in the field.
3. To innovate, develop and adapt a working methodology for the teaching and recognition of archaeological competences and skills of students to the field school from 2016 and 2018 at Sarmizegetusa.
4. To consolidate the professional development and cross-border cooperation of 10 researchers from 5 European institutions working in high education in the field of archaeology through an innovative combination of non-formal and informal learning pattern and increase the quality of high education in the archaeological field school from Colonia Sarmizegetusa.
5. To increase the active learning and abilities for professional insertion of 40 European students through interdisciplinary and international cooperation through undertaking discrete collaborative research projects.
6. To develop active European citizenship among the students in protecting and promoting our shared European archaeological heritage.

In our project we planned a set of activities on a 30 months plan that is approaching each objective. The main activity are related with the intellectual outputs of the project (A International Curricula and a Manual of learning methods on archaeology) and includes besides management activities also two ISP for testing and updating the above mentioned outputs, 4 multiplier events that aims the dissemination of the results and 4 transnational project meeting.

With this kind of intervention, we can start resolving this problem and as an impact we will have innovative and updated learning models, adapted to the current social environment and which will stimulate students in their professional development and entrepreneurship. We hope that our actions will help archaeology graduates to be easier inserted in job market and after a while we will have an increase of interest of European students in careers in archaeology. Also, as a positive impact on profession-specific learning, it will become relevant, thus determining an increase in the numbers of relevant teaching staff.

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GRANT AMOUNT:	122 950 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Developing basic and transversal skills using innovative methods
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Research and innovation
CLUSTER(S):	International Cooperation; Teaching and Training; Research and Innovation

PROJECT NUMBER:

2015-1-R001-KA203-015198

TITLE:

KNOWLEDGE PLATFORM FOR TRANSFERRING RESEARCH AND INNOVATION IN FOOTWEAR MANUFACTURING

DESCRIPTION:

Knowledge 4Foot (K4F) project aims to contribute at fostering the excellence in training for footwear manufacturing by linking the three areas of education, research and business oriented innovation in order to demonstrate good practices of cooperation and to bridge the worlds of education and work.

In order to achieve this aim, the project has following objectives: 1) to set-up a new Knowledge Platform for transferring research and innovation for footwear manufacturing where the HE students will receive project-based training into a virtual environment by simulating all developing stages of the research projects and having as starting point the real identified needs in leather and footwear companies; 2) to develop active collaboration among education, business community and research in order to assess the skills needs on innovation, research, development and technological transfer; 3) to design a common curriculum and related e-learning content which incorporate creative thinking, problem solving approach and project-based learning for virtual internship in a Knowledge Platform for transferring research and innovation.

Based on the authentic and adequate needs of both actual business environment and learning and training programs for managers, engineers/technicians and designers in footwear sector, the K4F project will contribute at developing sustainable solutions to attuning curricula for placement/internship in order to develop skills and competencies in area of project-based work focused on research, innovation and technological transfer. Thus, the K4F project will have a significant impact on the development of education and training and it will bring added value at EU level.

K4F project will propose, develop, test and evaluate contents and methodological solutions by developing synergies between different fields of higher education and training for educating and training the next generation of managers/ engineers/ technicians/ product and process developers/ high skilled workers that will be able to understand innovation, to perform applied research activities and to transfer the newest technological inputs from research to leather and footwear companies from partner countries and elsewhere in Europe.

The virtual internship undertaken by the target group within the framework of the Knowledge Platform for transferring research and innovation in footwear manufacturing will stimulate innovative and creative mind-sets of students and trainees, in order to allow for applying their knowledge and research insights. The universities running courses for managers, designers and engineers/technicians will adopt this virtual internship as preparatory stage for learners' placements into a real company, and the business community (SMEs and research centres) will be in contact with future employees in the early stages of the learning/ training process for accumulating mix of skills and competencies for a highly demanding labour market .

COORDINATOR:

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CONFEDERATION EUROPEENNE DE L'INDUSTRIE DE LA CHAUSSURE ASBL, BE;
CREATIVE THINKING DEVELOPMENT, EL;
THE RESEARCH COMMITTEE OF THE TECHNICAL UNIVERSITY OF CRETE, EL;
INSTITUTUL NATIONAL DE CERCETARE-DEZVOLTARE PENTRU TEXTILE SI PIELARIE, RO;
CENTRO TECNOLÓGICO DE CALZADO DE PORTUGAL, PT

GRANT AMOUNT:

229 576 EUR

CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Making the knowledge triangle work
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 3:	Improving the quality and relevance of higher education
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Research and innovation
TOPIC 3:	Open and distance learning
CLUSTER(S):	Teaching and Training; Research and Innovation; New Technologies and Digital Competences

PROJECT NUMBER:

2015-1-SE01-KA203-012302

TITLE:

INSIDE OUT – OUTSIDE IN. BUILDING BRIDGES IN TEACHER EDUCATION THROUGH ENCOUNTERS WITH DIVERSITY

DESCRIPTION:

The challenges and opportunities of diversity are at the heart of the European project with socioeconomic diversity, increased migration and arrival of refugees adding to the breadth of European identity. European schools are increasingly finding themselves on the frontline expected to be able to deal with diversity-related issues. Opportunities to experience diversity as educational enrichment are too often lost. Teachers struggle with inadequate pedagogical repertoires to work with and put into value diverse pupil populations and wider communities. Neglected groups and individuals too readily drop out from education as a result of an inadequate learning environment.

This project aims to address the diversity challenge and its negative consequences by improving the provision of intercultural competence and understanding in pre- and in-service teacher education. We contend that by broadening teachers' pedagogic repertoires, awareness and understanding of diversity, the number of early school leavers will be reduced and diversity can be an enrichment rather than a challenge for European education.

The objectives of this project are to:

1. increase student teacher knowledge, awareness and understanding,
2. involve student teachers in developing intervention and compensation measures designed to keep pupils in education and increase the resilience of at-risk pupils,
3. educate student teachers to build bridges between formal, non-formal and informal education drawing on the resources and potentials of different local educational communities,
4. build capacity in innovative, cross-disciplinary teaching and research methodologies at all partner institutions
5. design a module to be implemented in teacher education programmes widening the provision of intercultural education in pre- and in-service contexts.

The participants from eight higher education institutions create a broad base of expertise for the project and key channels for the implementation of the resulting module. The participating institutions represent expertise in drama and arts-based education, adventure and language education, cultural geography, ICT, teacher development and action research. The partners have a track record of positive collaborations and shared interests, with complementary areas of expertise. In addition, 96 teacher students from all eight institutions and different disciplinary backgrounds will take part in the intensive courses. Other stakeholders, such as decision makers in the education systems as well in service teachers will be addressed.

The activities of the project divide into project management activities and educational tasks. Project management includes planning meetings, project evaluation and dissemination tasks divided between the partners. Educational tasks include three intensive courses and cross-disciplinary methodologies, developing and piloting the course. Dissemination tasks include online publishing of resources, a pedagogical guide for teachers and multipliers, as well as publications in teaching oriented pedagogical journals.

The methodology draws on action research principles to build cross-disciplinary capacity among staff and at partner institutions. The three intensive courses with students from partner universities will include applying and trialing pedagogical repertoires and competence building among student teachers. Student participation will be evaluated in order to further develop the course and handbook throughout the project. The results of the project will be disseminated via evocative reports and conventional research papers in order to raise awareness among stakeholders.

The results and impacts targeting teacher education at all levels include:

1. the design and implementation of a cross-disciplinary module for teacher education using innovative, interdisciplinary research and practice-based models of teaching,

2. the provision of online resources including the course design, an accompanying handbook to guide methodological innovation, and informative articles on diversity in education.
3. development of research and pedagogical expertise at the partner institutions in the field of diversity and intercultural awareness with regard to different forms of learning
4. a stable cross-disciplinary network in the field of teacher education among the partner institutions, to enhance further cooperation
5. enriched understanding and broader pedagogical repertoires among participating student teachers.

Long term benefits include:

1. raising and sustaining positive attitudes towards diversity among future and current European teachers;
2. preparing common ground for greater transnational European teacher education,
3. facilitating the integration of neglected groups, including migrants and refugees,
4. embedding diversity within European identity,
5. the development of cross-disciplinary educational innovations and methodologies in pre- and in-service teacher education.

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Per Simfors

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JYVASKYLÄN YLIOPISTO, FI;
EUROPA-UNIVERSITÄT FLENSBURG, DE;
UNIVERSITY OF CHESTER, UK;
TARTU ÜLIKOOL, EE

GRANT AMOUNT:

243 115 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Improving the quality and relevance of higher education

PRIORITY 2:

Supporting schools to tackle early school leaving (ESL) and disadvantage as well as to address all students from the lowest to the highest end of academic spectrum

PRIORITY 3:

Strengthening the profile of the teaching professions

TOPIC 1:

Early School Leaving / combating failure in education

TOPIC 2:

Intercultural/intergenerational education and (lifelong)learning

TOPIC 3:

New innovative curricula/educational methods/development of training courses

CLUSTER(S):

Teaching and Training; Inclusion and Tolerance

PROJECT NUMBER:

2015-1-SE01-KA203-012307

TITLE:

NORDIC PARTICLE ACCELERATOR PROGRAM

DESCRIPTION:

Europe will invest large sums on particle accelerators in the coming years. The investments are needed in order for Europe to be competitive in areas like material sciences, biomedicine, health care, physics and chemistry. A consequence of the efforts is that the demands for skilled scientists and engineers in accelerator technology increases. Hence, our proposed NPAP strategy is to implement new activities for exchanging good practices and promoting academic program in the field of accelerators. We propose a program for the development of teaching materials and courses in accelerator physics and technology, in particular intended for students from the northern part of Europe. The objective is to ensure future European accelerator expertise that can exploit, develop and improve current and future particle accelerators. The Nordic Particle Accelerator Program (NPAP) aims to broaden the opportunities for education in accelerator physics and technology and to introduce students to the field of accelerator physics. Ultimately, we hope to encourage students to conduct their masters / Ph.D. project in accelerator physics. In addition, the involved partner institution actors, will exchange experience with respect to the courses and the seminars organized in partner institutions. The program is structured in 3 work-packages: WPO1: 2 accelerator schools: Nordic Particle Accelerator Schools, NPAS, preparation and implementation WPO2: MOOCs and e-learning materials: preparation and implementation WPO3: Seminar, webinars and other networking activities WPO1. Preparation and implementation of two summer schools for European students: the Nordic Particle Accelerator School (NPAS). NPAS will be organized by the seven partners in the project, i.e., the MAX IV Laboratory, the European Spallation Source (ESS), and the universities in Lund, Uppsala, Aarhus, Oslo and Jyväskylä, with support from silent partners of several European universities and research institutes. NPAS will act as a feeder school for JUAS by preparing students at Bachelor/early Master for JUAS' intensive university-accredited programs. All of these partners are very active in the accelerator science and complement each others. WPO2. Preparation and implementation of a MOOC. The advantages with MOOCs over regular campus teaching is for example:- the possibility to reach/inform/teach large communities of learners (also representatives from companies/organisations)- synergy effects - the inbuilt capacity of the platforms to host discussions between people with completely different backgrounds and experiences that can offer different perspectives on course content- the ability to promote the ESS/LU globally- big data gathering- recruiting - targeted strategy to identify which candidates are most likely to not only have the skills their organization needs, but which ones are staying current in their field, are learning new skills, and which ones are motivated. WPO3. To complement the teaching aspect of WPO1 and WPO2, we propose to establish and strengthen a network between the partner institutions, while organizing seminars, webinars and events related to accelerator sciences. The NPAP will have a large impact on the education of accelerator science in Europe and in the exchange of students at masters and bachelors levels. It will also convey opportunities to employment for newly graduated students from all of Europe. Finally, the potential longer term benefits of this program is the intrinsic nature of the MOOC connected to the accelerator school series supported by the new network in the Northern part of Europe.

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EUROPEAN SPALLATION SOURCE ESS AB, SE;
UNIVERSITETET I OSLO, NO;
UPPSALA UNIVERSITET, SE

GRANT AMOUNT:

327 725 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Improving the quality and relevance of higher education

PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 3:	Developing basic and transversal skills using innovative methods
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Employability; International Cooperation; Teaching and Training

PROJECT NUMBER: **2015-1-SE01-KA203-012314**

TITLE:

NEXT MOVE

DESCRIPTION:

There are no joint modules within artistic HEIs in Europe.

The laborlabour market for the dance and music teacher is expanding and rapidly changing, hence a new definition of the role of the teacher in these art fields is required as well as a clarification of the new demands the teacher is expected to handle.

In order to be able to continue educating highly skilled teachers in dance and music who are well prepared to meet the unpredictable, flexible and immensely diverse society we as HEI are challenged to address new circumstances and necessities for our former students. Thus our educational programmes need to be adjusted accordingly and our students develop entrepreneurial skills and new didactic methods to be able to meet the new pressing needs where inclusion is being addressed as a key element.

The three partners in NEXT MOVE project are highly-selective and leading HEIs in music and dance. Each of which brings in specific expertise into the project: Stichting ArteZ focusing on the interdisciplinary between schools and the external contexts and highly evaluated didactic knowledge: RAMA with expertise in entrepreneurial skills and mind set as well as a holistic approach and elaborated work with group dynamics and DOCH with a research milieu and a platform for norm critical perspectives and broadened recruitment.

The main focus of NEXT MOVE is to create a sustainable, long term joint module which will be implemented within each partners' curricula upon the project completion. In order to gain knowledge on the societal needs the three participating artistic HEIs will each conduct a laborlabour market research in their country in which a broad spectrum of partners and stakeholders will be involved.

Different kinds of collaboration have been taking place between HEIs but this is the first time a long term joint module in dance and music is created. The different actors involved in this project are professors, teachers, students and administrators in close collaboration and involvement with external partners.

General objectives:

- to use the positive power of arts as a way to reach and include more and all target groups in our multi-cultural and diverse European society
- redefine the profession of the dance and music teacher and change the educational programmes' content and curricula within the participating institutions in order to more successfully educate future students in relation to society's expanding needs

NEXT MOVE aims at covering the following main activities:

- a laborlabour market research in each participating country regarding the dance and music fields, their needs and demands. It will be conducted through both a survey and interviews with alumni, laborlabour market partners and relevant stakeholders.
- a set of learning/teaching/training activities regarding the central aspects of the project such as the expanding laborlabour market, entrepreneurial skills, norm critical perspectives on the accessibility of dance/music to a diversity of target groups, research on learning processes and exploration of and finding new didactic methods and tools.
- an intensive study project in which the teachers and students try and carry out a pilot of the future Joint Module in order to evaluate the course and make relevant adjustments before it is implemented in each partners academic offer on project completion.

The project will carry out 3 intellectual outputs:

- 1) A sustainable join module on Dance and Music Didactics
- 2) A manual on new methods for teaching dance and music

3) A digital student portfolio

For the coordination of the actual activities and the continuous development of the addressed intellectual outputs, the three HEIs will organize ten Transnational Project Meetings. In addition, there will be four Multiplier Events. The specific purpose of these events is to disseminate the results and the findings of the project and they will be held at mid-term and at the end of the project. A total amount of app. 100 external partners and stakeholders will participate.

The following final results are expected:

- a joint platform for continuous collaboration for the mutual development of the educational programmes at each artistic HEI
- better understanding on the need of a critical perspective on practice, target groups and the accessibility of art in order to make sustainable change regarding inclusion and expanding of the field of arts
- a more accurate and updated notion of the needs and necessity of the national and European/international laborlabour market
- on the students and teachers part; development of knowledge, insight, skills and concrete methods and tools for working within the rapidly changing and expanding laborlabour market
- development of a view on new methods for training dance and music
- impact on the educational programmes at other artistic HEIs
- impact on the discussion and work within HEIs regarding topics of inclusion and participation of a broader range of target groups

COORDINATOR:	STOCKHOLM UNIVERSITY OF THE ARTS LINNEGATAN 87 10450 STOCKHOLM, Sweden http://www.uniarts.se
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PARTNERS:	Det Jyske Musikkonservatorium, DK; Stichting ArtEZ, NL
GRANT AMOUNT:	220 050 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Strengthening quality through mobility and cross-border cooperation
PRIORITY 3:	Promoting empowerment, participation and the active citizenship of young people.
TOPIC 1:	Inclusion - equity
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Inclusion and Tolerance; Teaching and Training; Employability

PROJECT NUMBER: **2015-1-SE01-KA203-012315**

TITLE:

INCREASING STUDENTS RESPONSIBILITY FOR THEIR OWN LEARNING THROUGH THE USE OF INNOVATIVE PEDAGOGICAL APPROACHES

DESCRIPTION:

The problem we want to address is the quality of learning of our students in the transition between higher education and work. Education programmes contain internships at companies. The benefit for the student varies depending on the supervisorssupervisors' interests and skills. Large companies tend to offer better guidance than small companies, which means that students get different value from their internships. For a long time we tried to improve the supervision in order to reduce the differences, but in this project we will instead focus on making our students more responsible for their own learning in order to decrease their dependence on quality of supervision. How can we teach our students to take on a greater responsibility for their own learning, both in higher education and at work?

Relating to a scale representing professional development from novice to expert (novice – advanced beginner – competent – proficient – expert) students use to leave higher education as advanced beginners, some of them even as competent practitioners. Once at a workplace they have to acquire additional knowledge independently to reach the level of proficiency and, in the long run, the level of expertise. The ability to take own responsibility for the acquisition of knowledge at work is thus decisive for the success in further professional development.

The objectives of the project are:

(a) The overall objective of the project is increased responsibility for the own learning among students during higher education and upon entering professional practice

(b) To reach (a) the project will develop a toolbox of several pedagogical approaches in order to help students to become more responsible for their own learning: flipped learning, entrepreneurial approach to learning, co-creative learning, project work, counselling/coaching, and formative assessment.

Target groups: teachers.

Beneficiaries: students at all stages of their studies, pupils at the end of school, companies and institutions.

Our project is particularly relevant for two of the eight key competencies for life long learning highlighted in the EU policy documents: learning to learn and sense of initiative and entrepreneurship. It is in line with the EU horizontal priority Developing basic and transversal skills using innovative methods

We want to influence, students, teachers, workplace supervisors, employers and other relevant actors at the work market to recognise importance of self- responsible learning and to learn more how responsibility for the own learning can be increased through the use of new pedagogical approaches. In the longer perspective, after the project funds have ended, we expect to contribute to a better employability of the young adults entering the European labour market.

The pedagogical toolbox will be available to target groups in different forms of documentation and in form of courses and training for teachers. Media in which approaches will be documented will be: text (reports, articles, guidelines and best practice documents), film, pictures, internet, oral presentations at workshops and conferences. Project results will be produced in partner languages (Swedish, German, Dutch, Romanian) and in English.

Partners that will participate in the project will be:

Xenter Botkyrka, Sweden

Jade UAS, Wilhelmshaven, Germany

Windesheim UAS, Netherlands

Worms UAS, Germany,

Faculty of Architecture and Urban Planning, Technical University of Cluj-Napoca, Romania.

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COORDINATOR:	Xenter Botkyrka Utbildningsvägen 3 147 40 Tumba, Sweden www.xenter.se
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PARTNERS:	Stichting Christelijke Hogeschool Windesheim, NL; FACHHOCHSCHULE WORMS, DE; JADE HOCHSCHULE WILHELMSHAVEN/OLDENBURG/ELSFLETH, DE; UNIVERSITATEA TEHNICA CLUJ-NAPOCA, RO; BBS 1 WHV - Kooperationsbüro IBJ, DE
GRANT AMOUNT:	350 234 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Developing basic and transversal skills using innovative methods
TOPIC 1:	Key Competences (incl. mathematics and literacy) - basic skills
TOPIC 2:	Pedagogy and didactics
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching and Training; Employability

PROJECT NUMBER:

2015-1-SE01-KA203-012338

TITLE:

RAINBOW NETWORK: EDUCATION FOR TRANSCULTURAL COMPETENCE AND FAMILY HEALTH

DESCRIPTION:

This project aims to develop transcultural competence in health and social care students and future professionals by creating a shared b-learning module with a focus on policy, research and best practice in the field of Family Care. This module will closely consider background, culture, education, health and social work needs in different and international settings.

The objectives of the project are to gather and critically analyse policy, research and best practice evidence from national; European and international sources. Our goal is to identify the extent of the families needsfamily's needs in a multicultural society, the involvement of academics from the partner institutions, students and practitioners from health and social work services to explore and based on the evidence subsequently identify the content of the shared e-learning module. This will ensure that our final product meets students and professionals expectations regarding future professionals and service needs.

Due to families changing needsneeds, family care in a multicultural society requires access to practitioners from health and social care who have a shared knowledge of their complex needs and the shared interventions and approaches necessary to meet them in the future.

The project will work with ICT professionals, lecturers and reputed experts to design, build and develop the shared module, its website content, assessment tools and effectiveness testing after piloting all stages. A strong partnership among the participating institutions is present to enhance the process. The final module will be available for health (nursing, physiotherapy, speech therapy, occupational therapy, dietetics) and social care students.

In order to develop this program, an iterative methodology will be used involving best literature identification and analysis, interactive sessions and workshops for academics, students and practitioners to identify future needs, best practice and module content and assessment. Those sessions will contribute to design and piloting the b-learning module and subsequent implementation of the final learning module on transcultural family care across the five partner institutions.

Student involvement will be secured through their participation in yearly Intensive programmes and its feedback will contribute to the programs improvement and final program design. It is anticipated that the results will set out the evidence of the range of family care and their complexity to inform the content of the shared b-learning module.

The final product and MOOC will be delivered collaboratively by the five partner universities-high education institutions as part of a sustainable and longer term work programme focusing on further shared b-learning modules, publications and research opportunities.

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GRANT AMOUNT:

198 395 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Supporting the implementation of the 2013 Communication on Opening Up Education

PRIORITY 2:	Developing basic and transversal skills using innovative methods
PRIORITY 3:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 3:	Open and distance learning
CLUSTER(S):	Teaching and Training; Improving the Quality of Education / Training Systems; New Technologies and Digital Competences

PROJECT NUMBER: **2015-1-SE01-KA203-012341**

TITLE:

REFORMING DUAL DEGREE PROGRAMMES FOR EMPLOYABILITY AND ENHANCED ACADEMIC COOPERATION

DESCRIPTION:

The scope of the project is to conduct a comparative study in a number of EU Member States on the added value created by double degree programmes. For the specific purposes of this project and for a matter of clarity and simplification, this general term includes all the possible variants of educational degree programmes carried out jointly by two or more institutions with an embedded mandatory mobility component (Dual Degree Programmes, Joint Degree Programmes, Multiple Degree Programmes, etc.) in Science and Technology from the point of view of the different actors involved in the process (programme directors, administrators, students, employers) and with a particular focus on the employability and personal development of the students participating in these programmes.

Many surveys on Double Degrees have been carried out over the years, but little if no attention has been devoted to the impact that these programmes have on the students' career path and the development of his/her competences. Other surveys in this sense have been performed but the focus was on the mobile students in general and not specifically on the Double Degree students.

General objectives:

- Provide the students with a clear picture on what kind of scenario they can expect to face when registering to a Double Degree programme in a specific country and in a specific scientific field. This should help the universities to recruit a higher number of motivated and fully aware students to their existing Double Degree Programmes;
- Issue a set of recommendations/guidelines on how to improve existing double degree programmes in the light of the feedback received by the stakeholders and how Programme Directors can create new effective and attractive ones both from the point of view of students and employers.

The 7 partners of the consortium are leading European Universities of Science and Technologies representing a subset of the members of the CLUSTER network (www.cluster.org) and have been active in the development and management of Double Degree Programmes since the early '90s.

The project aims at covering the following main set of activities over a 2 year time span:

- A Comparative study on the existing national and EU policies on Double Degrees, on the existing programmes their structure and performance, existing literature and analysis of the definitions;
- A quantitative survey via a questionnaire on the feedback of Double Degree alumni based on a set of indicators analyzing their careers and performance;
- A set of interviews to alumni, students, employers and programme directors aimed at collecting qualitative data about the perceptions of these target groups on the added value of Double Degree Programmes;
- The identification of what works and what doesn't work in Double Degree programmes in order to create a new standard based on recommendations and guidelines.
- A training event for professionals involved in the development and implementation of double degree programmes at the partner universities and beyond in order to develop a standard to be used for organizing similar training events at other HEIs

The project activities have been structured around the following 7 outputs:

- 1) Report on the State of the art
- 2) Survey on student feedback
- 3) Interviews - qualitative data on the employability of double degree students
- 4) Manual for the restructuring and development new double degree programmes
- 5) Interactive Website and Double Degree Programmes repository

- 6) Quality Plan for internal and external quality assurance
- 7) Dissemination Plan for the outreach, sustainability and exploitation of the results

The partners will organize seven Transnational Project Meetings for the coordination of the activities and development of the intellectual outputs and two dissemination events with the participation of a total of 100 external stakeholders will be held at mid-term and at the end of the project lifetime.

The following final results are expected on different levels:

- Better understanding from the student side of the implications of taking part in Double Degree Programmes in terms of employability and personal development;
- Better understanding from the employer perspective of the profile and skills of this specific group of graduates;
- Better understanding on what works and what needs to be adjusted and redesigned in the curricula and Programme structure from the perspective of the Directors of studies and other professionals involved in the development and/or management of double degree programmes;
- Impact on the overall internationalization strategies of HEIs in terms of resources to be allocated to new joint educational programmes and recruitment policies;
- Adoption at EU level of the recommendations and of the new standard for Double Degree Programmes with a possible impact on the structure of the next generation of European programmes.

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GRANT AMOUNT:	260 437 EUR
CONTRACT DURATION:	26 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Recognition, transparency, certification
CLUSTER(S):	Teaching and Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2015-1-SI01-KA203-012691

TITLE:

ENVIRONMENTAL PROTECTION AND NATURAL DISASTERS

DESCRIPTION:

The problems of environmental protection are integrated, interdisciplinary and combine multiple sciences. Because of that in integration of different disciplines we see the prospect for successful compilation of problems of environmental protection. At the points where different disciplines come together usually the new skills and knowledge are created, and the new technical solutions are formed. Interdisciplinary doctoral study of Environmental protection (University of Ljubljana, Slovenia) offers lectures of various contents/topics. The main focus of doctoral studies is an interdisciplinary research work and collaboration of internationally renowned national and international experts in teaching and research arena of environmental protection. Doctoral studies ask for development of new knowledge worldwide and that is not possible without transnational collaboration. Because lecturers from all relevant areas of the summer school can not be obtained from Slovenia we need to cooperate with foreign universities, which have suitably qualified lecturers. Need of partners was to create discussion about hypothesis of doctoral study on international level and summer school offers good opportunity.

The idea of our project is to carry out 2 international blended learning summer schools. "Blended learning designates the range of possibilities presented by combining Internet and digital media with established classroom forms that require the physical co-presence of teacher and students (Friesen, 2012). Blended learning is a methodology to be used in carrying out the project.

Partners were chosen based on references in the topics that will be covered by the program. Participating organizations are University of Ljubljana, Brescia University, University of Natural Resources and Life Sciences and Piktorama d.o.o.

The project is directly intended for 21 PhD students and potential PhD students from the three partner universities (7 from each University). Directly also teachers, professors and lecturers will be involved. Indirectly interested experts able to participate in online discussion will be involved. The other interested public will have the opportunity to watch and participate in the activities of the summer school project through the portal and e-classroom which will be developed.

The project is innovative because it allows PhD students to improve doctoral dissertation using on-line discussions, into which experts from the entire world shall be included. Doctoral dissertation deal with specific issues, so the opinion of experts who deals with similar issues is very important. And these experts usually can not be found locally, so we need to look at the global level. After the end of the summer school we will implement the workshop together with our partners. At the workshop we will present the results of use of blended learning method in PhD program.

The main objectives of project are: implementation of modern teaching method of "blended learning as support to existing study techniques; finding best ways of this kind of study for doctoral and potential PhD students; international experience sharing between partners regarded blended learning and topic of summer school; deeper integration of risk studies in environmental research.

The first part of both summer schools will take place through online courses, the second part of the summer schools students will spend in Ljubljana. Second part of summer school provides among others discussion of doctoral dissertations of participants of the summer school. Lectures and discussions will be recorded and the material will be accessible through the portal and social networks even after the end of the summer schools. In this we see one of the potential long-term benefits of the implementation of our project. In this we see one of the potential long-term benefits of the implementation of our project. Other long-term benefits are: integration of blended learning methods of learning in other programs in both the partner and other universities; as students and professors will get contacts from each other; professional cooperation for the future is enabled etc.

Our desired results are that students will improve their: research work and deeply checked the hypothesis through on-line discussion streaming; communication skills in relation student-student and student-professor (also through ICT); knowledge of the issues and approaches of solving from other backgrounds etc. Our desired results are also that participating organizations: improve cooperation; obtain useful

information on the learning method “blended learning; in further research will be able to use results of PhD students seminar etc.

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CONTACT:	Mojca Šraj
PARTNERS:	UNIVERSITA DEGLI STUDI DI BRESCIA, IT; UNIVERSITAET FUER BODENKULTUR WIEN, AT; piktorama produkcija d.o.o, SI
GRANT AMOUNT:	112 555 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 2:	Improving the quality and relevance of higher education
PRIORITY 3:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	Environment and climate change
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	Education for Sustainable Development; Teaching and Training; New Technologies and Digital Competences

PROJECT NUMBER:

2015-1-SI01-KA203-012695

TITLE:

E-RESPLAN - INNOVATIVE EDUCATIONAL TOOLS FOR ENERGY PLANNING

DESCRIPTION:

E-RESPLAN is a Strategic Partnership for Higher Education, aiming at providing young professional and experts with innovative tools in order to reinforce their inter-disciplinary skills in the field of energy planning, RES development and spatial planning.

Architecture and planning traditions are often not well-integrated with the recent development of new technologies in the energy field. And, on the opposite, the experts in energy and RES development do often not have skills to properly integrate new plants in urban contexts and in cultural and ecological valuable landscapes.

The integration among these competencies is more and more required, especially considering the relevance of integrated tools and strategies, at European, national and local scales, as in the case of SEAPs – Sustainable Energy Action Plans, in the framework of the Covenant of Mayors.

The starting point is twofold: on the one side, the project will address the issue of integrated planning and energy planning, which is central in local, national and EU strategies; on the other side, it will address the need of specific and interdisciplinary educational tools and activities in this field.

The project will deal with energy planning issues, RES technologies, landscape and environmental assessment, energy potential mapping and governance, in order to support young professionals and experts in developing competencies in cooperation with Higher Education Institutions and Local Energy Agencies, in order to qualify the work in public sector and to support the access to job market for newly graduated or close to graduation participants.

The overall objective is to experiment new techniques of learning and teaching, through the use of Complex maps, ICT and Cloud tools, in order to encourage the sharing of knowledge and to develop collaborative training tools (<http://cmap.ihmc.us/cmap-cloud/>) in the above fields.

The project will also aim at:

- realising a new tool called Energy-CMap, an OER for the scientific and educational purposes of the project;
- supporting the training of experts in energy and environmental planning through the definition of educational tools at academic levels (Concept Maps and OER);
- contributing in the reinforcement of networks among planners, academics and enterprises operating in the field of RES;
- development, with a view to increase labour market relevance of learning provisions and qualifications;
- establishing a network among Mediterranean Universities with the aim of improving their educational capacities in the fields of RES development, energy and environmental planning, according to 2020 EU goals.

During the project, partners will realise, test, evaluate and improved the Energy-CMaps, organised in 5 educational modules.

Energy-CMaps will be tested through distance learning activities, involving professors and students, in the field of Architecture, Energy, Engineering, Geography. Participants will be also involved in intensive learning activities in order to verify and complete the acquired competencies.

At least 100 learners will be involved in distance learning activities (OER) and (among them) 50 learners will take part in Intensive Study Programme, to test the acquired competencies in a real case study. 25 teachers will be involved in an Intensive Study Programme.

The expected impacts for participants are an improvement in accessing job market thanks to acquired competencies, and also through the development of professional networks, especially with experts in energy planning and Municipalities; the development of horizontal professional network with other participants, at international level; the possibility to access the Concept Maps to update their skills and competencies.

Teachers, professors and other educational professionals will improve their approach in using Concept Maps in normal educational activities, being also able to re-adapt the provided educational materials and to update them. They will also enlarge the range of their educational activities, using OER in a more pro-active way.

Universities and Energy Agencies will have the opportunities to develop existing e-learning materials, to improve the use of OER, to reinforce the links between professional education and academic education and to reinforce interdisciplinary and integrated approaches in curricula.

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PARTNERS:	UNIVERSIDAD PABLO DE OLAVIDE, ES; UNIVERSIDADE DO ALGARVE, PT; MALTA INTELLIGENT ENERGY MANAGEMENT AGENCY, MT; UNIVERSITA DEGLI STUDI ROMA TRE, IT; IRENA-Istarska Regionalna Energetska Agencija za energetske djelatnosti d.o.o., HR
GRANT AMOUNT:	228 825 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 2:	Developing basic and transversal skills using innovative methods
PRIORITY 3:	Improving the quality and relevance of higher education
TOPIC 1:	Energy and resources
TOPIC 2:	Environment and climate change
TOPIC 3:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	Education for Sustainable Development; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2015-1-SK01-KA203-008915

TITLE:

START-UP PROMOTION FOR ENTREPRENEURIAL RESILIENCE

DESCRIPTION:

SUPER is fully in line with Erasmus+:

Horizontal Priority 1: develop basic and transversal skills (such as entrepreneurship) in all fields of education

HE Priority: support HEI to implement necessary reforms of 2011 EU Modernisation Agenda and its priority areas; improve quality and relevance of HE; strengthen quality through cross-border cooperation; make the knowledge triangle work

HE Priority: strengthen links between education and business; develop active cooperation between HEI and partners from outside academia, i.e. enterprises, professional organisations, chambers of commerce

CONTEXT: entrepreneurship is key for EU2020 objective of smart, sustainable, inclusive growth. Entrepreneurship starts in classroom and is nurtured in university. A significant shortcoming for entrepreneurship promotion in EU is the gap between HE and entrepreneurship. While most HEIs offer entrepreneurship courses, seldom HEIs have concrete support systems to nurture students' entrepreneurship. Even when those systems are in place, apart from few exceptions, support is either confined to specific sectors (ICT) or inefficient. The 2014 EU Court of Auditors Special Report n.7 stresses how "incubation programmes were of a basic nature and "provision of incubation services was rather limited. The Report "deplores disappointing results delivered by the audited incubators and recommends that "it is important to establish and share good practices and that "incubators should be created in close cooperation with the educational system. The EU Council "Conclusions on Entrepreneurship in Education, Dec 2014 calls on EU and Member States to "promote and support student ventures by providing sound guidance and make available coaching and incubators for aspiring entrepreneurs. There is an immediate need to overcome the fragmentation at EU level currently affecting entrepreneurship promotion: "efforts across Member States to support and promote entrepreneurship in education are fragmented and lack coherence EU Commission, Working Group on Entrepreneurship Education, 2014.

OBJECTIVE: SUPER will bridge the gap between education and entrepreneurship with concrete and tangible tools and training resources for both HEIs and students, addressing immediate needs and shortcomings identified at preparation and corroborated by EU policy papers. The objective is to promote entrepreneurship already at HE level by empowering HEIs to establish suitable and effective entrepreneurship support systems.

PARTICIPANTS: SUPER brings together 6 partners from 6 countries (Belgium, Czech Rep., Italy, Slovakia, Spain, UK) representing the various dimensions of entrepreneurship in HE: HEIs, entrepreneurship facilitators and enterprises. The partnership pools public, private and NGO sectors and builds on partners' complementary skills, expertise and capacities.

ACTIVITIES:

1. Develop and maintain the multilingual SUPER OER Platform
2. Identify Critical Success & Failure Factors of business incubation and support in HEI
3. Develop SUPER Incubation Toolkit comprising guidelines, Best Practices, checklists, etcetc.
4. Develop training material and courses in multilingual versions on entrepreneurship and business creation to be delivered to HE students, both online and face-to-face
5. Pilot the SUPER Toolkit with HEIs and courses with student to validate their relevance and accuracy
6. Develop guidelines for uptake and implementation of the SUPER model, toolkit and courses

METHODOLOGY: step-by-step approach along the stages:

Identification->Analysis->Development->Pilot/Test & Validation->Deployment

RESULTS:

1. toolkit for HEIs to establish efficient entrepreneurship support systems. The toolkit will devise effective start-up business incubation and allow HEIs to establish one-stop-shop for entrepreneurs-to-be

2. entrepreneurship multilingual courses for HEI students, face-to-face and on-line, including an online business planning tool

The results will be based on thorough analysis to identify critical success and failure factors in business incubation within and outside HEI environments, by analysing at least 30 cases in at least 15 countries, including extra-EU cases such as Israel and USA.

3. SUPER OER Multilingual Platform for full scale adoption of the Toolkit and Courses

IMPACT: SUPER generates immediate impact and long terms benefits to HE and entrepreneurship promotion throughout EU. The SUPER toolkit will empower HEIs to develop and embed efficient entrepreneurship support systems based on concrete evidence-based solutions and knowledge.

LONG-TERM BENEFITS: SUPER OER will become a platform not only for knowledge generation and sharing, but also as a focal point for HEIs and students to nurture entrepreneurship: partners already committed to maintain the OER platform for at least 3 years after the end of EU co-financing. Through an effective dissemination plan, at least 400.000 contacts will be made during the project to spread and valorize/valorise the results of

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CONTACT:

Anna Pilková

PARTNERS:

Institut de Haute Formation aux Politiques Communautaires asbl, BE;
ASTON UNIVERSITY, UK;
VYSOKA SKOLA EKONOMICKA V PRAZE, CZ;
IDP SAS DI GIANCARLO COSTANTINO (ITALIAN DEVELOPMENT PARTNERS), IT;
Internet Web Solutions SL, ES

GRANT AMOUNT:

316 135 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Developing basic and transversal skills using innovative methods

PRIORITY 2:

Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas

PRIORITY 3:

Promoting entrepreneurship education and social entrepreneurship among young people.

TOPIC 1:

Labour market issues incl. career guidance / youth unemployment

TOPIC 2:

Enterprise, industry and SMEs (incl. entrepreneurship)

TOPIC 3:

Entrepreneurial learning - entrepreneurship education

CLUSTER(S):

Employability

PROJECT NUMBER:

2015-1-SK01-KA203-008959

TITLE:

UNIAL- ACCESSIBILITY OF HIGHER EDUCATION FOR STUDENTS WITH SPECIAL NEEDS

DESCRIPTION:

The project is focused on enhancement of an access to higher education for students with special needs in line with the Erasmus+ aim to support the equity and inclusion of all people in education.

The objective of our project is systematic development, testing, and examination of effective inclusive methodology to ensure access for under-represent groups in HE, in particular through student-centred learning and by providing relevant support, guidance and counselling.

In accordance with the project aim to cover all aspects of universal accessibility of HE, the project partners have different scope of specific expertise: (P1) Centre of Design for All (CEDA), Faculty of Architecture, STU in Bratislava is focused on Universal Design of inclusive educational environment ; (2) Teiresias - Support Centre for Students with Special Needs at the Masaryk University in Brno; (P3) Association of Providers of Services for University Students with Special Needs (AP3SP) is the Czech Republic; (P4) Department of Architecture at the University of Chieti-Pescara, connected with the Italian national network of university disability offices, is focused on ergonomic design and way-finding systems for persons with visual impairment.

One of the expected results of the project is development of common framework for national strategies and action plans with aim to increase the access, participation and completion rates of disadvantaged groups in higher education (HE). The project results and outputs will be used for effective mapping and evaluation of overall accessibility of HE by Access Audits Tool. Within the project we will create the tools for improvement of the support service for students with special needs in HE, including access to information (university websites, AIS system, Virtual guide). The important output of the project will be the publication of case studies of inclusive higher education in Europe as collection of examples of the best practices that can help other universities to make accessibility improvements. The overall methodology for creation of accessible HE will be elaborated as "Handbook on Universal Accessibility of Higher Education" that can be used at various European universities.

The expected impact of the project is to raise awareness concerning the importance of accessible higher education for students with special needs to facilitate their transition to the working process, and to increase understanding and better ability of university staff to respond to the diversity of the students.

Zhrnutie projektu

Projekt je zameraný na zlepšenie prístupu k vysokoškolskému vzdelaniu pre študentov so špeciálnymi vzdelávacími potrebami v súlade s cieľom programu Erasmus+ podporovať rovnosť a začlenenie znevýhodnených skupín do vzdelávacieho procesu. Cieľom nášho projektu je systematický rozvoj, testovanie a preskúmanie účinných metód na zabezpečenie prístupu k vysokoškolskému vzdelávaniu pre študentov so špeciálnymi potrebami, a to najmä prostredníctvom humano-centrických metód a poskytovania relevantnej podpory a poradenstva.

V súlade s cieľom projektu pokryť všetky aspekty všeobecnej prístupnosti vysokoškolského vzdelávania, majú jednotliví projektoví partneri rôzny rozsah odbornej znalosti: (P1) Centrum bezbariérového navrhovania CEDA na Fakulte architektúry STU v Bratislave je zamerané na tvorbu inkluzívneho vzdelávacieho prostredia metódou Univerzálneho navrhovania; (P2) Teiresias - Stredisko pre pomoc študentom so špeciálnymi potrebami na Masarykovej univerzite v Brne; (P3), Asociácia poskytovateľov služieb pre študentov vysokých škôl so špeciálnymi vzdelávacími potrebami (AP3SP) v Českej republike; (P4) Katedra architektúry na Univerzite v Chieti-Pescara, ktorá je napojená na Taliansku národnú sieť univerzitných centier podpory študentov so zdravotným postihnutím.

Jedným z očakávaných výsledkov projektu je vytvorenie spoločného rámca pre národné stratégie a akčné plány s cieľom zvýšiť prístup, účasť a úspešné ukončenie vysokoškolského štúdia študentov zo znevýhodnených skupín. Výsledky projektu budú použité na efektívne mapovanie a vyhodnocovanie celkovej prístupnosti vysokoškolského vzdelávacieho prostredia. V rámci projektu budeme vytvárať nástroje na

zlepšovanie služieb a podpory pre študentov so špeciálnymi potrebami, vrátane prístupu k informáciám (univerzitných webových stránok, AIS systému). Dôležitým výstupom projektu bude publikácia prípadových štúdií inkluzívneho vysokoškolského vzdelávania v Európe. Celková metodika prístupnosti bude spracovaná vo forme príručky pre tvorbu všeobecne prístupného vysokoškolského vzdelávania.

Výstupy projektu by mali zvýšiť povedomie o význame prístupného vysokoškolského vzdelávania pre študentov so špeciálnymi potrebami s cieľom uľahčiť ich prechod do pracovného procesu, a zároveň zlepšiť schopnosť univerzitných pracovníkov podporovať študentov so špeciálnymi potrebami.

COORDINATOR:	STUBA VAZOVOVA 5 81243 BRATISLAVA, Slovakia www.stuba.sk
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PARTNERS:	UNIVERSITA DEGLI STUDI GABRIELE D'ANNUNZIO DI CHIETI-PESCARA, IT; Masarykova univerzita, CZ; Association of Service Providers for University Students with Special Needs, CZ
GRANT AMOUNT:	245 900 EUR
CONTRACT DURATION:	34 months
PRIORITY 1 OR MAIN:	Reducing disparities in learning outcomes affecting disadvantaged learners
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 3:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
TOPIC 1:	Disabilities - special needs
TOPIC 2:	Access for disadvantaged
TOPIC 3:	Inclusion - equity
CLUSTER(S):	Inclusion and Tolerance

PROJECT NUMBER:

2015-1-TR01-KA203-021334

TITLE:

GENERATION Y'S VIRTUAL GUIDE TO SKILL DEVELOPMENT AND PERSONAL BRANDING IN SOCIAL MEDIA

DESCRIPTION:

Today, university students in the scope of their academic lessons, can acquire variety of information and skills and graduate as equipped with technical skills like computer literacy and language. However, at the stage of hiring, employers would also like to see a certain level of competence in behavioralbehavioural skills such as leadership, teamwork and innovation along with technical knowledge and experience. Even though higher education institutions offer internship placements, employer introductions and career consultancy services for students to support their transition from education to work life, there still resides an urgent need to expand career education and define what is needed to get the right job and ways of getting there, especially for generation Y students who has different expectations and behavioralbehavioural styles compared to previous generations. Developing soft employability skills, such as self-awareness, leadership and conflict management, alone simply is not enough to land on the right job. The generation Y's fluency and comfort with technology together with the rise of social networks have reshaped how people engage with each other in the past decade. In response, job market recruiters quickly adapted to these changing conditions and started leveraging social media channels such as LinkedIn and Twitter, which are powerful tools to connect employers and job seekers. More and more of the initial background screening carried out by recruiters today, are now handled by social media, making it the greatest source used by job seekers to advertise their personal "brand and to demonstrate that they have the required employability skills, proving they are the best fit. In light of this, students' need to learn how to manage a strong personal brand and build an online profile along with developing their networking skills became inevitable.

The main aim of this Project is to design a virtual guide to soft skill development and personal branding in social media for Generation Y job seekers. The premise of the Project states that the better equipped the candidate with the necessary soft skills, the better the fit between the candidate and the organization would be and the higher the individuals' and thus, the respective organization's performance would be. This in turn, should benefit the collective EU organizations' talent benchmark and business performance as well as decrease the levels of ineffective unemployment in the EU.

The main output of the project, "Generation Y's Virtual Guide to Skill Development and Personal Branding in Social Media is a modern and practical curriculum suitable for the needs of generation Y. While the guide will be created for students, it can be used by higher education organizations' departments offering career development trainings as well. By referring to this guide, students will be able to a) understand changing world and business conditions, b) learn the soft skills preferred by employers and how to develop them, c) manage their own personal brand, and d) effectively market themselves to the employers via the use of social media.

The project results and especially its concrete output, a virtual guide, will have important impact at the local, regional, national, and international levels. At the local and regional level, project activities that specifically target University students in different regions in Turkey, France, and Sweden will help to promote employability of young people seeking to enter the laborlabour market. In the long run, university students who gain the necessary behavioralbehavioural competencies and manage their own personal brands effectively will be examples for the younger generations.

At the national level, the project will influence decision-makers to take a step towards promoting youth employability. Improved relationship between public institutions and civil society will be sustainable. Throughout the project, partners are expected to share new approaches with each other and other stakeholders. As a result of international relations and networking activities, collaboration in the field of career development will improve internationally.

As this project will develop special methods and resources suitable for the generation Y, the results will be appealing and cultivating for the scope of variety of institutions working on youth unemployment. It will also contribute to the modernization of higher education by using high level information technologies and methods suitable for the learning models of generation Y in related future projects.

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CONTACT:	Sule Yalcin
PARTNERS:	Universum Communications Sweden AB, SE; Novancia, FR; Türk Kültür Vakfı, TR; Abdullah Gul University, TR
GRANT AMOUNT:	270 640 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the implementation of reforms in line with the 2011 EU Modernisation Agenda's priority areas
PRIORITY 2:	Developing basic and transversal skills using innovative methods
PRIORITY 3:	Improving the quality and relevance of higher education
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Overcoming skills mismatches (basic/transversal)
CLUSTER(S):	Employability; Teaching and Training

PROJECT NUMBER:

2015-1-TR01-KA203-021342

TITLE:

INNOVATIVE EUROPEAN STUDIES ON RENEWABLE ENERGY SYSTEMS

DESCRIPTION:

The project, namely INNOVATIVE EUROPEAN STUDIES ON RENEWABLE ENERGY SYSTEMS aims to provide an interdisciplinary working group in order to cooperate with the European institutions and innovate the renewable energy systems with the good practices throughout Europe during 3 years. For this purpose, especially various innovative electrical devices used in wind, solar and fusion energy explorations will be explored and constructed within this project. This project will contribute to improve the quality on the educational practises on renewable energy systems, which is one of the leading aims of the EU Commission for the formation of a clean energy community. The motivation for this project comes from the idea of energy-independence of Europe, since the fossil fuel need of European community is supplied by the non-European countries, mostly. This situation can cause serious problems for Europe in terms of evolving political issues. In place of the fossil fuels, other green energy systems must be used to satisfy the energy requirements of the European industry and house-hold consumption. Besides, environmentally friendly energy systems are very important for the future generations as well as the present community. To achieve innovative and sustainable energy solutions, a multidisciplinary approach is unavoidable. In addition, the considered energy systems should be cost and power effective due to the increasing population and demand.

The partners which will handle these scientific themes have different expert areas and take a part to design and produce different parts of the devices. In addition to the construction of devices, this project will be a driving force for the students and scientists to realize the attempts of different partners on various renewable energy technologies and to make a benchmark for their researches and educations. By organizing various activities within project, certifications on "Renewable Energy Systems will be done. In the activities certain ECTS amounts will be offered to the students. In the scope of the project, the undergraduate, M. Sci. and Ph. D. students and academic research staff will have an opportunity to make mobility among different countries and institutions. In addition to the mobility, different renewable energy sub-projects will be explored jointly, and the students will follow special renewable energy courses in different institutions, which have better laboratory equipment, facilities and teaching skills on specific energy topics. Within that context, teaching staff and undergraduate, M.Sc. and Ph.D. students from different European countries will take place in the project and meet themselves in order to get the current developments on various renewable energy issues. Thus the mutual benefits of studying in a different cultural, social and academic environment will be experienced. Besides, the teaching staff and researchers can contribute to the educational skills of other institutions by giving courses with special topics with certain ECTS. The staff can also take a part in renewable energy researches in a specific partner university. This can help to construct a multilateral cooperation among the higher education institutions from different countries. The teaching staff from different energy fields come together and finds a fruitful media to discuss their cutting-edge energy topics and problems with their research group and partner research groups. At that point, the project will be a very good chance to understand the basic knowledge as well as the cutting-edge researches in order to increase the qualities of the academic studies and the awareness of students on the renewable energy topics. This will found a new research and education network and lead to an integrated academic and technical support mechanism for each partner universities. The technical cooperation will be increased further among the partners. Five technical transnational meetings and 2 workshops will be organized and short term mobility of students and teaching staff will be realized for the sub-project studies in the partner universities in order to improve the technical and laboratory studies. The students and staff will also find opportunities to present their sub-projects about the on-going or recently-completed research projects including the project themes. Thus, the academic staff can have a chance to make face-to-face suggestions to the students for their recent researches and the students can discuss the scientific problems with them. In addition to the technical benefits, the cultural and historical patterns of the countries will be introduced especially to the young scientists in order to learn the specialities of countries mutually as well as to motivate themselves for the construction of carbon-free community. The results of the project will be published in some reputable journals and everyone can follow the project from the project web-site world-widely.

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PARTNERS:	UNIVERSIDAD DEL PAIS VASCO/ EUSKAL HERRIKO UNIBERTSITATEA, ES; UNIVERSITATEA DIN PITESTI, RO; KLAIPEDOS UNIVERSITETAS, LT; UNIVERSITA DEGLI STUDI DI PERUGIA, IT
GRANT AMOUNT:	207 788 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	Energy and resources
TOPIC 2:	Research and innovation
CLUSTER(S):	Education for Sustainable Development; Research and Innovation

PROJECT NUMBER:

2015-1-TR01-KA203-021631

TITLE:

RAISING AWARENESS ON PRODUCT LIFECYCLE MANAGEMENT VIA EDUCATION AND INDUSTRIAL STRATEGIC COLLABORATION WITHIN EUROPE

DESCRIPTION:

RAPPROMISE is mainly concentrated on awareness rising about PLM. The project, by raising awareness of PLM will provide tightening of the bond between industry and academia. The basic idea of this project is; to train the students, researchers and young professionals about PLM; so that they can use PLM systems actively in their professional life or they can train other people who will use PLM systems.

Objectives of the project are:

- Conduct a needs analysis applied to companies in the field concerning management of a product lifecycle to understand their background for product development, product data management and product lifecycle management, in order to understand their needs for PLM;
- Choose the best training materials applied to different sector groups (PLM programs);
- Training of higher education students, young professionals and teachers/trainers;
- Pilot applications to different selected case studies via workshops held in different education institutes, in different regions;
- Raising awareness in the field of PLM of both educational institutions and the companies;
- Obtain necessary background in order to start future multi-disciplinary research activities and collaborations focused on PLM.

The consortium is composed of 6 partners. Ege University and Industrial partners VESTEL and CMS are from Turkey. VPE of the University of Kaiserslautern and IAT of University of Stuttgart are from Germany. TU Wien-MIVP is from Austria. Project partners are chosen according to their backgrounds based on theory and practice on production technologies and PLM were used as the main criteria and distribution of roles and responsibilities have agreed according to competences, experiences, expertise and skills of each partner.

VPE of the University of Kaiserslautern, IAT of the University of Stuttgart and TU Wien-MIVP are specifically selected as they have well experienced researchers in the PLM area. They will be contributing to the project as teaching the basic theory and the utilization of the PLM system. In this project, VESTEL and CMS can be an application area of project outputs.

The project activities are summarized as work packages each of which are leaded by one of the partner organizations. These work packages are: WP1 Project Management, WP2 Capacity Analysis, WP3 Needs Analysis, WP4 Training Activities, WP5 Pilot Applications, and WP6 Dissemination Activities.

The project starts with a capacity/needs analysis, then based on the outcomes of the analysis training objectives and methodology will be defined. With the defined methodology the training contents and materials will be developed. By using these materials workshops, seminars and case studies will be performed. When the project activities are performed a piloting report and recommendations will be prepared. Before the preparation of quality reports and planning of dissemination and communication activities impact evaluation will be performed. The project website will be ready from the very beginning of the project period and will be always active throughout the lifespan of the project. Project flyers, newsletter and other dissemination materials will be prepared and shared with the target groups and public. Upon the completion of the project a sustainability plan will be ready to make the project used for a long time.

Expected results throughout the lifetime of the project are as follows:

- A resolution of the capacity of the partner Institutes' students/learners on their knowledge of PLM by a thorough capacity analysis;
- A resolution of the needs of the sector with respect to their labour force by a thorough needs analysis;

- Increased awareness among the students and young professionals for product development and product lifecycle management;
- Increased communication skills between the students of different education institutes through pilot applications;
- Increased communications between the participating partners leading to further collaborative projects;
- Dissemination of the PLM concept and approach generating an interest towards the intellectual outputs of the project;
- Increased networking among different education institutes that show interest in to adopt the PLM-related subjects to their curriculum;
- Turkish academicians and students are going to work with and to be trained by internationally recognized professionals in the field of PLM.

Expected results after the lifetime of the project are as follows;

- Increased number of course materials related to PLM;
- Increased skills and competence of the students/young professionals on the subject product development and PLM;
- Systematic update of the training material via its increased usage rate among professors and students;
- The project will help to build PLM research capability in Ege University, thus provide students and young graduates with opportunities to take part in projects with the industry.

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PARTNERS:

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UNIVERSITAET STUTTGART, DE;
VESTEL ELEKTRONIK SANAYI VE TICARET ANONIM SIRKETI, TR;
CMS Jant ve Mak. A.S., TR;
TECHNISCHE UNIVERSITAET WIEN, AT

GRANT AMOUNT:

215 200 EUR

CONTRACT DURATION:

30 months

PRIORITY 1 OR MAIN:

Improving the quality and relevance of higher education

PRIORITY 2:

Strengthening education and training paths of educators and youth workers

TOPIC 1:

Intercultural/intergenerational education and (lifelong)learning

TOPIC 2:

New innovative curricula/educational methods/development of training courses

CLUSTER(S):

Inclusion and Tolerance; Teaching and Training

PROJECT NUMBER: **2015-1-TR01-KA203-021755**

TITLE:

STIMULATING ESD COMPETENCES OF TEACHERS THROUGH 3 LEVEL MODULE: ME, MY COUNTRY, OUR WORLD /OUR COMMON ESD BOOK

DESCRIPTION:

One of the ways for changing our unsustainable lifestyles to sustainable is education. Thus, teachers are vital actors in motivating young people for changing lifestyles through a sustainable future. UNESCO (2005) declared that there is a need to reorient education to promote public understanding, critical analysis and support for sustainable development. Thus, teacher education has changed substantially and EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) came into agenda as a new vision.

-With almost 70 million teachers in the world, teachers are holding this great potential to transform societies for a sustainable future.

Therefore, the target group of this study is future teachers in primary and elementary education. In addition to strengthen teachers' power for a sustainable future:

-Majority of teacher education programs do not include sustainability related content and ESD is not part of teachers' professional development. For example, according to Turkey's Sustainable Development Report, 2012; there is a strong need for integrating sustainability into Turkish education system in order to achieve sustainability, to reduce poverty, to increase quality of education and to reach millennium development goals. However, ESD is one of the weak sides of Turkish education system and there are limited implementations, the major reason being a lack of suitable material for teachers.

This project aims to strengthen teachers for changing youngsters' lifestyles through a sustainable future, by means of creating an innovative, creative, holistic, transformative pedagogical ESD source.

The context of the project is based on creating the source; we call as ESD Book from now on, because this source will be different from the ones created so far.

Through this project an important global need for ESD will be met; an ESD material will be presented for the global use, especially targeting teachers, composed of real stories of unsustainability/sustainability targeting the readers' cognitive and affective domains for changing their life styles. The innovative feature of the book comes from its context. It will give the stories in line with the history of the human-nature relationship, beginning from the beginning of the planet to today's global challenges

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Gaye Teksöz

PARTNERS:

APEC Egitim Danismanlik Ltd., TR;
UNIVERZA V MARIBORU, SI;
CREDA onlus, IT;
UNIVERSITY OF GLOUCESTERSHIRE LBG, UK

GRANT AMOUNT:

223 150 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Strengthening education and training paths of educators and youth workers

PRIORITY 2:

Adult educators' competences

PRIORITY 3:

Improving the quality and relevance of higher education

TOPIC 1:	Energy and resources
TOPIC 2:	Environment and climate change
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Education for Sustainable Development; Teaching and Training

PROJECT NUMBER:

2015-1-TR01-KA203-021768

TITLE:

**IDENTIFYING BEST PRACTICE ACROSS PHYSICAL EDUCATION
TEACHER EDUCATION PROGRAMMES: A EUROPEAN PERSPECTIVE**

DESCRIPTION:

According to available data, EU population lead a sedentary lifestyle (EU Physical Activity Guidelines, 2008), so leading an inactive life has been defined as one of the major problems in EU member countries. Qualified PE teachers at schools can be an essential tool to enhance the physical activity levels of individuals and to resolve this negation. Therefore, Physical Education Teacher Education (PETE) is a significant issue which needs to be addressed by the experts in the field. When it is a need to examine PETE in EU countries, the source to be applied first is The Eurydice Network, which provides information on EU education systems. However, there is no detailed information on comparative PETE systems in EU countries neither on the Eurydice Network nor in the PETE literature. For this reason, there is a need for transnational studies which examine and compare the PETE programmes in EU countries with a view to exploring other PETE programmes and sharing good practices. This project has been designed to address this issue.

With the above mentioned problems in mind, the aim of this project is to find an answer to research question In what ways can the professional profile of these responsible for training physical educators be strengthenedstrengthened? by exploring and understanding PETE curricula in Erasmus+ programme countries. This includes the process from student selection to their graduation. Also, the priority will be given to innovations and sharing of good practices in the prior topics of EU such as supporting dual careers of athletes, standards and accreditation (Erasmus+ Programme Guide, 2014).

This project will be carried out under the coordination of Uludag University and within the partnership of Limerick University-Ireland, Technicka Univerzita V Liberci- Czech Republic, Padova University-Italy, Sport Science Association-Turkiye and Bursa Physical Education Teachers' Association-Turkiye. In addition, two associations working on PETE in Europe, AIESEP and FIEP will be the stakeholders of the project.

30 academicians who will participate in the activities from the partner institutions and 102 PETE academicians from 34 Erasmus+ programme countries, a total of 132 academicians at C1, C2, C3 LTT activities and also 30 PE teachers, who are a member of BUBEDER and who will attend the C4 LTT activity, a seminar on EU projects, will be directly benefiting from this project. Also, around 400 academicians in PETE by the target groups sharing with their colleagues, 250 PE teachers by the sharing of teachers who attended C4 LTT activity with their colleagues and 2,000 prospective teachers studying PETE, whom we aim to reach via slogan/caricature competition are regarded as final beneficiaries of this project.

The main activities of the project consist of C1, C2 and C3 trainings, which will be held with the experts from 34 programme countries and C4 which will be held with the participation of PE teachers. During these trainings, each expert will tell about the PETE practices in their countries and they will have the opportunity to learn about good examples and practices in other countries. These trainings will be planned during M1, M2, M3 and M4 transnational meetings. After each training session the data obtained will be compiled in the book form in O1, O3 and O5 activities. And the compiled data will be turned into an article in O2, O4 and O6 intellectual outputs activity. Finally, the data is planned to be compiled in the book form at O7 activity. Besides, a caricature/slogan competition, which will be open to the participation of all PETE students in programme countries, will be organized to raise awareness of prospective PE teachers on PETE. Finally, an opening ceremony, a closing ceremony and a PETE conference will be held for the dissemination of the project activities.

At the end of this project it is expected that (1) PETE curricula in Erasmus+ programme countries in terms of general topics (objectives, content, learning-teaching methods and evaluation) and specific topics such as supporting dual careers of athletes, PE teacher qualifications, standards and accreditation will be examined, experts in PE field will compare and contrast various and new model and practices in PETE. (2) Easily accessible reference resources in the field of PETE such as a book, articles and online resources will be created (3) PE teachers and PE teacher educators will be supported and helped to become lifelong learners who encourage young people to become more aware of PE and sports. (4) Erasmus+ partnership agreements between the institutions in the field of PETE will be promoted by strengthening the cooperation among programme countries and therefore learning and staff mobility will be enhanced. (5) Approximately, 1000 people working in the field of PE will become more aware PE, sports and EU values

and the recognition of Türkiye among around 2,000 people working in the field of PE and sports in Europe will be promoted.

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PARTNERS:	Bursa Beden Eğitimi Öğretmenleri Derneği, TR; TECHNICKA UNIVERZITA V LIBERCI, CZ; HACETTEPE UNİVERSİTESİ, TR; Spor Bilimleri Derneği, TR; UNIVERSITY OF LIMERICK, IE; UNIVERSITA DEGLI STUDI DI PADOVA, IT
GRANT AMOUNT:	283 694 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Strengthening the profile of the teaching professions
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Pedagogy and didactics
TOPIC 3:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	Teaching and Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2015-1-TR01-KA203-021816

TITLE:

INCREASING AWARENESS AND RECOGNITION OF SOCIAL AND ENVIRONMENTAL MANAGEMENT ACCOUNTING IN ACADEMIC TRAINING AND RESEARCH

DESCRIPTION:

Aims and Objectives of the project:

Due to the increasing concern over environment and need for environment responsive business professionals, education for social and environmental management accounting has become an emerging imperative. It represents a major shift in the way students are taught and learn within the higher education sector and requires a broader and innovative approach to teaching and researching of the subject matter. The aim of this project is to raise awareness among young people about environmental management accounting and giving them the skills to put environmental accounting into practice. It places priority on the development of environmental management accounting literacy as a core competence among undergraduate students. It aims to identify good practice in approaches to teaching and curriculum development and embed environmental management accounting in institutional teaching and learning strategies.

Objectives:

- To share knowledge, experience and best practices on the education of social and environmental accounting
- To design innovative teaching materials including case studies, videos and e-book
- To provide teachers with the fundamentals and latest developments in social and environmental accounting and build skills for using technology for teaching
- To promote industry-specific and comparative research and publication in social and environmental management accounting
- To strengthen inter-institutional cooperation at the international level
- To improve laborlabour mobility of accounting students between the EU and non EU
- To identify emerging environmental accounting trends and prepare students for changes in the professional business environment

Project partners and their responsibilities/roles: exchange of good practice; theoretical

module guide and educational material development; module quality evaluation; dissemination

of project results; research and presentation of environmental accounting research findings.

Results of the project:

- 1.Improved knowledge of the participants on the social accounting and environmental management accounting;
2. Good practices identified and improved teaching practices and learning outcomes implemented;
3. Theoretical module guide and educational material developed;
4. Primer for social and environmental accounting is prepared for assessment of students' awareness on environmental issues.
- 5.One English textbook will be produced.
6. This course textbook will be translated into Turkish and Slovene language to increase dissemination effect. So 2 books will be added as output.
7. Pilot program (course of SEMA in University of Maribor and Gediz University) implemented;

8. New social and environmental accounting module fully developed and offered through partner institutions;
9. All projects results and outcomes disseminated to stakeholders in the EU and non-EU areas;
10. Videos with animations and slides will be prepared as additional teaching material for course textbook.
11. Plans for future inter-institutional cooperation at the international level set.

Project impacts and long term benefits

1. Accounting students from both institutions better prepared for emerging trends in the marketplace, improving employability in students' home country and abroad. Upon successful completion of this subject, students will be able to explain the role of social and environmental accounting within the contexts of sustainability, responsibility and accountability they will be able to outline the connections between social and environmental accounting and business ethics and they can compare and contrast the social and environmental accounting bases of triple-bottom line reporting, the balanced scorecard They can critically evaluate social and environmental accounting disclosures.
2. Environmental accounting learning materials that are free to access by students, academics, teachers and all interested parties;
3. Improved cross-cultural communication and collaboration between EU and non-EU institutions and increased capacity to conduct research and work at the EU / International level;
4. Contributing research to the growing and increasingly important field of social and environmental accounting, with the added benefit of examining salient differences between each institution's home economy;
5. Providing an education that focuses on ethical practices centered around long term growth rather than short term gains.

COORDINATOR:

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CONTACT:

Şevin Gürarda

PARTNERS:

UNIVERZA V MARIBORU, SI;
LEUPHANA UNIVERSITAT LUNEBURG, DE

GRANT AMOUNT:

133 038 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Improving the quality and relevance of higher education

PRIORITY 2:

Strengthening quality through mobility and cross-border cooperation

PRIORITY 3:

Strengthening the profile of the teaching professions

TOPIC 1:

International cooperation, international relations, development cooperation

TOPIC 2:

New innovative curricula/educational methods/development of training courses

TOPIC 3:

Quality and Relevance of Higher Education in Partner Countries

CLUSTER(S):

International Cooperation; Teaching and Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2015-1-TR01-KA203-021948**TITLE: CASE-STUDY ALLIANCE TURKEY****DESCRIPTION:**

The context of this project is the higher education in entrepreneurship, business and management in undergraduate major and minor, MBA, and Executive MBA levels.

The primary objective of this project is to enhance the diffusion of the case teaching and case writing in emerging countries and economies to improve the quality and relevance of education, to create high quality learning opportunities and to strengthen quality through mobility and cross-border cooperation in higher education, by developing real-life case studies on entrepreneurship, business and management. As the wealth of training materials grow, this will increase the quality of higher learning opportunities in emerging countries and economies and strengthen the understanding of the business context in those countries in more developed countries.

We are expecting approximately 700.000 people to benefit from this project directly or indirectly, as the developed case studies will increase the quality and the relevance of higher education in entrepreneurship, business and management in emerging countries, and also inform students at various levels about emerging country contexts and business problems. It will also enhance entrepreneurial tendencies and creativity among student circles across the world with interesting examples of entrepreneurship.

The project will be governed by a management structure consisting of a project board, an executive committee, a project coordinator, project control officers providing financial and administrative support and an external advisor overseeing project risks and progress. Together with the project management structure, we also employ a detailed management plan and a set of management tools for the successful completion of this project.

With a large number of diverse activities, with complementary results and impacts, the project aims to bring higher education more relevant to the real life problems and enhance its content. After a series of case teaching and case writing workshops, intensive training sessions, case review courses, roadshows and multiplier events, this project aims to create two international case repositories, with diverse cases from emerging country contexts, located at ITU and METU, two leading technical universities of Turkey in partnership with SMART Partners and Erasmus University, Rotterdam School of Management - Case Development CenterCentre. The project also expects issuing an international volume of emerging country case studies, in the form of an edited journal special issue, or an edited book.

In the longer-term the project will potentially:

1. Create more case studies, in entrepreneurship, business and management, particularly about SMEs and provide diverse examples to readers from various sectors and backgrounds, giving them realistic warnings about what to expect in emerging country settings.
2. Help higher education institutions offer a more realistic preview of the post-college work experience, due to the skills generated by the case method, such as communication, teamwork, analyses, and learning to learn, that are essential to meet workplace demands.
3. Create future opportunities of teamwork and collaboration, particularly in the area of joint case study authorship and editing, at the international level with partner and participating universities, and enhance the diversity of teaching cases and the case study writerswriters' community worldwide.
4. Trigger and enhance university-industry collaboration at the pan-European level, due to invaluable opportunity provided by the case study development by mixed teams.
5. Provide broader access to cases in emerging markets such as Turkey, and therefore helping higher education institutions to train future managers and expatriates with more effectiveness and relevance.

COORDINATOR:

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GRANT AMOUNT:	377 123 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	High quality learning opportunities
PRIORITY 3:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Employability; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2015-1-TR01-KA203-022402

TITLE:

JOINT CURRICULUM DEVELOPMENT IN HEALTH TECHNOLOGY ASSESSMENT

DESCRIPTION:

Considering the increase in average life expectancy, use of health technologies, and increasing health care expenditures in developing countries, health technology assessment (HTA) is a useful tool to make rational economic and political decisions in healthcare. In the public and private sectors as well as academia, there is a lack of qualified personnel who are able to understand, conduct and use HTA research. In addition there is a need for programs that provide individuals professional excellence in this field to build human resource capacity in Eastern Europe and other developing countries.

In this context, the main objective of this project is to develop a joint international curriculum in order to guide both partner institutions and other higher education institutions interested in HTA to revise and strengthen their programs addressing human resource need of developing countries in Europe and its neighborhoodneighbourhood.

There are 5 partner institutions in this project, which are Eotvos Lorand University (ELTE, Hungary), Liverpool University (UK), Medical University of Warsaw (Poland), Medical University of Sofia (Bulgaria) and Hacettepe University (Turkey, Applicant Organization). In addition to their strong academic background and experience on health technology assessment, they have a motivation to contribute to economic development and human capacity building at national and regional level.

In this project three main activities are planned to perform; i) sectoral and prospective students need analysis, ii) course and curriculum development, iii) adapting, developing and testing of teaching methods and materials. As a result of these activities, two intellectual outputs will be created; sectoral need analysis and joint curriculum design for HTA education, and they will be disseminated to stakeholders (academicians, universities, public and private sector bodies, and students).

In order to carry out those project activities, sectoral need analysis will be conducted by performing focus group discussions with stakeholders and student surveys in partner countries and program competencies will be determined according to the sectoral education needs in the field of HTA in developing countries.

In the second phase of the study, courses meeting these program competencies are determined in the ongoing programs in partner institutions, new courses are developed if needed, and their teaching methods and materials revised/developed in the light of effective teaching methods in the literature.

Finally, courses and teaching methods adapted/developed will be tested with pilot study in partner institutions to see their effectiveness to reach educational aims, and satisfaction of participants (students and academicians) from the courses.

The intellectual outputs of the project (sectoral need analysis, and joint curriculum) will be a guide for stakeholders interested in human capacity building in the field of HTA. Public and private institutions in the healthcare sector involving in HTA policy and implementation benefit from the sectoral need analysis in order to hire appropriate personnel for their HTA departments. In addition, partner universities participated in this project will find an opportunity to revise their ongoing masters programmes according to the educational needs of sectors and enhance quality of higher education in their countries, and to develop an international joint masters program targeting Eastern Europe and neighbour developing countries.

In the long run the joint curriculum developed will provide a basis to build human resource capacity that public and private sectors and academia need in HTA field and to create communication and collaborations between institutions, sectors and nations both inside and outside the Europe.

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GRANT AMOUNT:	277 135 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	High quality learning opportunities
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	International Cooperation; Teaching and Training

PROJECT NUMBER: **2015-1-TR01-KA203-022688**

TITLE:

TURKISH HIGHER EDUCATION QUALITY ASSURANCE AND PLACEMENT FOR UNIVERSITY SYSTEM

DESCRIPTION:

In this project, we plan to implement AlmaLaurea (AL) system (<http://www.almalaurea.it/en>) in Turkey. AL is a non-profit interuniversity system designed and developed in Italy used by 65 member universities and the Italian Ministry of Education, University and Research. AL keeps track of students and plays a major role in matching university graduates and employers. Unlike commercial solutions through which employers and employees can match, AL system offers a more comprehensive solution both for the job matching process and for the enhancement of the education quality. AL system provides annual reports containing a detailed data analysis of graduates' information (academic background certified by the university, satisfaction with the education received and with the university overall, geographical, social and economic background, work and internship experiences, future plans, and the sectors in which graduates work) to universities and participating organizations. With extensive experiences of the AL team and the University of Huelva in Spain, we will adapt the system according to the needs of the laborlabour market and the higher education in Turkey. There are three participating universities from Turkey: Izmir University, the coordinator, Ege University, one of the largest universities in Turkey with 60,000 students and more than 70 EU funded projects, and Sinop University, a new smaller scale university representing many other universities in Turkey. There are persistent youth unemployment both in Turkey and in Europe (<http://www.tuik.gov.tr> and <http://epp.eurostat.ec.europa.eu>) and unfilled jobs throughout Turkey because of deficiencies in the quality of training of university graduates (<http://setav.org/tr/turkiyenin-insan-kaynagin-in-belirlenmesi/rapor/2379>). Moreover, students have difficulty distinguishing the quality of programs across universities. It may not be in the best interest of universities to disclose detailed job-placement information of their graduates even if they have that data. A few years after the implementation of the project, job placement successes of universities will become transparent. Hence, students will make more informed choices about the universities. Those universities with lower job placement numbers may see a decline in enrolment. Therefore, universities will have to make necessary reforms to attract more students by increasing the quality and the relevance to the laborlabour market of the education they provide. As a result, the satisfaction of employers from the quality of graduates will increase, and the unemployment will decline. The system will also help Turkish Universities develop quality career guidance, counseling-counselling and support services as it has been done in AL participating universities. These job market goals are in line with the official objectives of associate partners in the project Aegean Region Chamber of Industry (EBSO), Young Businessmen Association of İzmir (İGİD), Turkish LaborLabour Agency (İŞKUR) İzmir directory, and Ege University Alumni Association. During the development of the project, there will be 7 transnational meetings. After planning the design of the platform according to the local environment (higher education system, socio-economic environment, laborlabour market structure, needs and capacities of institutions, etc.), AL will set up the demand supply matching platform. Two phases of training activities include "Competence provision and capacity transfer and "Local Trainings as job training. At least 12 university staff and researchers, and 6 administrative staff will be trained both in Bologna offices and in İzmir. During that time, the development of IT based monitoring tools for background analysis and graduates' profile surveys will be carried out as well. Then, trials will be done both on the prototype of the system and on the assessment and evaluations of results with feedback from 10 business representatives. In the 3rd year of the project, various IT monitoring tools will be implemented for university-enterprise partnership to improve employability of graduates. At least 1500 graduands/graduates will enter their CVs in the system. The final stage will be the dissemination of the project and the results via various outlets like conferences, meetings, and social media. Ministries of higher education and laborlabour will be provided reports to help enhance policy making. Graduates of universities will be provided free access to placement services by their universities. Universities will receive regular reports on the job market success of their graduates, and their curricula. Firms and local business organization will have easy access to certified information about candidates at the course grade level. In the long term, the project is expected not only to improve the job market process of university graduates but also to enhance the quality of higher education to match evolving needs of firms more accurately.

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GRANT AMOUNT:	257 315 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the quality and relevance of higher education
PRIORITY 2:	Contributing to the development of a European Area of Skills and Qualifications
PRIORITY 3:	Strengthening quality through mobility and cross-border cooperation
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Quality Assurance
CLUSTER(S):	Employability; Improving the Quality of Education / Training Systems

PROJECT NUMBER: **2015-1-UK01-KA203-013385**

TITLE:

SYSTEM APPROACHES FOR ENTREPRENEURIAL ECOSYSTEM TRAINING - (ECO-SYSTEMAPP)

DESCRIPTION:

Entrepreneurship education does not only mean preparing students to become entrepreneurs. As a key competence for lifelong learning, entrepreneurship education (EE) should prepare students to face real life challenges once they finish formal education. Possession of key competences ensures more flexibility in the labour force, allowing it to adapt more quickly to constant changes in an increasingly interconnected world. Hence, "Entrepreneurship is recognised as a key transversal skill that ENHANCES EMPLOYABILITY and contributes to the EUROPE 2020 OBJECTIVE OF SMART GROWTH (obtain a 75% employment rate for people aged 20-64 by 2020—by getting more people into work). Therefore, in times of the economic crisis, it is more than ever vital to offer entrepreneurship education to everyone by contributing to the objective of the Entrepreneurship 2020 Action plan of integrating it into ALL EDUCATIONAL LEVELS.

Entrepreneurship education in the framework of regions that aim at smart growth, calls for MORE CO-OPERATION AND COHERENCE and demands that educators are equipped with the ADEQUATE SKILLS, COMPETENCES AND TOOLS THAT BOOST SYNERGIES between stakeholders of the entrepreneurial ecosystem and allow CROSS-SECTORAL SPILL-OVERS. There is a TRAINING NEED FOR ENTREPRENEURSHIP EDUCATORS to enable them to cope with these new trends that smart growth entails and provide them with competences and methodologies to deliver up-to date entrepreneurship education.

ECO-SystemApp, as MULTI-SECTOR project, will respond to this need by adopting a SYSTEM APPROACH that considers all those stakeholders of the ecosystem that are involved in providing support for entrepreneurs as TARGET GROUP by recognising them as ENTREPRENEURSHIP EDUCATORS, namely: teachers, trainers and educators from all educational levels, businesses, public authorities and Civil Society organisations (associations, foundations, youth organisations).

The project pursues the GENERAL OBJECTIVE of fostering an entrepreneurial environment that will boost the ecosystems knowledge based on entrepreneurial learning and experience.

SPECIFIC OBJECTIVES

- a. Enhance the up-skilling of entrepreneurship educators and contribute to the embedding of EE at all educational levels
- b. Promote the transfer and take-up of practical entrepreneurial experiences and disseminate effective methodologies, tools and resources for up to date Entrepreneurship education
- c. Develop an assessment tool for the validation of learning outcomes
- d. Enhance strategic multi-stakeholder cooperation for synergies by strengthening peer-to-peer learning

The ECO-SystemApp Consortium is composed of 7 entities (Educational institutions, civil society organisation, public entity and business) with vast experience in entrepreneurship education in all educational fields tackled. Consortium partners are from 7 European Member States.

To achieve the project objectives, the consortium will carry out the following ACTIVITIES: O1- create a peer to peer learning guideline that highlights role models of the entrepreneurial ecosystem; Multiplier events E1-E7- organize interactive peer-to-peer networking events that promote collaboration and coherence on regional and international level; O2-create an open online training course for entrepreneurship educators in regions that aim at smart growth, O3- elaborate a Handbook that provides complementary course information and promotes curiosity based learning, O4 develop and pilot a virtual exchange programme between entrepreneurs and educators that promotes the acquisition of practical entrepreneurship experience for educators, O5-create an assessment tool for the validation and recognition of learning outcomes; O6-build a repository of open educational resources for entrepreneurship education in the framework of smart growth; O7- set up the "Creativity Kraken as an innovative peer-to-peer support structure that helps to discuss and jointly develop new approaches, methodologies and tools for smart entrepreneurship

education, O8- Develop the Virtual learning environment that integrates O1-7; C1- run a joint training activity that will test output O1-O8 and study possibilities for the up-scaling of project results.

The project will use a participatory METHODOLOGY that is based on collaboration and fosters synergies and spill-overs that are instrumental to the transfer and scalability of project results. ECO-SystemApp will involve more than 100 participants directly in the project activities and reach over 600 stakeholders through dissemination and exploitation activities.

The EXPECTED RESULTS are up-skilled entrepreneurship educators and vibrant entrepreneurship ecosystems that are based on collaboration and coherence. The DESIRED IMPACT is a higher number of students of all educational levels that benefit from an increased employability through the participation in smart entrepreneurship education.

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PARTNERS:	ETHNIKO EPIMELITIRIAKO DIKTYO ELLINIDON GYNAIKON EPICHEIRIMATION KAI STELECHON EPICHEIRI-MATIKON FOREON, EL; REGIONALNA ROZVOJOVA AGENTURA SENEC-PEZINOK, SK; Zdruzenie Nacionalen centar za razvoj na inovacii i pretpriemacko učenje Skopje, MK; ARTEVELDEHOGESCHOOL, BE; INNOGATE TO EUROPE CONSULTORIA DE PROYECTOS EUROPEOS SL, ES; CONSORZIO MATERAHUB INDUSTRIE CULTURALI E CREATIVE, IT
GRANT AMOUNT:	290 465 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Developing basic and transversal skills using innovative methods
PRIORITY 2:	Strengthening education and training paths of educators and youth workers
PRIORITY 3:	Supporting the implementation of the 2013 Communication on Opening Up Education
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching and Training; Employability

PROJECT NUMBER: **2015-1-UK01-KA203-013461**

TITLE:

DEVELOPMENT OF INNOVATIVE E-LEARNING AND TEACHING THROUGH STRATEGIC PARTNERSHIPS IN GLOBAL HEALTH EDUCATION

DESCRIPTION:

The 2013 Communication on Opening Up Education identified the expansion of online delivery as a priority for education within the EU. Provision of online higher education within Europe is under-developed and this is particularly so within postgraduate global health education.

The development of high quality online education has been slow within European universities. This may be due to lack of expertise among teaching faculty, concerns about the effectiveness of technology or reluctance to invest the time required to produce learning materials. The project aims to address potential barriers through:

- Promoting and developing the pedagogical and technological skills amongst HE staff to enable them to develop innovative eLearning materials
- Facilitating digital literacy skills amongst students in order to enable them to reach optimal capacity as innovative learners
- Establishing a framework for the future accreditation of eLearning and a handbook and guidelines for eLearning and dissertation supervision in global health education. .

The three partner organisations (in Scotland, Norway and the Netherlands) have all been involved in the delivery of postgraduate teaching in global health through engagement with the TropEd network. The partners wish to make blended and distance learning options available in order to meet the growing demand for higher education from partner countries within and outside of Europe. As many students face economic or geographical challenges such as high fees, high living costs, visa restrictions and the difficulty of being away from home for a full year blended learning and eLearning offer an obvious solution to many of these challenges.

Key activities and outputs of the project will include:

- Staff training in developing eMaterials, mainly through the use of long-term training assignments.
- Sharing of practice between the 3 partner institutions and in the TropEd network.
- Development of guidance on supervision of global health dissertations from a distance.
- Development of 9 eLearning modules, clustered into 3 coherent pathways. These will give students access to a blended learning experience that combines the expertise of the three different partners and allows students to engage in virtual mobility across the 3 partner institutions. Learning materials will subsequently be made available as an open learning resource.
- Delivery of the first 6 modules and evaluation thereof. 24 students (8 per institution) will be recruited for each cohort, the first in 2016-17 (pilot phase) and the second in 2017-18. Students will be registered at each partner organisation and will come to Europe to study the first semester in classroom. Students will then return to their home countries and undertake the remaining modules online. Completion of a dissertation, supervised remotely, will enable successful students to qualify for the award of European Master of Science in International Health
- Agreement of accreditation guidelines for eLearning within the TropEd network.
- The experience of the full three-year project will be used to develop a Handbook for eLearning that can be used by all academics working in a similar field. Two journal articles will also be produced.

The main result will be to establish a foundation on which future eLearning developments can build, both within the partner institutions and across European networks, especially TropEd. The agreement of an accreditation framework for eLearning within TropEd will open up the possibility for further virtual mobility and partnership working. The project will contribute to the expansion of online higher education provision within the EU, enabling European universities to maintain a competitive edge in the ever-growing field currently dominated by the US.

The project will increase in digital literacy amongst teachers and learners of global health education. The three participating organisations will benefit from acquiring pedagogical and technological skills to develop innovative eLearning and teaching materials and this knowledge will be shared through the Handbook on eLearning. Creation of a critical mass of digitally literate practitioners will lead to the development of further modules and continued collaboration to develop more coherent pathways.

As a high proportion of students interested in global health education come from economically or geographically disadvantaged backgrounds, particular attention will be paid to their support needs.

It is hoped that through this project more potential students, currently working as managers or policy-makers in governmental and non-governmental organisations in Europe and beyond, will be able to access higher education that is directly relevant to their roles.

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GRANT AMOUNT:	371 717 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Enhancing digital integration in learning, teaching, training and youth work at various levels
PRIORITY 2:	Supporting the implementation of the 2013 Communication on Opening Up Education
TOPIC 1:	Access for disadvantaged
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	Inclusion and Tolerance; Teaching and Training; New Technologies and Digital Competences

PROJECT NUMBER:

2015-1-UK01-KA203-013720

TITLE:

A ROUNDER SENSE OF PURPOSE: INTEGRATING ESD EDUCATOR COMPETENCES INTO EDUCATOR TRAINING

DESCRIPTION:

This project arises from a vision of smart, sustainable economic development, in line with the Europe 2020 Strategy. Championing a socially and environmentally sustainable form of development has implications for both what is taught in our schools and the way it is conducted. This highlights the bottleneck of there not being enough teachers who have the competence to teach education for sustainable development (ESD).

The United Nations Economic Commission for Europe (UNECE) has developed a framework of educator competences for ESD. This, however, remains a theoretical tool that has not been (i) translated into concrete, measurable actions or (ii) tested against other pressing economic priorities.

This project proposes to bring together six committed institutions, to achieve the following objectives:

1. To develop a practical accreditation model that teacher educators can use in any European context so that pre-service educators can demonstrate their competence in ESD through a widely-recognised model of accreditation
2. To develop and disseminate a 'tools and guidelines' document to help teacher educators implement the accreditation model in a variety of contexts and give pre-service educators the opportunity to demonstrate their competence in a concrete, measurable manner
3. To enhance mainstream educator training programmes with a wider set of competences that will more accurately reflect the role of formal education in supporting smart, sustainable and inclusive economic development. This will, inter alia, increase the capacity of participating institutions to:
 - a. Recognise and validate a broader range of competences among student educators including generic and transferable skills
 - b. Embrace a wider range of social and environmental concerns within their programmes
 - c. Work in an inter-disciplinary manner
 - d. Recruit students who are attracted by the institution's participative approaches
 - e. Develop strategies to enhance organisational learning
 - f. Work internationally using digital media on a regular basis
4. To conduct a thorough, formative and summative external evaluation of the project
5. To conduct research into the impact of engagement with the competence framework on pre-service teachers.

By working closely with practitioners in a range of different contexts, the project aims to facilitate the engagement of 50 teacher educators and over 400 pre-service teachers in the practical application of the ESD competences. The accreditation model will provide other institutions with a straightforward means of assessing and certificating student achievement in ESD – a useful addition to any educator preparation programme. The tools and guidelines publication will ensure that those who wish to use the accreditation model are supported in their efforts to integrate sustainable development into their mainstream programmes.

These outputs will be developed through the practical implementation of prototype models, closely monitored through regular discussion with partners in which challenges and triumphs are shared openly, and through periodic transnational meetings to finalise outputs and map out next steps. The outputs will be disseminated via the project website but also through a series of national launch event during the final months of the project.

Participating pre-service educators will learn to recognise the way in which their own values can be reflected in their teaching and be better able to integrate ESD into different aspects of their teaching whatever their subject specialism. Teacher educators will better understand the principles and rationale behind ESD and become advocates for this process in their work. The project will enhance existing educator training programmes with a wider set of competences that will reflect more accurately the role of formal education in supporting smart, sustainable and inclusive economic development. By being able to provide accredited learning alongside any programme of educator preparation, the project will provide a readily accessible solution to the problem of teachers and other educators being ill-equipped to prepare their students for a sustainable economy.

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GRANT AMOUNT:	408 466 EUR
CONTRACT DURATION:	33 months
PRIORITY 1 OR MAIN:	Strengthening education and training paths of educators and youth workers
PRIORITY 2:	Improving the quality and relevance of higher education
PRIORITY 3:	Strengthening the profile of the teaching professions
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Pedagogy and didactics
TOPIC 3:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	Teaching and Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER: **2015-1-UK01-KA203-013767**

TITLE:

ACHIEVING BENEFITS FROM LEARNING ANALYTICS

DESCRIPTION:

The ABLE Project (Achieving Benefits from LEarning analytics) has been developed to exploit the opportunities becoming available due to the rise of learning analytics technology. Learning analytics is the practice of using institutional data to improve students' learning experiences. The technology is potentially transformative, however, there are early indications that the sector is not yet certain how to actually use these new tools. Knowing that students may be more at risk of withdrawing early or under performing does not automatically lead to improvements.

The ABLE Project will investigate the use of learning analytics to improve student retention and success in the first year of higher education.

We will:

- Focus on the development of learning analytics to support the first year experience
- Identify strategies for integrating institutional support around the data generated by learning analytics
- Continue our existing research into the first year experience and students in transition
- Provide recommendations and resources for the sector

The project team possesses a wide range of expertise:

NTU

Ed Foster is a leading expert on student engagement. Ed has managed large research projects and is the project lead for the NTU Student Dashboard, an award winning learning analytics platform. Ed is actively involved in the EFYE network.

Sarah Lawther is a researcher with extensive expertise in student progression and attainment. Sarah currently leads an institution-wide student retention research programme and currently manages the institution's first year experience survey.

KU Leuven

Tinne De Laet, will lead the project for KU Leuven. She will be supported by Greet Langie, and Carolien Van Soom all based within Student Counselling and Tutorial Services teams. They have first-hand experience on the transition from secondary to higher education and will ensure that there is a practitioners' perspective within the project.

Erik Duval will bring his extensive experience of learning analytics into the project. He will be supported by Wim Van Petegem an expert in educational technology and supported by the other team members.

Leiden University

Maarten van de Ven PhD is an educational psychologist with over 30 years in the area of educational technology in HE. He has experience in educational research, design and implementation of e-learning activities, courseware design and production.

Maartje van den Bogaard PhD is an education consultant and researcher with over 10 years of expertise as consultant, teacher trainer and researcher in engineering education, student success and policy and administration. She also teaches methodology of human subject research in Delft University.

Marc Cleiren, PhD has specialized in designing questionnaires and implementing online surveys. He has worked for 30 years as a researcher in the field of Clinical and Health Psychology. He has, since 2011, been one of the principal designers of the intake questionnaire for prospective Leiden University students.

We will achieve our project outputs by:

- Extending existing, or developing new, learning analytics resources
- Researching students' experiences of transition into the first year
- Testing students' reactions to and use of learning analytics
- Working as change agents within our own institutions to integrate information generated by learning analytics into support mechanisms
- Disseminating our findings through the project website, blogs and journal articles
- Delivering conference presentations, producing papers and literature reviews

The ABLE Project will use a range of methods

- Literature reviews of existing practices within the sector and particularly in our own institutions
- Student surveys and questionnaires to better understand students' experience of transition and also test their experience using learning analytics
- We will work with staff and students to better understand their experience of using the tools
- We will conduct analyses of student use of student counselling services and test the impact on retention and success.

We will produce a range of useful outputs for the sector, including:

- Reports and literature reviews about the use of learning analytics, student transition, retention and success.
- There will also be software developed to capture, analyse and present student data in a meaningful manner
- Importantly there will also be a report making recommendations about how to integrate learning analytics into institutional practices

This project is extremely timely. In the next few years the sector is likely to see the rapid expansion of learning analytics. This will mean that the work we are proposing to do will be relevant throughout the sector. The project will provide researched recommendations, resources and insights into the use of learning analytics to support student transition and success that can be easily used by colleagues in other universities.

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GRANT AMOUNT:	445 286 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Increasing attainment levels
PRIORITY 2:	Enhancing digital integration in learning, teaching, training and youth work at various levels
TOPIC 1:	Early School Leaving / combating failure in education
CLUSTER(S):	Teaching and Training

PROJECT NUMBER: 2015-1-UK01-KA203-013801**TITLE:****STRATEGY FOR CHANGE****DESCRIPTION:**

The Project aims to establish a formalised transnational training programme to prepare students for carrying out effective social innovation projects in the local community. Social Innovation is defined as 'new ideas (products, services and models) that simultaneously meet social needs and create new social relationships or collaborations' (Grisolia and Ferragina, 2015). The global field of social innovation is growing exponentially. All over the world there are organisations and institutions incorporating social innovation into strategies to combat societal problems such as ageing and poverty. However, while universities are often actively engaged in researching this phenomenon, and some courses have been developed in areas such as social enterprise, there are few specific initiatives that proactively involve students in social innovation programmes within their local communities. This project seeks to develop a more formalised, transnational, extracurricular training programme that will incorporate the most advanced processes developed in embedding social innovation, combining partner universities' experiences in networks such as ASHOKA - <http://ashokau.org> - and DESIS- <http://www.desis-network.org>.

Five Universities will take part in the project – Glasgow Caledonian University, Dublin City University, Technology University Eindhoven, University of Aveiro and Interactive Institute Swedish ICT and will also count on the participation of two of the Universities' Student Associations (GCUSA at GCU and OSL at DCU). The project will meet a series of specific objectives:

- develop awareness and skills among students for effective community action
- incorporate entrepreneurship, ICT and leadership and other transversal skills as a means to instigate change and address societal challenges
- create effective learning pathways – especially for widening access students to benefit from the opportunities offered through community engagement and social responsibility, raising completion rates and enhancing employability prospects.
- benchmark students' social innovation activities within five institutions, carry out virtual and physical mobility for exchange of best practice
- design a formalised transnational, extracurricular programme structure with a view to future accreditation.
- ensure a sustainable model by introducing a virtuous circle through training of trainers feeding back their knowledge and experience into the programme.

The project activities will consist of a benchmarking of needs and best practices within the University, design of a programme and course materials including ICT tools, and validation of the Programme through a three stage programme including transnational mobility.

COORDINATOR:

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TECHNISCHE UNIVERSITEIT EINDHOVEN, NL;
DUBLIN CITY UNIVERSITY, IE;
INTERACTIVE INSTITUTE SWEDISH ICT AB, SE

GRANT AMOUNT:

429 735 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:	Developing basic and transversal skills using innovative methods
PRIORITY 2:	Promoting entrepreneurship education and social entrepreneurship among young people.
PRIORITY 3:	Promoting empowerment, participation and the active citizenship of young people.
TOPIC 1:	Social dialogue
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Inclusion and Tolerance; Teaching and Training; Employability

PROJECT NUMBER: **2015-1-UK01-KA203-013819**

TITLE:

TOOLS FOR TEACHING QUANTITATIVE THINKING

DESCRIPTION:

Quantitative thinking is at the heart of modern societies. Skills and programming competences related to quantitative thinking increase a student's employability and allow an enlightened citizen to make informed decisions.

Every day we are bombarded and challenged by quantitative information: How long will a journey be delayed due to traffic? What are the chances of a change in weather conditions? More important questions and decisions in life are also quantitative in nature. What is the risk of a medical intervention? What are the potential benefits of an investment? Answers to these essential questions are usually provided in terms of statistics and quantitative information. Large modern societies require that quantitative information is communicated effectively so that it can be used by active citizens to make informed decisions. However, there is typically a huge gap between quantitative information released by experts, how this information is picked up and communicated by media, and how it is received and digested by members of the general public.

Programming and coding skills are closely linked to quantitative thinking and is in high demand by employers in a society geared towards IT solutions. Learning IT and programming skills in a traditional course can be costly, time consuming, and the format and content often lacks the flexibility many students but also adult learners demand. At the same time, information and computer technology has advanced quickly and offers new and powerful software solutions for data analysis and visualization. To stay up-to-date, students and teachers must constantly upgrade their knowledge and learn new quantitative skills and competences to meet these demands. This has increased the need for new approaches to learning and teaching of quantitative thinking, particularly in the social sciences but also beyond.

The TquanT project will be conducted by a consortium of 12 European universities that will lead the way to teaching of quantitative skills and associated programming competencies. We will hold blended mobility activities that combine traditional teaching in a classroom with innovative e-learning techniques to teach quantitative skills and programming competences to international students. The blended mobility will employ interactive software tools for teaching various aspects of quantitative thinking in modular knowledge structures. These tools can be used to establish an open-access adaptive e-learning system and course that is attractive to students at all levels of education, accessible to disadvantaged students from diverse cultural and geographic backgrounds, but also to adult learners, teachers, and the general public.

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EBERHARD KARLS UNIVERSITAET TUEBINGEN, DE;
UNIVERSIDADE DE LISBOA, PT;
DEBRECENI EGYETEM, HU;
KATHOLIEKE UNIVERSITEIT LEUVEN, BE;
CARL VON OSSIETZKY UNIVERSITAET OLDENBURG, DE;
UNIVERSIDAD COMPLUTENSE DE MADRID, ES;
JACOBS UNIVERSITY BREMEN GMBH, DE

GRANT AMOUNT:

392 710 EUR

CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Developing basic and transversal skills using innovative methods
PRIORITY 2:	Effective strategies for enhancing basic skills
PRIORITY 3:	Improving the quality and relevance of higher education
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Key Competences (incl. mathematics and literacy) - basic skills
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	New Technologies and Digital Competences; Teaching and Training

PROJECT NUMBER: **2015-1-UK01-KA203-013820**

TITLE:

IMPROVING THE PROTECTION AND WELLBEING OF CHILDREN IN EUROPE: ENHANCING THE CURRICULUM

DESCRIPTION:

Context/background

This project has developed from the recognised need, amongst international agencies and higher education institutions, for consistency in responses to, and understanding of, child welfare and protection issues across Europe. Trans-European organisations have identified the need for a common set of core modules to inform professional development. Safeguarding presents challenges to all child support agencies where there are concerns regarding child welfare and these challenges require a co-ordinated response.

Objectives

The project aims to create a suite of core child protection modules for social work child protection training in South East Europe. The creation of complementary child protection training within partner institutions will provide a template for future transnational collaborations and improved cross border collaboration. Such a joint enterprise will enhance the quality and relevance of the learning in social work education and increase the capacity and professionalism of a skilled workforce to address the challenges of child protection and welfare in a globalised world via improved competency and knowledge base of social workers.

The identified modules include:

- Practice / skills base / risk assessment (including online e-learning skills scenarios)
- Effective practice / evidence base / monitoring skills
- Collaborative working / multi-agency approaches (including co-production with children and families)
- Working with hard to reach children / families
- Transnational social work (include issues of poverty and / or culture)

Number and profile of participants

The project group comprises eight universities with specialised areas of skill and expertise. Terre des Hommes Foundation Lausanne in Hungary complements the group as a voluntary organisation with strong pan-European working relationships, existing networks in South East Europe and a close understanding of the particular practice issues which the project group may face.

The University of Stirling is recognised in the UK and internationally for the quality of teaching and research in the field of child welfare and protection. Led by Professor Daniel, the team at Stirling have the expertise and experience required to head and coordinate large partnership arrangements.

The University of Kent provide additional depth in their international reputation for teaching and research in child welfare and protection. In relation to this project specifically the University of Kent have developed innovative technologies for delivering learning opportunities online and their expertise will inform the development of online skills and practice resources.

The partner Universities represent key institutions for teaching and research in child welfare and protection in the respective partner organisations:

Chisinau Ion Creanga State Pedagogical University

Univerzitet U Beogradu

Universitatea Din Bucuresti

University of Tirana

University of Prishtina

Nov Bulgarski Universitet

Description of activities

The project will achieve the goal of creating a suite of core modules for child protection education through a 3 year programme of activities. In phase 1 (first three months) the project group will carry out a needs assessment to identify the specific and shared needs across South East European counties. There will be five transnational meetings to manage the project, in addition to regular e-meetings facilitated by an advisory / steering group. A total of six multiplier events held in each of the SE European regional countries will disseminate project findings to local stakeholders and facilitate an ongoing sustainable feedback loop, extending beyond the completion of the project.

Process

Partnership working across the project group will draw on local knowledge and expertise while the overarching leadership of Stirling University will bring consistency and coherence to the materials developed. Theories of adult learning will underpin the development of the curriculum and teaching methods

The project will develop and embed training material for social work educators to deliver a consistent child protection modules across South East Europe. This will result in shared, innovative educational practice for addressing the target group of social work professionals. Core social work child welfare texts will be made available to social workers in the target areas through translated materials and the creation of multi-language e-learning materials.

Potential longer term benefits.

Improved transnational cooperation between social work / child protection education providers will be followed by enhanced collaboration and research opportunities. Development of shared understanding in terms of the priority issues for child welfare and protection - both in terms of educational provision for professionals and the challenges in practice will ensure sustainability

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Paul Rigby

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University of Prishtina, Social Work Department, XK;
UNIVERSITETI I TIRANES, AL;
UNIVERZITET U BEOGRADU, RS;
UNIVERSITY OF KENT, UK

GRANT AMOUNT:

443 400 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Improving the quality and relevance of higher education

PRIORITY 2:

High quality learning opportunities

TOPIC 1: New innovative curricula/educational methods/development of training courses

CLUSTER(S): Teaching and Training

PROJECT NUMBER: **2015-1-UK01-KA203-013847**

TITLE:

DEVELOPING ENTREPRENEURIAL WOMEN - CHANGING HORIZONS

DESCRIPTION:

The project addresses two inter-related challenges:

1. Under-representation and under-utilisation of women in entrepreneurship.

While increasing numbers of women are becoming involved in entrepreneurship and make vital contributions to economies, in most contexts globally fewer women than men start and run new businesses; fewer still run mature businesses, indicating issues with long term sustainability (Kelley et al, 2013). Despite being contested, under-performance hypotheses, positioning female owned businesses as less successful than male owned, are perpetuated (McAdam, 2013) and distort policy, business support and education/training interventions in ways that are unhelpful.

2. Entrepreneurship education is still a relatively new field; little attention has been paid to gendered perspectives (Ettl and Welter, 2010).

There is over-reliance on inappropriate, traditional teaching methods and content more suited studying large organisations than preparation for future entrepreneurs and the start-up and development of entrepreneurial organisations (Williams Middleton and Donnellon, 2014; Mwasalwiba, 2010). Recent research into enterprise and entrepreneurship education offered within European HEIs reveals an unconscious masculine bias in promotion, pedagogy and content (Jones and Warhuus, 2014; Jones, 2011). This may explain the lack of take up by female students of (optional) generic enterprise and entrepreneurship focused modules/courses and may contribute to a vicious circle which perpetuates negative stereotyping and alienates women from considering entrepreneurial careers.

Objectives are to develop an industry endorsed, validated, joint Masters in Gender and Entrepreneurship. Through the project activities, additional objectives will be to contribute to promoting and encouraging entrepreneurship as a viable career option for women and girls and to contribute to developing knowledge and good practice in gender and entrepreneurship research and in women's entrepreneurship education in Higher Education Institutions.

The project aims to engage with 222 participants. In addition to generic barriers to start up and growth that may be encountered by any business, women may also encounter gender specific barriers including less social, human, financial, symbolic and entrepreneurial capital (McAdam, 2013); lack of confidence and lack of self efficacyself-efficacy may be of key significance (Kirkwood, 2009) together with greater degrees of difficulty in reconciling home or personal priorities with those of business..

An action research framework will underpin the project so that greater insights and more specific knowledge and understanding will be accumulated as the project progresses. This will result in the project activities increasing in quality and relevance.

Reflecting the importance in gender and entrepreneurship of context upon opportunities and constraints, the consortium partners (Wales/UK, France and Greece) represent different socio-political economic contexts. The project design features individual and group interviews in each of the partner countries and transnational intensive programmes enable the learning and teaching approach, content and materials to be trialled with women from different contexts within Europe.

Through the transnational intensive programmes and dissemination activities, 71 women will gain increased entrepreneurial capital, confidence and self efficacyself-efficacy; entrepreneurial knowledge and skills development and increased awareness of strategies to overcome gender specific challenges to entrepreneurship. Through dissemination activities, 27 researchers, teachers, trainers, lecturers and 26 policy makers and business support professionals will have greater knowledge and understanding of strategies for Integrating best practice in the delivery of gender aware and gender sensitive entrepreneurship education, related policy and business support.

Regarding challenge 1, the project will promote entrepreneurship as a relevant career choice for women. The research, development and dissemination activities will raise awareness of limiting stereotypes and

their negative implications at an individual level for female entrepreneurs and at an institutional level (policy, higher education) for female entrepreneurship. Alternative, gender sensitive models will be identified and promoted.

Regarding challenge 2, new, gender sensitive approaches to course promotion, teaching and learning methods and content will be developed, piloted and disseminated widely. The course will equip individual female entrepreneurs with strategies to help them overcome gender specific barriers to entrepreneurial careers. It will also empower them as entrepreneurial (future) leaders to contribute to the development and promotion of more relevant and gender aware entrepreneurial theory, policy and practice.

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GRANT AMOUNT:	201 147 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Developing basic and transversal skills using innovative methods
PRIORITY 2:	High quality learning opportunities
PRIORITY 3:	Promoting entrepreneurship education and social entrepreneurship among young people.
TOPIC 1:	Gender equality / equal opportunities
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Inclusion and Tolerance; Teaching and Training; Employability

