



Booklet

Capacity Building in Higher Education Virtual Fair 2021



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Enriching lives, opening minds.

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Dear Participants

The Capacity Building in Higher Education (CBHE) Virtual Fair is an online event aiming to raise awareness on how results of CBHE projects can improve the Higher Education sector in the Partner countries.

Through the best practices and the results achieved by 2015-2020 funded projects that will be showcased in the thematic sessions of the Virtual Fair, academics, university managers, students and national policy makers can be inspired to shape the next generation of CBHE projects.

The Virtual Fair offers the opportunity to listen to professors and staff who succeeded in improving teaching methodologies, expanding the educational offer and enhancing governance efficiency of their HE Institutions.

During the two days, about 100 CBHE projects from all regions of the world will display their most relevant results in 28 dedicated sessions and in 17 training sessions. You will have the possibility to attend subject-specific sessions where results of projects in agriculture, engineering, health, etc. are presented and to attend cross-disciplinary sessions with achievements in topics as digitalisation, innovation management, soft skills.

Please consult our rich programme staging projects implemented in 65 different countries all over the world in order to find the most convenient sessions for you and your colleagues.

Join!


- Click [HERE](#) to **PRE-REGISTER** for the fair.
- The sessions and panels will also be live-streamed via Social Media: Follow the CBHE Virtual Fair on its dedicated [Facebook Page](#) and [YouTube Channel](#).

Day 1 – Tuesday – 26 October 2021



11:00 - 11:50 CEST								
Plenary session: Strategic and Policy context of the Capacity Building in Higher Education <i>Ralf Rahders, Head of Unit, EACEA</i> <i>Sophie Beernaerts, Head of Department, EACEA</i> <i>Filip Van Depoele, Head of Unit, DG EAC</i> <i>Mathieu Bousquet, Head of Unit, DG NEAR</i> <i>Agnieszka Skuratowicz, Head of Unit, DG INTPA</i>								
11:50 - 12:00 CEST								
Break								
12:00 - 13:00 CEST								
Project Results in Health I	Project Results in Agriculture & Food I	Project Results in Engineering I	Project Results in Entrepreneurship	Project Results in Teachers Education	Training on Dual Study Programmes	Training on Plagiarism Detection	Training on Open Educational Resources	
<i><u>ImpENSA</u></i> <i><u>JUST-CRS</u></i> <i><u>ACoRD</u></i>	<i><u>SUNspace</u></i> <i><u>LANDS</u></i> <i><u>UNICAM</u></i>	<i><u>MAKING 4.0</u></i> <i><u>eDRONE</u></i> <i><u>EMVITET</u></i>	<i><u>SMART V2WORK</u></i> <i><u>REBUS</u></i>	<i><u>SUP4PCL</u></i> <i><u>CURE</u></i> <i><u>BLTea</u></i>	<i><u>LaTFURE</u></i>	<i><u>INTEGRITY</u></i>	<i><u>OPENMED</u></i>	
13:00 - 13:15 CEST								
Break								
13:15 - 14:15 CEST								
Project Results in Transport Engineering	Project Results in Political, Social & Economic Science I	Project Results in Hard Sciences	Project Results in French Speaking Session I	Project Results in Innovative Teaching	Training on Remote Labs I	Training on Internationalisation at Home I	Training on Digitalisation in Medical Studies	
<i><u>TRAFSAF</u></i> <i><u>SMALOG</u></i> <i><u>INTRAS</u></i>	<i><u>EURO-PS</u></i> <i><u>Pages</u></i> <i><u>GeST</u></i>	<i><u>ITEM</u></i> <i><u>NETCHEM</u></i> <i><u>EASTEM</u></i>	<i><u>YABDA</u></i> <i><u>SALEEM</u></i> <i><u>AFREQEN</u></i>	<i><u>MoPED</u></i> <i><u>HIEDTEC</u></i> <i><u>InnovaT</u></i>	<i><u>VISIR+</u></i>	<i><u>WILLIAM</u></i>	<i><u>TAME</u></i>	
14:15 - 14:30 CEST								
Break								
14:30 - 15:30 CEST								
Project Results in Environment I	Project Results in Agriculture & Food II	Project Results in Spanish Speaking Session I	Project Results in Skills for the 21st Century I	Training on Problem-Based Learning	Training on Internationalisation In Spanish & English	Training on Remote Labs II		
<i><u>BECK</u></i> <i><u>NATRISK</u></i> <i><u>DAMOC</u></i>	<i><u>SSNS</u></i> <i><u>SUSDEV</u></i> <i><u>SIMPLE</u></i>	<i><u>IMPALA</u></i> <i><u>LATWORK</u></i> <i><u>TIC Cruz del Sur</u></i>	<i><u>T-INDIA</u></i> <i><u>e-VIVA</u></i> <i><u>LAPASSION</u></i>	<i><u>PBLMD</u></i>	<i><u>EULA-GTEC</u></i>	<i><u>e-LIVES</u></i>		
15:30 - 16:30 CEST								
Networking Session @ CBHE Lounges								

Day 2 – Wednesday – 27 October 2021

11:00 - 11:50 ^{CEST}	Plenary session: The CBHE call under the 2021 – 2027 programme: What is new? <i>Anila Troshani, Head of Sector, EACEA</i>						
							
11:50 - 12:00 ^{CEST}	Break						
12:00 - 13:00 ^{CEST}	Project Results in Engineering II <u><i>NANO El-Asia</i></u> <u><i>LMPI</i></u> <u><i>CLASS</i></u>	Project Results in Agriculture & Food III <u><i>ADAPTNET</i></u> <u><i>IUCLAND</i></u> <u><i>DSinGIS</i></u>	Project Results in Internationalisation Strategies <u><i>ANTENA</i></u> <u><i>IN2IT</i></u> <u><i>UNICAC</i></u>	Project Results in Inclusion of Vulnerable Groups <u><i>RESCUE</i></u> <u><i>TRANS2WORK</i></u> <u><i>DECIDE</i></u>	Project Results in Skills for the 21st Century II <u><i>ARROW</i></u> <u><i>ReSTART</i></u> <u><i>AHEAD</i></u>	Training on Innovative Teaching Methods <u><i>PRINTeL</i></u>	Training on Inclusive City Building <u><i>BReUCom</i></u>
13:00 - 13:15 ^{CEST}	Break						
13:15 - 14:15 ^{CEST}	Project Results in Environment II <u><i>WASEC</i></u> <u><i>EduBioMed</i></u> <u><i>CABARET</i></u>	Project Results in Political, Social & Economic Science II <u><i>MORALE</i></u> <u><i>DESTIN</i></u> <u><i>REFINE</i></u>	Project Results in Internationalisation at Home II <u><i>ELEVATE</i></u> <u><i>FRIENDS</i></u> <u><i>BOOST</i></u>	Project Results in HEI Governance & New Services I <u><i>AESOP</i></u> <u><i>ENINEDU</i></u> <u><i>TEEDE</i></u>	Project Results in French Speaking Session II <u><i>COFFEE</i></u> <u><i>SAGESSE</i></u> <u><i>INSITES</i></u>	Training on Critical Learning in Public Health <u><i>Trans4m-PH</i></u>	Training on Empowering Female Leadership <u><i>FREE</i></u>
14:15 - 14:30 ^{CEST}	Break						
14:30 - 15:30 ^{CEST}	Project Results in Health II <u><i>BSA</i></u> <u><i>TUTORIAL</i></u> <u><i>COPHELA</i></u>	Project Results in Spanish Speaking Session II <u><i>SUSTER</i></u> <u><i>Mimir Andino</i></u> <u><i>MT-ACACIA</i></u>	Project Results in HEI Governance & New Services II <u><i>EMCWUB</i></u> <u><i>STORM</i></u> <u><i>REC-MAT</i></u>	Project Results in Digitalisation <u><i>ACADEMICA</i></u> <u><i>MarMOOC</i></u> <u><i>LALA</i></u>	Training on Entrepreneurship Education <u><i>LISTO</i></u>	Training on Innovative & Digital Teaching <u><i>CAP4CITY</i></u>	Training on Woman Involvement in STEM <u><i>W-STEM</i></u>
15:30 - 16:30 ^{CEST}	Networking Session @ CBHE Lounges						

Focus Areas

Tuesday, 12:00	Agriculture & Food I
Tuesday, 14:30	Agriculture & Food II
Wednesday, 12:00	Agriculture & Food III
Wednesday, 13:15	Critical Learning in Public Health
Tuesday, 13:15	Digitalisation in Medical Studies
Wednesday, 14:30	Digitalisation
Tuesday, 12:00	Dual Study Programmes
Wednesday, 14:30	Entrepreneurship Education
Wednesday, 13:15	Empowering Female Leadership
Tuesday, 12:00	Engineering I
Wednesday, 12:00	Engineering II
Tuesday, 12:00	Entrepreneurship
Tuesday, 14:30	Environment I
Wednesday, 13:15	Environment II
Tuesday, 13:15	French Speaking Session I
Wednesday, 13:15	French Speaking Session II
Tuesday, 13:15	Hard Sciences
Tuesday, 12:00	Health I
Wednesday, 14:30	Health II
Wednesday, 13:15	HEI Governance & New Services I
Wednesday, 14:30	HEI Governance & New Services II
Wednesday, 12:00	Inclusion of Vulnerable Groups
Wednesday, 12:00	Inclusive City Building
Wednesday, 14:30	Innovative & Digital Teaching
Wednesday, 12:00	Innovative Teaching Methods
Tuesday, 13:15	Innovative Teaching
Tuesday, 14:30	Internationalisation
Tuesday, 13:15	Internationalisation at Home I
Wednesday, 13:15	Internationalisation at Home II
Wednesday, 12:00	Internationalisation Strategies
Tuesday, 12:00	Open Educational Resources
Tuesday, 12:00	Plagiarism Detection
Tuesday, 13:15	Political, Social & Economic Science I
Wednesday, 13:15	Political, Social & Economic Science II
Tuesday, 14:30	Problem-Based Learning
Tuesday, 13:15	Remote Labs I
Tuesday, 14:30	Remote Labs II
Tuesday, 14:30	Skills for the 21st Century I
Wednesday, 12:00	Skills for the 21st Century II
Tuesday, 14:30	Spanish Speaking Session I
Wednesday, 14:30	Spanish Speaking Session II
Tuesday, 12:00	Teachers Education
Tuesday, 13:15	Transport Engineering
Wednesday, 14:30	Woman Involvement in STEM

Project Results

Tuesday, 26.10.21

12:00 - 13:00 ^{CEST}	Health I <i><u>ImpENSA</u></i> <i><u>JUST-CRS</u></i> <i><u>ACoRD</u></i>	Agriculture & Food II <i><u>SUNspace</u></i> <i><u>LANDS</u></i> <i><u>UNICAM</u></i>	Engineering I <i><u>MAKING 4.0</u></i> <i><u>eDRONE</u></i> <i><u>EMVITET</u></i>	Entrepreneurship <i><u>SMART</u></i> <i><u>V2WORK</u></i> <i><u>REBUS</u></i>	Teachers Education <i><u>SUP4PCL</u></i> <i><u>CURE</u></i> <i><u>BLTeae</u></i>
13:15 - 14:15 ^{CEST}	Transport Engineering <i><u>TRAFSAF</u></i> <i><u>SMALOG</u></i> <i><u>INTRAS</u></i>	Political, Social & Economic Science I <i><u>EURO-PS</u></i> <i><u>Pages</u></i> <i><u>GeST</u></i>	Hard Sciences <i><u>ITEM</u></i> <i><u>NETCHEM</u></i> <i><u>EASTEM</u></i>	French Speaking Session I <i><u>YABDA</u></i> <i><u>SALEEM</u></i> <i><u>AFREQEN</u></i>	Innovative Teaching <i><u>MoPED</u></i> <i><u>HIEDTEC</u></i> <i><u>InnovaT</u></i>
14:30 - 15:30 ^{CEST}	Environment I <i><u>BECK</u></i> <i><u>NATRISK</u></i> <i><u>DAMOC</u></i>	Agriculture & Food II <i><u>SSNS</u></i> <i><u>SUSDEV</u></i> <i><u>SIMPLE</u></i>	Spanish Speaking Session I <i><u>IMPALA</u></i> <i><u>LATWORK</u></i> <i><u>TIC Cruz del Sur</u></i>	Skills for the 21st Century I <i><u>T-INDIA</u></i> <i><u>e-VIVA</u></i> <i><u>LAPASSION</u></i>	

Wednesday, 27.10.21

12:00 - 13:00 ^{CEST}	Engineering II <i><u>NANO El-Asia</u></i> <i><u>LMPI</u></i> <i><u>CLASS</u></i>	Agriculture & Food III <i><u>ADAPTNET</u></i> <i><u>IUCLAND</u></i> <i><u>DSinGIS</u></i>	Internationalisation Strategies <i><u>ANTENA</u></i> <i><u>IN2IT</u></i> <i><u>UNICAC</u></i>	Inclusion of Vulnerable Groups <i><u>RESCUE</u></i> <i><u>TRANS2WORK</u></i> <i><u>DECIDE</u></i>	Skills for the 21st Century II <i><u>ARROW</u></i> <i><u>ReSTART</u></i> <i><u>AHEAD</u></i>
13:15 - 14:15 ^{CEST}	Environment II <i><u>WASEC</u></i> <i><u>EduBioMed</u></i> <i><u>CABARET</u></i>	Political, Social & Economic Science II <i><u>MORALE</u></i> <i><u>DESTIN</u></i> <i><u>REFINE</u></i>	Internationalisation at Home II <i><u>ELEVATE</u></i> <i><u>FRIENDS</u></i> <i><u>BOOST</u></i>	HEI Governance & New Services I <i><u>AESOP</u></i> <i><u>ENINEDU</u></i> <i><u>TEEDE</u></i>	French Speaking Session II <i><u>COFFEE</u></i> <i><u>SAGESSE</u></i> <i><u>INSITES</u></i>
14:30 - 15:30 ^{CEST}	Health II <i><u>BSA</u></i> <i><u>TUTORIAL</u></i> <i><u>COPHELA</u></i>	Spanish Speaking Session II <i><u>SUSTER</u></i> <i><u>Mimir Andino</u></i> <i><u>MT-ACACIA</u></i>	HEI Governance & New Services II <i><u>EMCWUB</u></i> <i><u>STORM</u></i> <i><u>REC-MAT</u></i>	Digitalisation <i><u>ACADEMICA</u></i> <i><u>MarMOOC</u></i> <i><u>LALA</u></i>	

Agriculture & Food I

Tuesday - 26.10.21
12:00 - 13:00

SUNSpaCe

<https://sunspace.farm>

Pr Aicha Sekhari Seklouli
University Lyon2, France

Pr Pradorn Surephong
Chiang Mai University, Thailand

Farming is one of the important link in the food sector. This sector needs to provide assurance on the safety and quality of its products, which consumers could trust. Smart farm is of foremost relevance for the sustainability of the farming sector in meeting this responsibility.

By smart farming is the application of data management and automation technologies on the overall value chain, that jointly orchestrated allow operation and management improvement (analytics) of a farm with respect to standard operations (near real time) and re-use of these data (animal-plant-soil) in improved chain transparency (food safety) and chain optimization (smart data).

Small and medium sized farms, are traditionally slow in adopting the use of these innovative digital tools and technology. This finding is more true in some Asian countries where farmers have not learned how to earn more money by producing and marketing their produce in a better way.

SUNSpaCe provides an Education and training System to help Farmers understand the use and usefulness of the new technologies in three-target country: Thailand, Nepal and Bhutan. Each country will gain smart framing experience in both a particular context, and in a cross pilot setting up to share the smart farming best practices in the partner and neighboring countries.

LANDS

<https://www.landsproject.net>

Alisa Hadžiabulic
*University Dzemal Bjedic Mostar,
Bosnia and Herzegovina*

Marko Stojanovic
*Western Balkans Institute Belgrade,
Serbia*

LANDS focused on agritourism and strengthening the role of HE in agritourism development in Serbia and Bosnia and Herzegovina. This specific tourism branch is developing in rural areas, bringing life and dynamics back to the villages. Agrotourism brings work to rural households, and brings tourists in contact with nature. The LANDS contributed to agritourism development in the following way:

- Database of households and other agritourism stakeholders has been created
- 2 vocational training programs with over 30 relevant practical trainings for acquiring various knowledge and practical skills in agritourism has been developed and delivered.
- We have formed a regional team of over 30 educators trained to provide support to households and entrepreneurs in agritourism business.
- We have created a strong partnership of academic and business institutions in the Western Balkans on the development of agritourism competencies.
- Winter Schools of Agrotourism were organized for households and entrepreneurs to improve, but to network with each other and exchange experiences.
- 30+ delivered trainings with 450+ participants representing households, entrepreneurs, unemployed persons, municipalities, tourist organizations and others.

The project brought together HEIs, regional development agencies and regional CSO to blend their skills and provide new training opportunities and resources in agritourism.

UNICAM

<https://www.ajaes.org>

Dr Pao Srean
*National University of Battambang,
Cambodia*

UNICAM – ‘Implementing quality of education and training of the Young UNiversities in rural areas of CAMBODIA’, it is a three-year, stated in late 2015 and ended in 2019. The main objective of the project is to enhance higher-education quality and develop human resources, and build university capacity through implementing comprehensive curriculum of Master’s programme in Sustainable Agriculture (MSA), and advance training courses at young universities in the rural areas of Cambodia. UNICAM was formed up from four young public universities in Cambodia and four universities in the EU. Through the above collaborations and support from the European Education and Culture Executive Agency, the MSA program was developed, which is the first academic program in agriculture field of study considering on environment, economic and society, and accredited by the Cambodia Ministry of Education, Youth and Sport. Laboratories were improved and equipped with equipment to support teaching and learning at the four Cambodian universities. Students, staff and lecturers have taken internships and exchanged experiences in teaching and researches at the EU partner universities.

Agriculture & Food II

Tuesday - 26.10.21
14:30 - 15:30

SSNS

<https://www.seafood-security.org>

Ram C. Bhujel

Asian Institute of Technology, Thailand

Nghuyen Thanh Phuong

Can Tho University, Vietnam

Demand for seafood increased due to high population growth and shifting food habits of the people towards it caused over-fishing and rapid growth of farming. Recognizing the key role of higher education to ensure long-term sustainability of seafood supply, the curriculum development project for Sustainable Seafood and Nutrition Security (SSNS) was launched from Oct 2017 partnering with nine universities in Indonesia, Thailand and Vietnam. The team first assessed the existing curricula in Asia and Europe and identified the gaps in the existing post graduate curricula in the field of aquaculture and fisheries, and also established/strengthened nine specialized SSNS centres to offer more vocational training courses. Over 50 MSc courses have been developed involving 50 lecturers from Asia and 10 lecturers from Europe. Amongst the courses, 15 in Indonesia, nine in Thailand and six in Vietnam have already been accredited/offered. Over 40 vocational training courses have also been developed and over 70 professionals have been trained offering 10 courses. We also developed 40 internship programs for students to get working experience in the industry. About 60 lecturers visited Norway and Scotland and learned new methods of teaching and salmon farming and processing. Teachers training were organized in Indonesia, Thailand and Vietnam.

SUSDEV

<http://www.susdev.confer.uj.edu.pl/start>

Aliya Myrsalieva

Moscow State University of Geodesy and Cartography, Russian Federation

Sara Kitaibekova

S. Seifullin Kazakh Agrotechnical University, Kazakhstan

SUSDEV project aimed at development of Lifelong Learning training programmes fostering the green skills of different target groups and for three different subject areas closely related to quality of life at large (ecology, food science and land management). Wider project objective was "Enhancement of the role of Higher Education Institutions in ensuring sustainable development of industry and society, support of national „green policies“ in Partner Countries and promotion of „green culture“ by means of Lifelong Learning.

Three specific objectives were:

1. Development of modules to foster green skills for different target groups and qualifications levels;
2. Enhancement of access of target groups to open education resources, promotion of LLL;
3. Enhancement of green culture and continuing education through training of teaching staff, external stakeholders and public administration.

A set of „Green training modules“, concerning food science, ecology and land management, was designed, tested and implemented. The modules concerned sector-specific issues as well as more general ones. The main SUSDEV web page was designed and launched. „SUSIMPACT“ Network was proposed together with the consortium of ECOIMPACT project. Structural character of the project was ensured by the

- development of Policy Recommendations which have been forwarded to national authorities;
- development of a set of transferable good practices concerning various aspects of sustainability and green skills;
- development of two applications for Regional Centers of Expertise under the auspices of the United Nations University, Tokyo.

Outputs and outcomes of SUSDEV are currently used in new projects, such as MODEST (Modernization of doctoral studies).

SIMPLE

<https://www.projectsimple.eu>

Dr Petra Chaloupková

Czech University of Life Sciences Prague, Czech Republic

Dr Sukkrit Nimitkul

Kasetsart University, Thailand

Encouragement of cooperation of academic sector (HEIs) with professional sector in the area of agriculture and life sciences in Cambodia, Indonesia and Thailand, leading to enhanced employability of those universities' alumni.



Agriculture & Food III

Wednesday, 27.10.21
12:00 - 13:00

AdaptNET

<https://adaptnet.aua.gr>

Prof Carlo Massimo Pozzi
University of Milano, Italy

Prof Bidyut Kumar Sarmah
Assam Agricultural University, India

The AdaptNET project “Strengthening education, research and innovation for climate smart crops in India” started in November 2019. The partners are: Agricultural University of Athens (Greece; coordinator); Academy of Sciences (Greece), University of Milano (Italy); Polytechnic University of Marche (Italy); in India: University of Agricultural Sciences of Dharwad; University of Tezpur; Assam Agricultural University (coordinator); International Crops Research Institute for the Semi-Arid Tropics. AdaptNET aims at creating a network of scientists, in Europe and India, who address and mitigate the impact of climate change on agriculture, knowledgeable on the most updated tools to be used in this challenge. We use four strategies:

1. The training of Indian scientists on climate change related issues, ranging from plant breeding to socio-economic. This was accomplished through one month-long workshops, held at the European institutions;
2. The training of young Indian scientists, through 3-month stages at the European institutions;
3. The establishment of new or updated curricula on climate change related topics, at the Indian universities;
4. The dissemination of the acquired knowledge to Indian stakeholders (farmers and NGOs).

AdaptNET completed the first strategic goal and is well advanced on the third and fourth. The COVID19 pandemic put a stop to the mobility of students, and we are currently seeking for valid alternatives and for an extension of the project.

IUCLAND

<http://www.iucland.eu>

Prof Xin Song
Institute of Soil Science, Chinese Academy of Sciences, China

Prof Kadyrberdieva Busalima
Osh Technological University, Kyrgyzstan

IUCLAND proposed an international education approach through 7 summer school and 11 workshops to improve the land protection's strategies. The international course aimed to link best practices' productivity and agriculture sustainability, involved several stakeholders, e.g. farmers' association, development agencies, agricultural organizations, nongovernmental organizations, and decision-makers. The main objective was to create an international network in Land Degradation's topics among universities and other organizations of the society at large aimed at:

- Establishing a structured cooperation for scientific research and knowledge transfer;
- Starting summer schools and workshops that will train the actual and future generation of academics and students, able to do research and produce innovation in the framework of land degradation;
- Exchanging experiences and good practices related to educational programs among involved Programme and Partner countries.

During the life of the project, 6 Summer schools were organized in 6 Countries, 3 in EU Member States and 3 in Central Asia and China and 11 workshops were organized on various topics related to the Land Degradation. IUCLAND improved international cooperation at regional level (Far East Asia, Central Asia) and cross-regional level (China vs. Kazakhstan, vs. Kyrgyzstan).

DSinGIS

<http://www.dsingis.eu>

Bela Markus
Obuda University, Hungary

Ilhom Abdurahmanov
Tashkent Institute of Irrigation and Agricultural Mechanization Engineers (TIAME), Uzbekistan

The DSinGIS project aimed to produce a PhD programme in Geoinformation Sciences (GISc) in the Uzbek education system. It has resulted an accredited doctoral school in the field of GISc, developed its program, defined the requirements, and provided supportive teaching and learning materials in English and/or Uzbek. In addition, the educational capacity of 5 leading Uzbek universities has been advanced by training of more than 70 Uzbek staff members, by allowing 15 PhD students to visit EU for research purposes and by creating a Knowledge Centre at each Uzbek partner universities containing an e-learning platform with a jointly developed knowledge pool. A Joint Research Centre has been set up to facilitate research cooperation within the Uzbek GIS society. Numerous trainings, workshops, winter schools and 4 scientific conferences have been organized and held for the benefit of Uzbek GIS professionals and the academic sector in general. The presentation provides an overview of main activities and key results of the project. The presentation is dedicated to the memory of Prof. Uktam Umurzakov. He as professor and rector of TIAME has been a key person of the project implementation. Beyond the project, his contribution to the development of the scientific and professional GIS community in Uzbekistan was essential. His humanity, excellent organizational and strategic skills will be lacking. We keep his memory forever.

Digitalisation

Wednesday, 27.10.21
14:30 - 15:30

ACADEMICA

<http://www.projectacademica.eu>

Anuarbek Kakabayev

Shokan Ualikhanov Kokshetau State University, Kazakhstan

Aisulu Shayakhmetova

Shokan Ualikhanov Kokshetau State University, Kazakhstan

Accessibility and Harmonization of Higher Education in Central Asia through Curriculum Modernization and Development - ACADEMICA was a 3-year project co-funded by the European Commission under the Erasmus+ Programme, KA2: Cooperation for innovation and the exchange of good practices, Capacity-building in the Field of Higher Education - 2015.

The partnership included 17 organizations from Bulgaria, Austria, Spain, Italy, Kazakhstan, Uzbekistan, and Turkmenistan. ACADEMICA aimed to contribute to the modernization of Higher Education/HE/ in Engineering Sciences in Central Asia/ CA/ through voluntary convergence with the European educational standards, the achievements, expertise and good practices of EU in the development of modern virtual learning environments and the European innovative ICT-based methodologies for teaching and learning. The main ACADEMICA objectives were:

- Provision of more flexible opportunities for access to HE by building modern educational environments in partner organizations from CA;
- Expanding the competencies of university professors from CA in view of their active inclusion in the global digital educational space;
- Modernization of HE curricula by integrating innovative, ICT-based pedagogical approaches, solutions, and open educational resources.
- Establishing a system for transnational cooperation between universities and business organizations from the EU and CA to exchange experience and good practices in the field of education and training.

MARMOOC

<https://marmoooc.com>

Reklaoui Kamal

Abdelmalek Essaadi University, Morocco

Angel Sanchez

University of Vigo, Spain

The MarMocc Project is a project that aims to provide Moroccan public and private universities with a shared and federating platform for SPOC and MOOC courses.

The stakeholders of this project will strive to draw inspiration from successful experiences and capitalize on good practices that will allow to benefit from European experiences of dissemination of online courses as they are conducted successfully in Europe. The partners of this project are gathered in a consortium of 6 EU universities and 7 Moroccan partners, coordinated by Universidade de Vigo, Spain. The deliverables of this project are:

- Inventory and analysis of the existing Information and Communication Technologies.
- Awareness raising on the contribution of SPOCs and MOOCs in higher education.
- Capacity building of teachers and technicians through training and then the implementation of the shared and federative platform MarMOOC.
- Integration, design and development of SPOC and MOOC courses.
- Evaluation and elaboration of the online assistance repository for the creation of a SPOC/MOOC course.

This project played a very important role in the pedagogical continuity during the Covid health crisis¹⁹. Thanks to the material acquired in this project and the training of teachers and technicians, we were able to ensure pedagogical continuity despite the health crisis.

LALA

<https://www.lalaproject.org>

Pedro J. Muñoz-Merino

Universidad Carlos III de Madrid, Spain

Eliana Scheihing

Universidad Austral de Chile, Chile

The LALA project has built local capacity in Latin America about learning analytics in Higher Education Institutions (HEIs) (i.e. the use of educational data for making informed decisions to optimize academic processes), thus contributing to the improvement of HE in Latin America. The project provides the LALA handbook, a document which guides other HEIs for the adoption of learning analytics solutions and tools. A detailed analysis of the needs from different stakeholders have taken place. Three different learning analytics tools from Europe have been adapted:

1. Counselling tool for academic degrees (in 4 institutions) and for courses in MOOCs (in 2 institutions)
2. An early dropout prediction tool to detect students at risk in academic degrees (in 5 institutions) or specific courses (in 1 institution)
3. A tool to provide personalized feedback called OnTask (in 1 institution).

From the pilots in 8 different HEIs in Latin American institutions, positive results have been obtained about the usability, impact, usefulness or performance of the piloted learning analytics tools. The LALA community of learning analytics in Latin America has emerged as a communication channel for sharing knowledge, experience and tools and for enabling the adoption of learning analytics solutions.

Engineering I

Tuesday - 26.10.21
12:00 - 13:00

MAKING 4.0

<https://making40.eu>

Juan José Ortega Grass
Centro Tecnológico del Mueble y la Madera de Murcia (CETEM), Spain

María Victoria Bueno Delgado
Universidad Politécnica de Cartagena (UPCT), Spain

The wood and furniture (W&F) sector in Malaysia is a major socio-economic contributor to the country, ranking among the top three contributors to gross domestic product while attracting both foreign and domestic direct investment. Currently the timber market is in high demand for very high quality, sustainably produced products at a very competitive price. This implies the factories must increase productivity with continuous quality improvement, which means to add new technologies and more automation in the whole production chain and skilled workers capable of working in these emerging smart factories. The latter is a challenge to be addressed by educational institutions. It is necessary to update the curricula of vocational training and Higher Education degrees with the aim of including the training contents that demand these new technological scenarios. In this respect, the MAKING4.0 project is committed to address this training challenge in the W&F sector with the design and development of a new Master degree that will cover the needs and gaps of current and future workers in Industry4.0 topics. A training pilot will be launched in four Malaysian Unis in Dec 2021- May 2022. As a final milestone, the official accreditation will be requested in July 2022.

eDRONE

<http://edroneproject.org>

Tatiana Bulimaga
Moldova State University, Republic of Moldova

The aim of eDrone project is to define a learning environment to deliver more opportunities to access new competences related to the use of drone technologies in professional activities. These new competences refer in particular to the use of advanced ICT solutions for the use of drones and of the data acquired through drones that may go a long way towards the goals and priorities in terms of optimization of the professional competences, that have already been stated in the Social-economic Development Strategy 2020 of all the Partner Countries, and in terms of creating new job opportunities, especially for youth that is strongly encouraged by Europe 2020 strategy as stated in the European Commission Communication "Youth on the Move". The main objective of the eDrone project is to provide higher education institutions in the Partner Countries with effective and efficient instruments to setup Offices for Education for Drones (OED), for the transferring knowledge on drone technology, use of drones in different areas and drone's law and regulations to professionals of each Partner Country during Vocational and Educational Training (VET) course. The target group of the courses is represented mainly by the professionals working in the drone application fields.

EMVITET

<http://www.emvitet.org>

Dr Irma Kunnari
Häme University of Applied Sciences, Finland

Dr Thuyen Ngo Van
Ho Chi Minh University of Technology and Education, Vietnam

Empowering Vietnamese teachers for Transformation towards Education 4.0 aims to empower teachers to develop their practices to correspond to the needs of students and Industry 4.0. It focuses on creating a new learning ecosystem for Education 4.0, based on student centered learning, competence-based education, collaboration/networking in digital environments. Desired change in Vietnam context requires new ways of operating in professional networks. Paradigm shifting from teacher-led to learner-centered education is crucial. Change in teachers' mindset generates a new procedure of operating with industry. EMVITET is based on development cycles (WPs). The first "WP 1 preparation" consisted of self-evaluation, kick-off meeting, building digital environments and common guidelines for collaboration. The managers visited Finland and built a common vision on how to support the development process. WP 2.1. Establishing started with teachers' study visit to Finland. During this three-weeks intensive and active learning period, teachers were introduced to a wide variety of Finnish educational practices in Education 4.0. They were also facilitated to form institutional teams, called homegroups, to support collaboration in development. After the study visit, the teachers continued experimenting and disseminating new practices in their own work context. In this presentation, we discuss the impacts on how well prepared teachers were to confront challenges caused by Covid19 Pandemic.

Engineering II

Wednesday, 27.10.21
12:00 - 13:00

NanoEl-Asia

<http://nanoel-asia.eu>

Slavka Tzanova

Technical University of Sofia, Bulgaria

Jack Barokas

Tel Aviv University, Israel

Aim: Transferring knowledge between European and Chinese, Malaysian, Indian and Israeli HEIs to modernise university curricula in nanoelectronics. Multicultural project: Jews, Muslims, Buddhists and Christians collaborated very successfully for:

- 27 e-learning courses developed and accredited for the new skills needed for the new jobs in nanoelectronics;
- 8 high-tech laboratories equipped;
- 17 webinars for strengthening the on-line education during Covid situation;
- 282 students did the pilot test;
- 537 students did the field trial;
- 830 students continued learning on the new courses during the last project year during the project eligibility period extension;
- 2328 students involved in the webinars;
- 3 new courses under development after the project end.

LMPI

<https://www.lmpi-erasmus.net>

Prof Elpidio Romano

Università Telematica Internazionale UNINETTUNO, Italy

Prof Gulmira Bekmanova

L.N. Gumilyov Eurasian National University, Kazakhstan

The LMPI project was aimed at the modernisation of academic programs in the field of cybersecurity in three partner countries: Vietnam, Moldova and Kazakhstan. The project responded to the needs expressed by private companies and institutions for highly qualified professionals at technician and engineer level that could identify and manage the vulnerabilities and risks connected to cyber threats. Moreover, it addressed strategic priorities in the field of cybersecurity identified by national governments of the three countries.

As a result of the LMPI project, 12 partner universities in the three countries have developed and launched Bachelor's and Master's degrees in the field of cybersecurity, and have put in place lifelong learning programmes for cybersecurity professionals in need of constant updates on the latest developments in IT security. The programmes were developed in accordance with the Bologna Process, and allowed to activate double degree programmes offered by partner universities in conjunction with European universities.

The new programmes are available completely online or in a blended mode: management and academic staff of the universities were trained on the specific pedagogical and organisational methodology of online distant learning and have acquired the theoretical and practical skills to produce multimedia and audio-visual learning contents.

CLASS

<http://erasmus-class.eu>

Aygul Babadjanova

Urgench State University, Uzbekistan

The project Development of the Interdisciplinary Master Program on Computational Linguistics at Central Asian universities – CLASS – coordinated by the Universidade de Santiago de Compostela was made up of a balanced partnership of 5 European universities, 4 universities from Uzbekistan and 3 universities from Kazakhstan.

The specific aims of this project were to create and implement an interdisciplinary Master Program in Computational linguistics; to implement blended learning technology in Central Asian universities for enhancing the learning opportunities and the democratization of the higher education; and to create linguistic resources and applications for Uzbek and Kazakh languages. The joint cooperation carried out during the project implementation ended up with the achievement of the following outcomes:

- Development of academic curriculum, syllabuses and content materials of the Master program in Computational Linguistics to be taught in the Uzbek and Kazakh universities of the consortium
- Training of 156 academic staff from the Central Asian countries in English, blended learning and NLP tools.
- Teaching and instructing CA academic staff in syntactic, morphological and semantic structure of the English language.
- Production of teaching materials, e-books and methodological books on CL.
- Developing of Natural Language Processing tools in Kazakh and Uzbek languages.

Entrepreneurship

Tuesday - 26.10.21
12:00 - 13:00

SMART

<https://smartchannel.org>

Elena Simciuc

*State Agrarian University of Moldova,
Republic of Moldova*

Ani Hovsepyan

Brusov State University, Armenia

Lilit Torchyan

Gavar State University, Armenia

The “SMART Caffes” are conceived as open centers that welcome students, recent graduates who have initial ideas or creative potential, but who lack the skills and resources to realize it.

The core environment will provide full hardware and software support, training, mentors and networks for the growth of student ideas. It will also improve the practical experience of students in general and prepare them for an active role in the labor market.

V2WORK

<https://www.v2work.eu>

Tong Thi Lan Chi

*Tay Nguyen University,
Vietnam*

Truong Thi Thuy Tien

*Thu Dau Mot University,
Vietnam*

V2WORK aimed to strengthen the capacities of the Vietnamese HE System to improve the employability & entrepreneurship skills of its graduates, and reinforce relationship with the labour market, meeting the Vietnamese government's priority of improving graduate employment and supporting youth entrepreneurship.

After 3.5 years, the project has achieved its objectives of

- Modernising career support services of 8 Vietnamese HEIs by building institutional & human capacities in employability & entrepreneurship skills so they can better support their students & graduates.
- Reinforcing university-enterprise relationships by fostering active involvement of enterprises in the Career Centres.

V2WORK's main results, including a model for career centres in Vietnamese universities, information on partner career centres, good practices developed and policy recommendations, were published in a report “Fostering Student and Graduate Employability & Entrepreneurship in Vietnamese Universities”. V2WORK has significantly raised the visibility of university-level support for employment & entrepreneurship in Vietnam and leaves behind 8 strong Career Centres with new services for their students & graduates and a closer relationship with the labour market, as well as a solid national network to support partners' further development and collaboration through the created network, VEES-Net. MOET's support, and members' dedication, will ensure the project's impact & sustainability.

REBUS

<https://rebusproject.net>

Jelena Jovanovic

*University of Montenegro,
Montenegro*

Branko Vucijak

*University of Sarajevo,
Bosnia and Herzegovina*

Competences related to entrepreneurship play a paramount role in EU neighboring countries in their development process towards higher performing market economies and convergence with EU economic and social standards, their national employers miss these competences in graduates particularly from ICT and engineering. Western Balkans countries and Russia in general have a high level of resistance to private initiatives, business and entrepreneurship. Many of the youngsters prefer “safe” employment at national public enterprises or in any foreign company, awareness and appreciation of own entrepreneurship potentials is low.

Project aimed to support development of key competences for employability that will guarantee more flexibility in the labor force and allow to adapt more quickly to constant changes in an increasingly interconnected world. Entrepreneurship is foreseen as major factor in innovation, productivity and competitiveness and entrepreneurship training modules and competence validation system were piloted and mainstreamed into existing curricula.

Enhancing entrepreneurship competence and entrepreneurial attitudes of graduates of ICT and engineering support will increase employment and improve development of partner countries as overall project impact. Universities, being excellent partners have built positive attitudes of students towards entrepreneurial competencies development, capacitated to plan, initiate and sustainably manage a business.

Environment I

Tuesday - 26.10.21
14:30 - 15:30

BECK

<http://beck-erasmus.com>

Arturas Kaklauskas

*Vilnius Gediminas Technical University,
Lithuania*

Audrius Banaitis

*Vilnius Gediminas Technical University,
Lithuania*

We developed the Simulated Big Data Interuniversity Networked Affective Educational Centre (BECK centre, adaptive MOOCs modules on consumer behaviour related to energy efficiency and climate change, Computer learning systems, Big Data Mining, Affective Tutoring System, Access to e-sources, Moodle virtual learning environment) during the BECK project. Two ground-breaking essentials distinguish BECK centre in contrast to up-to-date e-learning, blended learning, MOOCs, intelligent and affective tutoring systems. First, the BECK centre develops and selects the utmost beneficial alternatives from many written and video education material variants by considering the learner's interests, learning materials, requirements of a module, a student's valence, arousal, emotional and affective states. The second innovation manifests by the opportunities the System provides for upholding a rational, peak learning productivity zone for some specific student for as long a period as possible, according to the Yerkes–Dodson Law. The main aim of the BECK project demonstration:

1. To exhibit multidisciplinary adaptive, recognized and certificated MOOC modules on consumer behaviour related to energy efficiency and climate change
2. To demonstrate the Simulated Big Data Interuniversity Networked Affective Educational Centre to encourage the use of emerging technologies in education and research.

NatRisk

<http://www.natrisk.ni.ac.rs>

Milan Gocić

University of Nis, Serbia

Emina Hadžić

*University of Sarajevo,
Bosnia and Herzegovina*

The main objective of the NatRisk project is to educate experts for Natural Disasters Risk Management (NDRM) in Western Balkan (WB) partner countries through development and implementation of new master curricula in the field of NDRM and development of educational trainings for the public sector and citizens.

More prominent outputs are:

- 6 new master curricula and one specialist study programme developed and accredited in the field of NDRM;
- 124 enrolled students to the new master curricula;
- Contemporary equipped seven laboratories for studies in the field of NDRM in the WB region;
- 2 established International Relation Offices;
- 26 Inter-institutional agreements signed;
- Realised Special Mobility Strand (116 staff and 30 student mobilities);
- 8 agreements for students' internships signed between WB HEIs and companies/public bodies in the field of NDRM;
- 23 students' internships in WB partner HEIs realized;
- 4 handbooks in the field of NDRM created;
- 293 participants from civil sector trained at 14 multi-day trainings.

The NatRisk project is aligned with the Regional Priorities for Joint & Structural Projects for the Region 1 and is related to the "Learning and teaching tools, methodologies and pedagogical approaches including learning outcomes and ICT-based practices and area „Environmental protection“.

DAMOC

<http://www.damoc.eu>

Dr Carl Kriger

*Cape Peninsula University of Technology,
South Africa*

Dr Thomas Kivevele

*The Nelson Mandela African Institution of
Science and Technology, Tanzania*

The Smart Grid concept aims at improving environmental sustainability, efficiency, quality, and stability of energy supply. The DAMOC project aims at fostering capacity building in the field of Smart Grids by the development of a harmonized, modular curriculum. The selection of partner countries considers the different stages of a technology transfer in the field of Smart Grid in Africa to be able to use synergies.

A successful technology transfer requires building capacities to find, absorb, and use existing technologies and to enhance them according to local needs and conditions. The Smart Grid requires knowledge from different disciplines such as power supply, information technology, and economics; new risks to security must be handled, and privacy as a human right has to be considered. Hence, an interdisciplinary approach for capacity building in this field is an important challenge.

Outcomes of this project are new, interdisciplinary master courses implemented at partner institutions in Africa, running laboratories, and improved networking between the partners.



Environment II

Wednesday, 27.10.21
13:15 - 14:15

WaSec

<http://wasec.just.edu.jo/Pages/default.aspx>

Saed Khayat

*Palestinian Technical University of
Kadoorie, Palestine*

George N. Zaimis

International Hellenic University, Greece

Sustainable water management is a necessity for the well-being and development of particularly the Middle East region. Climate change is adding more pressure on water resources. These new conditions require water managers to learn and utilize new and innovative methods to achieve water sustainability, which is the main objective of the WaSec project. The partnership includes HEIs, a public authority, and private companies from 6 countries (Cyprus, Greece, Jordan, Netherlands, Palestine, and Spain). Nine new courses have been developed. The WaSec virtual learning platform has also been developed (see <https://vlp.wasec.net/>) and all course materials are on the platform. Three virtual workshops were conducted with many participants that provided feedback on platform improvement. JUST university delivered the whole MSc Chemical Engineering Water Quality course online using WaSec platform. Instructors from three different countries were involved in delivering the course. New Master course in Water Sciences innovations has been launched. Three MSc research projects have been realized in the contest of WaSec with joint supervision from JO, PA, and GR. The WaSec Neighborhood Network was established to strengthen the cooperation between universities, stakeholders, and enterprises. Several online network meetings have been conducted. Overall, the deliverables of WaSec have provided new scientific and applied learning materials to implement sustainable water management in the region under climate change conditions.

EduBioMed

<https://www.edubiomed.eu>

Dr Magda Bou Dagher Kharrat

*Université Saint-Joseph Beyrouth,
Lebanon*

Dr Salma Talhouk

American University of Beirut, Lebanon

The multiple socio-environmental crises that we are facing require a deep understanding of the complexities around socio-environmental issues. EduBioMed aims to strengthen the academic research and teaching activity at four Lebanese and Moroccan universities around the topic of environmental protection. Particularly, using Mediterranean UNESCO Biosphere Reserves as 'living laboratory' where to experiment and test solutions and good practices for a sustainable management of our fragile ecosystems. Biosphere Reserves are protected areas designated under the auspices of UNESCO's 'Man and Biosphere' program and represent an interesting testing ground for students and researchers to investigate and teach about territorial management and development. EduBioMed counts on the collaboration and partnership between universities and Biosphere Reserves managers, public institutions, NGOs and actors from the MAB program. Among other activities and deliverables, the project counts on funding for mobility of students and researchers for fieldwork in Biosphere Reserves, workshops, a MOOC course, an e-book, a proposal for curricula development, training for academic staff, surveys and interviews to a diverse range of actors, and the production of policy recommendations.

CABARET

<http://cabaret.buildresilience.org>

Prof Richard Haigh

*University of Huddersfield,
United Kingdom*

Dr Chandana Siriwardana

University of Moratuwa, Sri Lanka

Progress in early warning to tackle the threat posed by increasing coastal hazards is uneven across Asia, with some high-risk, low-capacity countries falling behind. Many countries are calling for regional multi-hazard early warning (MHEW) systems as an effective means of sharing scientific knowledge and applications, sharing costs and addressing trans-boundary disasters. In addressing this call, CABARET has helped to promote international cooperation at the regional level, between Higher Education Institutes (HEIs) in Asia and Europe, and among Asian HEIs themselves, to improve MHEW and increase resilience among coastal communities. CABARET brought together a partnership of fifteen HEIs from ten countries, in cooperation with the IOC-UNESCO Indian Ocean Tsunami Warning System (IOTWMS) and the Asian Disaster Preparedness Center. Five selected partner countries in Asia – Indonesia, Maldives, Myanmar, Philippines and Sri Lanka – were the target for capacity building and included communities that are highly exposed and vulnerable to the threat posed by multiple coastal hazards. During a three-year work plan of cooperation and capacity building activities, CABARET has helped to change the understanding, awareness and attitudes among national and subnational actors on the critical areas of capacity for effective early warning.

French Speaking Session I

Tuesday - 26.10.21
13:15 - 14:15

YABDA

<http://www.yabda-project.eu>

Prof Benoudnine Hadjira
UMAB, Alegria

Prof Tahiri Mohamed
UC2, Morocco

Dr Harchi Majed
UTM, Tunisia

(Yabda *أدب*) is the Arabic word meaning "Start". The YABDA project (Yabda, *أدب*) aims to build the necessary capacities in Ten Maghreb Universities to match the high level of research in the region and the development of an ecosystem that will encourage the promotion of entrepreneurship in the field of innovation. The main results and methodology to achieve these objectives will be discussed such as:

- Creation of a Yabda center model in the Maghreb Region based on an innovative entrepreneurial ecosystem
- Creation of a Yabda guide for young graduates
- Development of Yabda MOOCs
- Use of international practices in training
- Create a network of excellence in university entrepreneurship training in the Maghreb region through the creation of Yabda Hubs

Some ideas to ensure the sustainability of the project will also be proposed.

SALEEM

<https://www.projet-saleem.org>

M. Abderrazak Ben Saga
Ministère de l'Éducation Nationale, de la Formation Professionnelle, de l'Enseignement Supérieur et de la recherche Scientifique (MENFPESRS), Morocco

M. Mohamed Belhaj
Université de Sfax, Tunisia

The SALEEM project aims to promote student entrepreneurship in Morocco and Tunisia, by sharing best practices developed by ministries and HEIs in France, Belgium and Romania. The 2 specific objectives are:

1. Accompany the ministries of higher education in the implementation of a national status on student entrepreneurship (NSSE);
2. Strengthen the capacity of higher education institutions (HEIs) to accompany student entrepreneurs in 4 cities in partnership with employment agencies and economic actors.

At the national level, the right conditions have been created by the publication of a circular establishing the NSSE (December 2018 in Morocco, November 2019 in Tunisia). At the local level, the support centers created have allowed students to have access to an equipped co-working space, specialized consulting support, and relations with socio-economic actors.

A national action plan provides for the creation of new hubs from the start of the 2021-2022 academic year at the initiative of the ministries and pilot universities, with the financial support of AUF and local public and private actors.

SALEEM has had an impact on the modernization of higher education systems and on the employability of students in these countries.

AFREQEN

<http://www.afreqen.eu>

Zohra Lili Chabaane
Université de Carthage, Tunisia

Mohamed Sbadji
École nationale supérieure d'agronomie, Algeria

Luc Martin
Université Cadi Ayyad, Morocco

AFREQEN project gathered 24 participants belonging to 9 states, among them 3 North-African and 3 West-African ones. French speaking project, AFREQEN aims to include in the courses devoted to renewable energies the knowledge linked to Metrology and Quality control, and to confort the abilities of the partners in the field. The consortium touched more than 1000 people, developing:

- Numerous teaching modules, developing on the scope of renewable energies the specificities of a metrological and quality control approach ; they were constructed using an original, collaborative and structured educational engineering method ; most concerned regular students (those have been tested in existing courses, and inserted recently in a pan-african M&Q master); others concerned academic staff, professionals, decision-makers and educated general public;
- An internal training for academic staff in the beneficiary countries, through practical pilot projects in applied research or educational curriculum construction, using tutorial partnership with north country and dedicated training modules;
- National seminars in each beneficiary country and a specific one day module (today available with rich-media content) to raise awareness of the decision-makers and the professionals on the challenges in Metrology and Quality in the renewable energies field.

French Speaking Session II

Wednesday, 27.10.21
13:15 - 14:15

COFFEE

<https://coffee.edu.umontpellier.fr/projet/programme-erasmus/>

Abdelaziz Tairi

Université M'Hamed Bougara
Boumerdès, Algeria

Mohammed Nadjib Kazi Aoual

Université de Montpellier, France

Au démarrage du projet COFFEE, l'enseignement supérieur algérien, structuré en Licence, Master, et Doctorat (LMD), ne proposait qu'une faible proportion de formations professionnalisantes dont la plupart, non co-construites, manquaient d'attractivité auprès des étudiants et des employeurs.

Le projet COFFEE, du Programme ERASMUS+ CBHE, devait proposer une méthodologie de co-construction des formations et l'expérimenter sur dix-huit licences professionnalisantes (LP) visant des emplois de cadres moyens. Il a élaboré une Méthodologie de co-construction de la formation et une Matrice structurelle des licences professionnalisantes, qui encadrent et structurent la définition et la gestion d'une nouvelle formation en s'appuyant sur les besoins du secteur socio-économique.

Ces deux principaux livrables ont été précédés de six formations qui ont été dispensées dans le cadre de la formation de formateurs pour l'écriture des formations en termes de compétences et pour les enseignements des modules transverses (communication, gestion des stages, anglais technique, projet professionnel et entrepreneuriat). Ils ont été expérimentés sur dix-sept LP lancées avant la clôture du projet et sur plusieurs autres dans le cadre de la dissémination des résultats et de la pérennisation du projet.

COFFEE s'est appuyé sur le MESRS, quatre partenaires socioéconomiques, neuf universités algériennes et 4 universités européennes qui formaient le consortium.

SAGESSE

<http://www.sagesseproject.eu>

Prof Hedi bel Hadj Salah

University of Monastir, Tunisia

Prof Youssef Ben Othman

University Tunis El Manar, Tunisia

The SAGESSE project aimed at modernizing the Higher Education system in Tunisia by strengthening its quality assurance system, governance mechanisms and results-based funding.

SAGESSE contributed to the Tunisian higher education system reform process for improving the university governance and autonomy.

In particular, SAGESSE aimed at:

- Creating an integrated system of quality definition and control for new decision-making and management procedures;
- Acting on future policies in order to consolidate, improve and develop new quality assurance mechanisms;
- Designing a new good governance framework in order to promote the realisation of a Higher Education system e-administration unit that can suggest an innovative, efficient and more autonomous financial management structure;
- Fostering the commitment of a leadership at all organisational levels and supporting a political will encouraging the adoption of a shared university strategic planning.

The strategic plan for the Tunisian higher education and scientific reform (2015-2025) focuses on autonomy as one of the key measures for the success of the reform. It considers the good governance promotion as one of its 5 main objectives for an academic, pedagogic, scientific, administrative and financial autonomy.

INSITES

<https://sites.google.com/uhp.ac.ma/insites>

Prof Ahmed Fahli

University Hassan 1st, Morocco

This project aims to establish a modern mode of governance of university structures for innovation transfer and exploitation of knowledge accompanying the national strategy for higher education 2015-2030 and the national policy for upgrading the economic sector Moroccan.



Hard Sciences

Tuesday - 26.10.21
13:15 - 14:15

iTEM

<http://www.item.hmu.gr>

Dr Nissim Harrel
Holon Institute of Technology, Israel

Dr Faton Merovci
University of Mitrovica, Kosovo

Dr Javlon Karimov
*National University of Uzbekistan,
Uzbekistan*

The iTEM project, stands for Innovative Teaching Education in Mathematics, and is an Erasmus Capacity Building Project for Higher Education. Its main objective is to make the teaching, and learning of mathematics more engaging and be linked to the real life challenges in various fields, from electronics to robotics. Towards the implementation of this objective, iTEM partners have developed and tested pedagogies, tools and visualizations during the teaching of the fundamental module of Calculus & Linear Algebra I existed in all of our member partner countries' Institutions in Israel, Kosovo and Uzbekistan. More particular during our presentation you will see how

1. Real life problems inspired from various disciplines (beyond Mathematics) can be explained using the fundamental math knowledge;
2. Build in visualizations using the Mathematica software; and
3. How learning analytics can be explored towards a prediction model for students under high risk to fail in the final exams and be able to provide an assistance in the right time instead of 'losing' these students during the semester.

NETCHEM

<http://www.netchem.ac.rs>

Tatjana Andjelkovic
University of Nis, Serbia

Milan Antonijevic
University of Greenwich, United Kingdom

NETCHEM Project aims at strengthening the capacities for international cooperation in Serbian and Albanian higher education institutions (HEIs) and enterprises in order to increase their education level and technical capacities regarding analytical instrumentation usage for Environmental & Food Safety Control (EFSC) through Technology Enhanced Learning and to increase benefits in health, environment, tourism and economy in Serbia and Albania toward their EU pre-accession development. Specifically, the project aims at establishing a NETCHEM platform providing three main services:

1. SQL based system for EFSC data collection,
2. Web accessed remote instrumental analytical laboratories (WARIAL) and
3. Open education resource (OER) in Partner Country universities.

Instrumental analysis of environmental and food samples performed by project members using WARIAL network will provide the basis for establishing the SQL Data Collection of environmental and food quality indicators and chemical data, that will be used for increasing the public awareness about environmental and food problems addressing to both the professional sector and general public. The target audience are HEI teachers, researchers, student population and professionals in enterprises.

EASTEM

<https://eastemproject.eu>

Asst Prof Dr Tanate Panrat
*Prince of Songkla University (PSU),
Thailand*

Assoc Prof Dr Sirilak Bangchokdee
*Prince of Songkla University (PSU),
Thailand*

EASTEM aims to bridge the gap between industry and universities, facilitating employability of graduates through student centered competence development. Based on key issues identified by our needs analysis, EASTEM addresses three key issues in student centered competence development:

1. Staff development for lecturers
2. Establishing STEM Educational centers
3. Facilitating industry engagement and competence integration into educational programs.

Our main three Work-packages lead EASTEM towards its goal:

WP2 focuses primarily on lecturers and student centred competence development approach. On its core lies the training of lecturers in SCL methodologies and co-created Training of Trainers methodology (ToT) framework.

WP3 focuses on building and implementing a structure within each partner institution to provide sustainability in activities of the first development Work-packages as well as increase visibility of student centred STEM education.

WP4 focuses on the strategic level, looking at partner institutions' teaching and learning environments and engaging with high level representatives (Deans, Vice rectors and rectors) to bring competence development into the program planning process and strategy documents.

Health I

Tuesday - 26.10.21
12:00 - 13:00

ImpENSA

<http://www.early-nutrition.org/impensa>

Prof Lize Havemann-Nel

*North-West University (NWU),
South Africa*

Kerry Sexton

University of Cape Town (UCT) & Stellenbosch University (SUN), South Africa

Improving Early Nutrition and Health in South Africa (ImpENSA) is a multi-centre collaboration comprising consortium members from three European (LMU Germany, UoS UK, MUW Poland) and three South African higher education institutions (HEIs; NWU, UCT & SUN), and two South African health professional organisations (ADSA & NSSA).

The project aims to primarily focus on substantial enhancement of knowledge and counselling skills of the HCPs on nutrition of mothers and their offspring during the first 1,000 days of life and strengthen relations between higher education and the wider economic and social environment. For this purpose, ImpENSA has developed a comprehensive training programme for this purpose comprising the following 3 modules:

1. Optimising micronutrient nutrition during the first 1,000 days of life (e-learning)
2. Communication to support behaviour change (e-learning)
3. Healthy Conversation Skills to support behaviour change (virtual)

As a part of the capacity building initiative, partner UoS has trained 4 SA coordinators and 1 EU coordinator through „Training the Trainer“ module to deliver the ImpENSA training programme. As for the impact, the ImpENSA training programme has been accredited for 15 CEUs and SA DoH has expressed interest to adopt ImpENSA in their national policy.

JUST-CRS

<http://crs.just.edu.jo/Pages/default.aspx>

Mohammad Nazzal

Jordan University of Science & Technology (JUST), Jordan

Antonio Lopes

Escola Superior de Saúde do Alcoitã (ESSA), Portugal

JUST-CRS, a CBHE project, has succeeded to establish the first interdisciplinary clinical rehabilitation sciences master program in Jordan. A consortium of institutions with quality expertise in the field of Rehabilitation Sciences from UK, Portugal, Turkey and Jordan was dedicated to improve the quality of rehabilitation services and quality of rehabilitation higher education in Jordan and the Arab World. A ‘needs assessment’ was conducted to explore specific market needs. Curriculum was then created according to both Jordanian and European higher education Bologna standards. Two laboratories for ‘movement sciences’ and ‘neurodevelopmental rehabilitation’ were equipped with some state of the art equipment. Hosted at JUST, teaching in the CRS program was implemented collaboratively with the help of partners’ staff with many travelling from Europe to Jordan. Out of 5 cohorts attended or enrolled so far, students of the first two cohorts completed their clinical internships in Europe. Capacity building training for Jordanian teaching and clinical staff was completed in Europe, and trained staff provided this training back to the Jordanian therapists. An online platform was created for lectures’ archiving and of continuing professional education, with a number of Massive Open Online Courses being produced and offered for free to the public.

ACoRD

<http://www.acord-project.eu>

Prof Dr Sazlina Shariff Ghazali

Universiti Putra, Serdang Malaysia

Dr Faridah Idris

Universiti Putra Malaysia, Malaysia

ACoRD introduces innovative digital pedagogy methods in healthcare and biomedical science to Malaysian universities by sharing existing expertise, and training academic staff and technologists in Malaysia about how to develop high quality, peer reviewed multimedia digital tools and resources and integrate them into existing traditional curricula. Areas of the medical, nursing and biomedical sciences curricula, where students would benefit from digital resources to enhance their learning, were identified. Then, a train the trainer approach was used to build expertise in the co-creation methodology called ASPIRE (Aim, Storyboarding, Populating, Implementing, Release, Evaluation) for the development of reusable learning objects (RLOs). The partner institutions in Malaysia have created a bespoke repository of RLOs in the style of the internationally acclaimed HELM Open repository, containing the 22 open access RLOs created in the ACoRD project. More RLOs are being created as the increased capacity in expertise to create high quality digital resources extends within and beyond this specific project. The project is contributing to three agendas:

1. Curriculum modernisation and ensuring students co-create, and have access to, high quality digital resources
2. The continuing professional development of HE staff and as the expertise extends to the healthcare sector
3. Addressing the needs of the patients for digital resources in chronic conditions, and training of healthcare professionals.

Health II

Wednesday, 27.10.21
14:30 - 15:30

BsA

<https://www.up.ac.za/bakeng-se-afrika>

Clarisa van der Merwe
University of Pretoria, South Africa

Ericka L'Abbé
University of Pretoria, South Africa

Bakeng se Afrika (CBHE Project 597924) is a three-year EU co-funded project with three main goals:

- The creation of SOPs for scanning, storage and sharing of digital scan data.
- The creation of a repository of digital copies of skeletal material of South African institutions.
- The creation of an ethics constitution to support the repository.

The repository will be a comprehensive digital imaging database (repository) of micro-XCT scanned donated skeletal material of South African individuals from three South African tertiary institutions (Pretoria Bone Collection, the Sefako Makgatho Human Skeletal Collection and the Stellenbosch Kirsten Collection). By creating the repository, BsA is able to preserve and share digital copies of skeletal data for ethical use in research and teaching, nationally and internationally. In addition to the creation of the BsA repository, mobilities between South Africa and Europe happen throughout the duration of the project. The interdisciplinary research that results from these mobilities, enhances research expertise and improves staff and postgraduate degree outcomes associated with the project.

TUTORIAL

<https://tutorial.ut.ee/en/home>

Rabiga Khozhankul
Asfenidiyarov Kazakh National Medical University, Kazakhstan

Karlygash Toguzbaeva
Asfenidiyarov Kazakh National Medical University, Kazakhstan

Since Higher Education Institutes (HEIs) perceive their prestige as closely linked to their master and doctoral programs, the lack of resources and expertise has prevented the development of a systematic and appropriate set of MSc courses in environmental and occupational health to prepare the strongly needed graduates in such disciplines. Our project was aimed to strengthening research capacities in partner countries in areas of public health, promoting a sound exchange of information and building capacities between higher education institutions of European Union and Central Asia. This objective was achieved by tuning existing doctoral studies, developing new MSc programs and implementing blended learning approach. To enhance the quality & relevance of higher education across European and Central Asian regions and India in the public health areas and improve their capacity for sustainable international cooperation we developed network of the universities through joint modules in environmental and occupational health, establish e-learning systems at PC universities to support regular students, correspondence students as well as professionals in life-long learning. Moreover we incorporated b-learning methodology into all universities curriculum for MSc programs, which helped to smooth transition during COVID19 period.

COPHELA

<https://www.cophela.eu>

Patricia Acuña Johnson
Universidad de Valparaiso, Chile

Selma Rodrigues de Castilho
Universidade Federal Fluminense, Brasil

Antonio Sánchez Pozo
Universidad de Granada, Spain

The project will create an on-line teaching platform for specialized studies in community, hospital and industrial pharmacy, which will be offered free of charge to all of Latin America and the rest of the world. The aim is not to leave anyone untrained, which will result in better pharmaceutical services. The platform will host MOOC-type courses that will be tested in the participating universities and that we hope will finally have very wide international recognition. The working group is formed by the University of Granada, the University of Lorraine, the University of Lisbon, the University of Camerino Studies, the Autonomous University of the State of Mexico, the Autonomous Metropolitan University of Mexico, the Xochimilco Unit, the University of Valparaiso, the University of Andrés Bello, the Federal Fluminense University, the Federal University of São Paulo and the Racine Institute.

HEI Governance / New Services I

Wednesday, 27.10.21
14:30 - 15:30

EMCWUB

<https://www.rubstudentservice.com>

Sangay Dorji

Royal University of Bhutan, Bhutan

The colleges of the Royal University of Bhutan (RUB) have always aspired to enrich the quality of students' outcome and behavior while in college and upon graduation. However, creating an enabling and inclusive environment for students' development through an effective student support system, in terms of services and facilities, was one of the major challenges faced by the RUB. Therefore, this project aimed at establishing a counselling service centre at the nine colleges in the Royal University of Bhutan through policy development, capacity building, and resource support. The project was coordinated by the Royal University of Bhutan in partnership with three universities from the programme country.

As a result of this project, nine unique Counselling Centre, named 'Happiness and Wellbeing Centre' is established at all the RUB colleges. These 'happiness and wellbeing centre' operates on the theoretical framework developed through integration of western counselling principles with Bhutanese concept of Gross National Happiness. The project trained three members from every college, who took the charge in running the centres. Also, the project supported the centres with essential resources such as books, computers, projectors, digital screens etc.

Finally the project developed a digital platform to support the centres in delivering services.

StoRM

<https://sites.google.com/view/projectstorm/home>

Dr Therina Theron

Stellenbosch University, South Africa

Dr Godson Gatsha

Botswana Open University, Botswana

Dr Anna Matros-Goreses

Namibian University of Science and Technology, Namibia

StoRM stands for the Strengthening of Collaboration, Leadership and Professionalization in Research Management. Effective and strategic management of research is necessary to ensure sustainability and growth in an increasingly complex and competitive global environment. Skilled research managers and administrators (RMAs) are key players in global efforts to sustain and grow research. Such capacity is often lacking in higher education institutions (HEIs) in developing regions.

The StoRM consortium involved 11 partners from EU and Southern African countries and produced a number of tangible outputs to address this gap. We launched a new Post-Graduate Diploma in RMA and implemented an international peer-recognition mechanism for RMA professionals. We also developed a business plan for a future Executive Masters in RMA qualification. Our cross-regional staff exchanges served to share best practices, develop RMA staff capacity, and advance mutual understanding and research cooperation between the regions.

StoRM sustainably contributes to the development of RMA as a profession and the establishment of best RMA practices in partner countries. This promotes and facilitates our HEI's abilities to lead, participate in and obtain funding for high quality scholarship, knowledge generation and impact.

Come and hear more about the positive impact of StoRM on HE partners in Southern Africa!

Rec-Mat

<https://rec-mat.up.pt>

Jennifer Lowe

Professor at Universidade Federal do Rio de Janeiro (UFRJ), Brazil

For many years, Higher Education Institutions have had internationalisation as a primary goal. Different approaches to reach it have been adopted and tested: top-down through policies and regulations; bottom-up through specific initiatives that seek to "convince" leaders about the relevance of internationalisation for a competitive institution. In all cases, these approaches end up being little effective as they reveal to be extremely volatile and deeply linked with the at-a-date existing conditions. A peer-to-peer approach, though, presents an innovative method of pursuing internationalisation that is proving to be far more effective as by reducing barriers, it allows to create a swift, solid, and lasting change. The session will present how the Rec-Mat project's peer-to-peer approach contributed to an effective and sustainable change in internationalisation through staff professional development: academic and IT staff both from Latin America and European Union showing their peers the relevance and benefits of academic recognition of students' mobility.

HEI Governance / New Services II

Wednesday, 27.10.21
13:15 - 14:15

AESOP

<http://aesop.khazar.org>

David Gegetchkori

Akaki Tsereteli State University, Georgia

Raziya Isayeva

Khazar University, Azerbaijan

In the frame of the Erasmus+ Key Action 2 Capacity Building in Higher Education Project Advocacy Establishment for Students through Ombudsman Position (AESOP), based on the experience of Poland, Italy, Portugal and Austria, a completely new concept of an Ombudsperson in Higher Education in the region was offered and came into existence in three countries of Eastern Partnership – Georgia, Azerbaijan and Ukraine. As a result nine universities with different types of funding, different approaches and ways of management adopted core principles of an Ombudsman Office used at EU universities and established Offices with an independent body who defends and promotes the rights and legitimate interest of students at the University, plays a role of a mediator in conflict situation and helps in analyzing problems/ challenges and generating solutions.

Being in line with national and regional priorities of participating countries, AESOP project is contribution to educational system focused on students and students' needs – it increases role of students in HEIs, their involvement in the management, promotion of protection of students' rights and students responsibility to take initiative in managing their academic careers. In general, contribution to the implementation of democratic values of the Bologna Process and establishment of culture resolution of students academic and administrative issues took place, that means/ leads to less conflicts, more efficient and effective university administration.

ENINEDU

<http://eninedu-erasmusplus.kaznu.kz>

Tursynzada Kuangaliyeva

L.N. Gumiliyev Eurasian National University, Kazakhstan

The aim of the project is to expand cooperation between business and universities in the consortium countries by changing the education paradigm in accordance with the requirements of the Bologna process.

To achieve this goal, the project involves transferring the experience of active teaching methods and interaction with the business of European partner universities, as well as its creative understanding and adaptation to the educational realities of Russia and Kazakhstan.

Project tasks:

- Development of a system standard for applied business University cooperation practices and practical training methods;
- Development of methodological recommendations for the implementation of this complex system of proposals for the interaction of «business-university» in the existing educational process;
- Development of an interactive Internet resource for inter-University interaction with business and further development of the project;
- Development of a web-based employment management system that allows you to fill the gap in providing a full package of career services for students;
- Opening of student entrepreneurship centers;
- Development of a web-based standardized design of the alumni network both in terms of functionality and compatibility with the project goals;
- Preparation of recommendations for the ministries of education of partner countries in order to facilitate wider implementation of the project results.

TEEDE

<http://www.teede.eu>

Laureano Jiménez Esteller

Universitat Rovira I Virgili, Spain

Natalia Vyuzhanina

Tomsk Polytechnic University, Russia

The TEED project (Towards Engineering Excellence in Dual Education) had 16 partners from 9 countries (all with a strong focus on technology and engineering). The tangible outputs are the dual higher education programs developed in Cambodia, China, India and Russia. Intangible achievements were the convergence with the tendencies of higher education.

Employability of graduates has emerged due to accelerated development of technologies, shortening the period from development to implementation. Therefore, there is a need for new approaches to develop curricula sensitive and flexible to the market demands. Each partner put the stress in local and regional interests and particularities. In this sense, each partner decided, based in the interaction with local stakeholders, the levels to launch/develop/upgrade their programs, the engineering/scientific domains to implement those curricula actions and the procedure (fully dual, blended...).

The outputs of the project were extremely impressive, as the consortium managed to develop 8 programs at BSc level, 17 at MSc, 1 MTech level and 4 at PhD level. Given the several iterations required (Department, Faculty, University, quality assurance office) of the different higher education institutions involved and the very diverse procedures and governance, achieving those results at any EU country would be impossible.



Inclusion of Vulnerable Groups

Wednesday, 27.10.21
12:00 - 13:00

RESCUE

<https://www.rescuerefugees.eu>

Prof Rund A. Hammoudi
University of Duhok (UoD), Iraq

Dr Ashraf Shaqadan
Zarqa University, Jordan

Prof Anwar Kawtharani
*Lebanese International University,
Lebanon*

The main specific objective of RESCUE has been to help the Partner Country Universities (in Lebanon, Jordan and Northern Iraq/KRG) in structuring an effective response to the problem of high number of refugee students who want to resume their academic career, by creating ad hoc units (the Refugee Student Operational Support Units – R-SOS), whose mission is to structure specific services supporting these students in joining the local Universities.

Hence each EU university with an experience in dealing with this issue has cooperated with the Universities of one specific MENA Country: TU Berlin supported the Lebanese Universities, Aydin University supported the Jordanian Universities whereas Barcelona University supported the Iraqi Universities.

All the R-SOS units have become operational during the first half of 2019, and the services they deliver help the refugee students in resuming their academic training path, in some cases by accessing the standard curricula on the same basis as all the other students, in some other cases by following ad hoc training courses providing them with basic skills and competencies useful for employment purposes.

Trans2Work

<https://www.rescuerefugees.eu>

Lejla Osmić
*University of Sarajevo,
Bosnia and Herzegovina*

Biljana Sladoje–Bošnjak
*University of East Sarajevo,
Bosnia and Herzegovina*

The project School – to – Work Transition for Higher education students with disabilities in Serbia, Bosnia and Herzegovina and Montenegro was coordinated by University of Macedonia (Thessaloniki, Greece) (duration: 15th October 2015 – 14th October 2018).

The main aim of the project was to improve the quality and relevance of school to work transition by (a) upgrading and preparing HEIs services to support SwD to their transition from HE to Work following the EU policies, (b) linking HE to “disability friendly” work environments, (c) assimilating transition opportunities and skills with EU practices and policies and (d) preparing employers on understanding the needs of employees with disabilities.

In the Trans2work project 23 partners participated (universities, NGOs, employment agencies) from EU, Serbia, Bosnia & Herzegovina and Montenegro. The multilevel structure of the consortium enhanced a wide range of knowledge, experience, good practices that has been shared during the project activities.

The main outcomes of the Trans2Work project that ensure the sustainability and the impact are:

1. Established of student support offices/ services at universities,
2. Accessible training material (i.e. books, e book, e-learning seminars),
3. Student mobility (25 SwD participated in student mobility for training),
4. Enhanced cooperation between HEI, employers, NGOs and students (research, trainings, round tables, seminars).

DECIDE

<http://www.decideproject.ie>

Prof Dr Eng Angela Repanovici
*Transilvania University of Brasov,
Romania*

Assoc Prof Dr Sherzod Gulomov
*Tashkent University of Information
Technologies, Uzbekistan*

Developing Services for Individuals with Disabilities (DECIDE) is a hugely significant and timely project led by Transilvania University of Brasov, Romania.

The project which features 18 partners from 8 countries including EU partners from Ireland, Greece, Germany, and the United Kingdom, will foster the right of individuals with special needs in Kazakhstan, Uzbekistan, and Tajikistan to access education and enjoy the right of participation in everyday society.

The specific objective of the project is the three-strand implementation of a comprehensive sustainable DECIDE curriculum for Teacher Trainer Educators and Lecturers (Universities), secondly for Government and State Employee Policymakers in Public Administration, and thirdly, for NGO's in the Partner Countries (PC's).

The project will address challenges facing educators and Society in general in the PC's through the implementation of the highly innovative eight module DECIDE curriculum featuring introductory and advanced modules. Sustainability in the project is further assured through the creation of the Access Liaison Officer role at each PC institution and through the DECIDE National Special Needs Awareness Day held in each PC university which will continue for ten years post project. These initiatives are actively supported by DECIDE Action Groups in each university and NGO partner comprised of key project stakeholders which will continue to drive, shape and influence future generations of teachers and students in these Central Asian countries.

Internationalisation at Home II

Wednesday, 27.10.21
13:15 - 14:15

ELEVATE

<http://www.elevate-project.md>

Dr Olesea Sirbu

*Academy of Economic Studies of
Moldova, Republic of Moldova*

Dr Rodica Crudu

*Academy of Economic Studies of
Moldova, Republic of Moldova*

The ELEVATE project is built around the new “Internationalisation of education and research” comprehensive concept (with new focus on Internationalisation at Home (IaH), virtual mobility, digitalization of education, research and services). Another main innovative approach introduced in higher education system in Moldova is developed and implemented meaningful, transparent and far-reaching national and institutional regulatory framework on IoHE, through the following project results. At system level:

- Raised awareness, strengthen culture on IoHE and built national consensus of key-actors on the development issues;
 - Elaborated and adopted
1. Recommendations-framework for the initiation and organisation of joint and double higher education study programmes;
 2. Recommendations-framework on organisation of academic mobility and recognition of mobility periods;
 3. National Roadmap on IoHE;
 4. National information service (data collection tool) on IoHE (including outcoming & incoming mobility, research, International projects, etc.);
 5. Designed and maintained Benchmarking online tool on IoHE.

At institutional level:

- Elaborated and adopted
1. University Strategy on IoHE (including Action plans for 5 years);
 2. Regulation on organisation and realisation of mobility and recognition of mobility periods;
 3. Guidelines for the recruitment of foreign PhD students, teachers and researchers;
 4. Action Plan for participation in the European Research Area (ERA);
 5. Recommendations for university research management and talent development.

FRIENDS

<http://www.erasmusplusfriends.eu>

Christina Armutlieva

*Varna University of Management (VUM),
Bulgaria*

Prof Dr Andy Seddon

*Asia Pacific University of Technology &
Innovation (APU), Malaysia*

The FRIENDS project is built around the concept of internationalisation at home and its chief goal is to enhance the internationalisation capabilities and campus diversity at universities in Bhutan, Cambodia, Malaysia, Philippines and Thailand. The Intercultural Passport virtual module that is one of the project’s key results, was designed and embedded into the 12 Asian universities’ formal curriculum to build students’ intercultural competence. The Intercultural Passport is an innovative tool combining virtual mobility with methodologies for validation of prior experiential learning evidenced through the means of digital storytelling. The Intercultural Passport award is subject to completion of the Intercultural Awareness and Cultural Diversity MOOC and the submission by of a relevant digital story reporting on student’s international and/or intercultural experiences or lessons learnt. The Intercultural Passport virtual module is complemented through the operation of the so-called FRIENDS Teahouses that were established at the 12 Asian universities involved. These social hubs are transforming the traditional International Offices into vibrant multicultural focal points streamlining institutional efforts towards integration of intercultural dimension into universities’ informal curriculum. The FRIENDS Teahouses are co-managed by students and aim to only animate universities’ social and cultural life but also to enhance the overall student experience.

BOOST

<http://boost.aspu.am>

Marianna Harutyunyan

*Khachatur Abovyan Armenian State
Pedagogical University, Armenia*

Anahit Ordyan

American University of Armenia, Armenia

BOOST/Boosting Armenian Universities Internationalization Strategy & Marketing / Project was initiated to foster and promote further internationalization of Armenian Higher Education through development of national and institutional policy framework and tools. The project comprises 11 partners from European and Armenian Universities as well as representatives of government. Through well planned activities, effective communication between partners and productive teamwork at individual, institutional, and national levels project team has developed 5-year National Internationalization Strategy of Higher Education in Armenia and action plan, methodological Guideline for the Development of a National Model of Academic Programs and Recognition of Foreign Qualifications and Credit Transfer, Institutional Marketing Plans and Procedures for Internationalization, promotional website and video for attracting international students to come and study in Armenia, as well as set of indicators for mapping and benchmarking internationalization processes of the Armenian HEI’s.



Internationalisation Strategies

Wednesday, 27.10.21
12:00 - 13:00

ANTENA

<https://www.antena-project.eu>

Brenette L. Abrenica

University of San Carlos (USC), Philippines

Irish Tejero Dakay

University of San Carlos, Philippines

The ANTENA Project intends to capacitate International Relations Offices of Higher Educational Institutions through the development of context-informed Internationalization Strategic Plan. A guide established by the University of Alicante International Project Management Office served as the basis. Despite the pandemic, USC optimized online platforms for team meetings and brainstorming activities leading to the development of its SP. USC thus became the first Philippine HEI to comply with the output.

The process allowed USC an institutional reflection on its internationalization efforts. Team members representing different expertise contributed inputs in the areas of planning and governance, research, and quality assurance.

Coaching sessions with the University of Alicante were optimized by USC inasmuch as these were sources of learning from the European as well as Philippine institutions. The co-learning atmosphere made the process more contextualized and led to the development of a quality Strategic Plan.

The entire capacity building experience allowed USC to be more grounded in reality. It paved the way for the institution to think about its internationalization agenda and its operationalization. In sum, the Strategic Plan was not only for compliance but is a work in progress showing the agility of USC in concretizing a road map for internationalization.

IN2IT

<https://braude.ac.il/in2it>

Dr Vered Holzmam

The Academic College of Tel Aviv Yaffo, Israel

Dr Amit Marantz-Gal

Sapir Academic College, Israel

Project IN2IT (Internationalization by Innovative Technologies) was awarded in 2015, long before Covid-19, which made HEIs transforming their teaching and learning methods into digital platforms and tools. Project IN2IT is a consortium of 8 Israeli Colleges and 6 European universities working together to exploit available technologies to contribute to global citizenship competencies by development of skills for employability in the 21st century.

IN2IT team developed and delivered four virtual-international courses/programs: English for Internationalization Purposes, Embracing Diversity, Global Entrepreneurship, and Essential Skills. The courses were designed to provide interdisciplinary competencies and capabilities needed for global students.

Each one of the courses was developed by an international team of academics. All the courses have clear learning outcome statements, teaching materials, assignments that require students from different HEIs collaborate, and assessment tools.

During the lifetime of the project, hundreds of students participated in those courses. It was so successful that the developed courses were integrated into the curriculum.

The results of IN2IT became even more relevant when the whole academic world had transform activities to digital platforms. However, IN2IT is not only about digitalization, it is about internationalization, where faculty and students from different countries collaborate through academic programs.

UNICAC

<https://unicac.eu>

Saidqosim Mukhtorov

Institute of Economy and Trade of Tajik State University (IET TSUC), Tajikistan

Uzbekistan (UZ), China (CN) and Tajikistan (TJ) are in the land-based Silk Road Economic Belt (SREB), the fastest growing area in the world by far what increases the needs for further cooperation among HEIs. University Internationalisation in Central Asia and China – UNICAC aims to enhance the potential for international cooperation among HEIs from UZ, TJ and CN through a set of capacity building activities for IROs in partner countries HEIs, thus contributing to better international networking and better exploitation of their potential cooperation in T/L/R.

Project actions will address the benchmarking of potentials and development of national and regional recommendations for international cooperation; the enhancement of strategic, human and infrastructural capacities for the management of International Relations in participating HEIs as a model for the modernisation and development of institutional frameworks for International Relations in Uzbekistan, Tajikistan and China; and the development of a multi-regional network as a platform for a regular dialogue, and identification and exploitation of synergies in shaping International Relations in HEIs in Central Asia and China.

The Consortium is composed of 11 institutions from 3 EU countries (Spain, Italy and Finland) and 3 partner countries (UZ, TJ and CN), including 10 HEIs of which 7 are from Central Asia and China. University of Seville is the coordinator of the UNICAC.

Innovative Teaching

Tuesday - 26.10.21
13:15 - 14:15

MoPED

<http://mopedproject.eu>

Lyubov Zinyuk

Vasyl Stefanyk Precarpathian National University, Ukraine

Olena Budnyk

Vasyl Stefanyk Precarpathian National University, Ukraine

MoPED contributed to modernization of curricular for 6 Pedagogical Universities in Ukraine by incorporating novel courses with modern ICT-based tools, instruments and top-notch teaching methods. The project products are:

- 3D map (pedagogy, technology, education institution) based on profound study of pedagogical higher education in Ukraine and usage of EU HE best practices represented as a guide on building digital competence teacher's profile that fully corresponds to the modern pedagogical trends and UA educational reform policy;
- 21 new accredited courses and STEAM learning materials for UA HEI Bachelor's and Master's degree programs;
- Enhanced professional level of UA HEI and primary/secondary school teaching staff by series of trainings and master classes related to EU best practices in usage of sound technologies and pedagogical methodologies in a classroom;
- "Innovative Classroom" in each UA HEI as a 21st-Century learning space serving as a practical environment for training and implementation of knowledge and skills related to up-to-date teaching methods and tools application;
- English proficient course for the pedagogical staff;
- MoPED ecosystem - innovative professional environment for fostering, sharing and broadcasting the effective teachers' practices and facilitates effective cooperation between EU and UA HEIs, school teachers and their associations strengthening internationalization, knowledge transfer and academic capacity.

HiEdTec

<https://hiedtec.ecs.uni-ruse.bg>

Prof Tzvetomir Vassilev

University of Ruse, Bulgaria

Prof Angel Smrikarov

University of Ruse, Bulgaria

Modernization of Higher Education in Central Asia through New Technologies (HiEdTec)
COORDINATOR: University of Ruse, Bulgaria
PARTICIPANTS: 3 Universities from Italy, Luxembourg and Portugal and 15 from Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan

The consortium's main aims are:

- Adapt the education system in the partner countries (PCs) to the digital generation through the introduction and implementation of innovative educational technologies (IET) and didactic models (DM) in the teaching process;
- Exchange expertise and good practices in the areas of IET and DM between the EU and PCs universities.

Specific project objectives are to:

- Develop a sustainable academic network for sharing experience and good practices in the field of IET and DM;
- Develop concepts of adapting the education system to the digital generation taking into consideration specific conditions of the PCs;
- Create IET Centres, active learning classrooms, virtual classrooms in all PCs universities;
- Organize courses for trainers and lecturers for the acquisition of digital skills, IET and DM;
- Develop open educational resources and cloud-based virtual libraries.

By achieving these objectives the project will help to turn the PCs universities into innovative universities and to improve the quality of the trained specialists necessary to perform the Digital Transformation of Industries.

InnovaT

<http://innovat.education/en/home>

Maria Alejandra Maldonado

Universidad Catolica San Pablo (UCSP), Peru

Meritxell Calbet

Universidad Viña del Mar (UVM), Chile

Advances in technology opened-up new teaching and learning opportunities. The roles of teachers, students and institutions are being transformed worldwide with digitalization and new generations coming to the universities. Therefore, it is crucial that teaching methods and learning experiences are dynamic and continuously incorporate innovative approaches and new technologies in order to prepare higher education students for the future to come, academically and professionally. InnovaT aims to enhance innovation and modernization of universities in Chile and Peru, by providing teachers and students with the relevant skills necessary to incorporate new approaches and technologies complying with the expected educational quality.

The consortium is composed by 3 European and 6 Latin American universities with a recognised experience in the educational technology and innovative curricula. Results include, webinars and exploratory online workshops as well as a six-week MOOC undertaken as part of teaching training (2020), as well as pilot classes with students and collaboration with local business and entrepreneurs (2021). Each Latin American university is to be equipped with InnovaT offices to support innovation in their teaching approaches. The International InnovaT conference is expected to take place in June 2022, in hybrid mode, open for academics from Europe, Latin America and worldwide.

Political, Social & Economic Science I

Tuesday - 26.10.21
13:15 - 14:15

Euro-PS

<http://www.euro-ps.org>

Franz Kok

University of Salzburg, Austria

Aneta Cekikj

Ss. Cyril and Methodius University in Skopje, North Macedonia

Aim of the project was to develop and establish a joint MA program in Political Science with 10 partner universities from 7 countries (A, I, Slo, Bih, Kos, Alb, NMK).

Workingmethod: In an inclusive process with 90 professors the academic program of the Joint MA was developed and the joint curriculum negotiated with involved university managements and accreditation agencies.

Innovative elements: First time the European Approach for the Quality Assurance of Joint Programs (Bologna declaration Yerevan 2015) was successfully used for the accreditation of a multilateral joint program. The accreditation is based on a joint curriculum and an institutional agreement between the involved finally 9 Universities in 6 countries (Italy had to leave the consortium because of national legal reasons regarding the accreditation). The successful implementation of the program in 6 national accreditation systems was challenging and can be seen as benchmark for international academic program management with impacts on the Bologna implementation in the included countries.

Sustainability: The program Joint MA Political Science – Integration & Governance (PoSIG) is implemented since 2017 with annual intakes of 12-15 students and a constant flow of joint alumni.

PAGES

<https://pages-project.ly/en>

Prof Adel Diyaf

University of Tripoli, Lebanon

PAGES aims at contributing to the modernisation of HE in Libya through a bottom-up approach for the design of a first level professional Master in Cross-Media Journalism.

The universities of Tripoli, Zawia, Sirte and Misurata will work with IULM, UNIMED, Sapienza, Aveiro and Granada, by following a participatory approach and detecting local needs.

The approved Master will implement the 120-ECTS system, and it will train young journalists and professionals. Cross-media journalism skills is represented by the capability to use all communication platforms – video, text, social media posts, micro-blogging, short stories - to produce contents.

Citizen journalism is expected to play a role in countries where freedom of speech is a main issue, and where public opinion has to contribute to the overall evolution of social system.

The professional Master Course will be designed by means of a participatory approach, involving teachers, students and professionals. Teachers will be provided with the required skills for the design and delivery of the Master through a set of capacity building initiatives: online resources and training, and visits at the European institutions.

The length of the Course is of two years, with the first year being piloted during the lifetime of the project.

GeST

<http://gestproject.eu>

Natalija Mažeikienė

Vytautas Magnus University, Lithuania

Souad Slaoui

Sidi Mohammed Ben Abdellah University, Morocco

Olga Avramenko

Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Ukraine

„The aim of the project is to develop gender studies curriculum in master programs in social sciences and humanities at universities in Morocco, Tunisia and Ukraine. The project has been implemented in countries with different traditions seeking to deepen understanding of gender equality issues in society and promote their solutions. Term of implementation – 2015-2019.

Main outcomes

1. New approaches in gender studies have been applied and innovative teaching methods have been introduced.
2. New curriculum in gender studies have been created and existing Master programs have been updated by integrating gender studies component.
3. The first graduates completed 10 new and updated with gender issues Master programs at partner institutions.

Impact of the project

- Networking and collaboration of universities with civil society organizations working on gender equality have been established and strengthened.
- Joint activities with local government agencies, educational institutions, psychological support centers have been implemented.
- Lifelong learning is promoted and gender equality issues are addressed by graduates working in various government agencies and NGOs.
- Distance learning on Moodle and other platforms have been promoted at partner universities.
- Study courses in English have being introduced
- New project proposals have been developed by the GeSt consortium members and submitted to EACEA.

Political, Social & Economic Science II

Wednesday, 27.10.21
13:15 - 14:15

MORALE

<http://www.moraleproject.org>

Sobhi Abou Chahine

Beirut Arab University, Lebanon

Sulaiman Mouselli

Arab International University, Syria

Morale Erasmus+ Project aims at building the capacities of Syrian & Lebanese (HEIs) to train a new generation of high skilled professionals in (NGOs) management & operation to enhance inclusion of refugees and the rebuilding of the South Mediterranean society.

Objectives:

- To provide the NGOs market sector with high skilled professionals trained to effectively manage and operate in NGO environments by means of modernising Social & Behavioural Sciences related curricula and by offering LLL courses targeting NGOs professionals at partner HEIs.
- To raise the awareness on the key role of HE in the provision of high level competences of the future NGOs professionals and strengthen inter-institutional cooperation among HEIs, NGOs and governments through targeted networking actions. Morale vertical activities are structured into 4 (WPs): In-Depth Needs Analysis, Building Capacities, Curricula Enhancement & Delivery, and LLL Courses Design & Implementation.

Expected Results:

- Building Human capacities in topics related to innovative and quality modernization of HE provision (bachelor & LLL) and in subjects related with NGOs by means of 4 ToT (and replication).
- The modernization of 7 bachelors in Social & Behavioral Sciences at PC HEIs.
- The creation of 21 LLL courses at 7 PC HEIs.

DESTIN

<http://www.destin-project.info>

Bogdana Nosova

Institute of Journalism at Taras Shevchenko National University of Kyiv, Ukraine

Katerina Sirinyok-Dolgaryova

Department of Journalism at Zaporizhzhia National University, Ukraine

Project aims: to update BA and MA curricula in Journalism based on student-centered approach and to strengthen internationalization of the programmes and professional networking between European Journalism schools.

Ten Ukrainian university teams reviewed and reformed their current BA and MA programmes to ensure that they align with EU standards for course design and quality assurance, and with the knowledge, skills, cultural awareness, work-based learning and professional training that would be expected within a EU university. This entailed: study trips to European j-schools, where Ukrainian partners learned about European models of Journalism education; self and international peer-review of new/revised curriculum; and staff, student and employer evaluations of programmes. Project findings led to the production of National Guideline Statements for BA and MA Journalism programmes.

Alongside processes of curriculum reform, DESTIN undertook activities to increase public understanding of the role of journalists and citizens within a multi-cultural society. These included events, where stakeholders contributed to the development and sustainability of the project (Open Days at Ukrainian universities, responses to the surveys etc.) and opportunities to learn from a suite of online 'media literacy' courses, targeted to the needs of secondary schools, university students, and the wider public.

REFINE

<https://www.reforming-finance.eu>

Johannes Wetzinger

University of Applied Sciences BFI, Austria

Arpine Jraghatspanyan

Armenian State University of Economics, Armenia

The wider objective of REFINE was to enhance the quality and relevance of six master programmes in Finance in Armenia and Moldova through targeted reforms. The subject of Finance was chosen, as it is a crucial factor for economic development and skilled graduates in this field are coveted by the business community and the public sector. Moreover, studies evidenced a need for reforms regarding contents, teaching methodologies and the labour market relevance of study programmes.

Specific project objectives:

1. To reform six master curricula in Finance taking into account latest developments in the subject area;
2. To promote the quality and relevance of the master programmes through updated and new course materials;
3. To further develop the competences of teaching staff through trainings in innovative teaching methodologies and current topics in Finance;
4. To increase the alignment of the master programmes with labour market requirements.

Selected results:

- 6 reformed curricula;
- Teaching materials for 48 courses;
- 2 training courses for 48 university teachers;
- 6 career guidance events for students;
- 6 sustainability strategies for the master programmes;
- 4 dissemination workshops and 2 final conferences;
- 31 follow-up cooperation arrangements (between partner universities and with industry representatives).

Skills for the 21st Century I

Tuesday - 26.10.21
14:30 - 15:30

T-India

<https://tuningindia.org>

Raakhi Gupta

The IIS University Jaipur, India

“Expansion”, “excellence” and “equity” is what Indian higher education strives for – every university student should have a quality educational experience, while every person dreaming of higher education should have the right to enter a university. Tuning India brought together 15 Indian universities, along with 5 EU partners, to try and make this dream come true. Academics, students, graduates, employers and other relevant stakeholders from the five sub-regions of the country have been involved in the process of (re)designing degrees to make them learner-centred, comparable and compatible, as well as relevant for the society and the labour market. The project started with four selected subject areas – Law, ICT, Medicine and Teacher Education, but – thanks to the Tuning Community for India and the Tuning Centres – is going well beyond these areas and well beyond the 15 universities directly involved in the Tuning India project. Along the project lifetime, the National Dissemination Seminars, Local Workshops and International Policy Forums, permitted the Tuning India project become a truly nation-wide and international initiative. Apart from bringing curricular innovation and capacity-building opportunities, the Tuning India project also collected and shared widely empirical data on importance and the current level of achievement of key generic and subject specific competences as well as students’ workload.

e-VIVA

<https://evivaproject.eu>

Ketrina Cabiri Mijo

European University of Tirana, Albania

e-VIVA is an Erasmus+ Capacity Building in Higher Education project, led by European University of Tirana, Albania. The consortium has 16 partners from WB countries and other EU countries like Germany, Austria and Portugal. The project is envisaged to last for 3 years, with a total budget of 993,581 EUR. e-VIVA project addresses the issue of students’ skills development, facilitation and validation of their skills in formal/informal learning contexts. e-VIVA aims at the creation of a blended learning approach to facilitate and validate competence developments related to service orientation in rather informal learning contexts in higher education institutions and workplace learning contexts. Specific objectives:

- Identifying and analysing approaches for skills and evidence validation to foster permeability between higher education and professional practice;
- Developing and refining overarching ICT based assessment and validation systems;
- Enriching existing validation and certification systems;
- Developing and applying a rich competence development and validation software for service-related skills and competences;
- Applying e-VIVA assessment and evidencing system;
- Establishing a sustainable cooperation between relevant target groups and stakeholders.

Expected results:

- 300 students will enhance and validate their service-related competences;
- At least 45 academic staff will develop their teaching skills on blended learning methodologies and competence-oriented teaching practices;
- Competences oriented curriculum development;
- Increased usage of the EQF as an integral part of learning settings in formal learning environments.

LAPASSION

<https://lapassionproject.eu>

Carlos Ramos

Polytechnic of Porto, Portugal

Ruberley Souza

Federal Institute of Goiás, Brazil

LAPASSION has as motivation to create a unique solution to address different problems affecting youth in Higher Education Institutions (HEI), helping students to obtain a better training in terms of soft skills, innovation, and internationalization. This purpose is achieved by projects for students’ teams for co-creating, and co-developing solutions for challenges proposed by enterprises and other organizations. These projects are implemented by students’ teams with different backgrounds, graduation levels, and countries, and envisaging the soft skills development in a multicultural and multidisciplinary context. Considering Soft Skills 2025 framework, the most important skills are trained (Analytical Thinking and Innovation; Active Learning; Complex Problem Solving; Critical Thinking and Analysis; Creativity, Originality, and Initiative, Leadership, and Social Influence; Technology Using, Monitoring, and Control; Technology Design and Programming; Resilience, Stress Tolerance and Flexibility; Reasoning and Ideation). Design Thinking approach is used during the process. Six editions of LAPASSION sets of projects with 10 weeks each have been already developed in Chile, Uruguay, and Brazil. A total of 39 different projects and 226 students from Brazil, Chile, Uruguay, Portugal, Finland, and Spain have been involved. Students refer LAPASSION as a breath-taking experience that transformed the lives, and we call all this process as Passion-based Learning.

Skills for the 21st Century II

Wednesday, 27.10.21
12:00 - 13:00

ARROW

<http://www.arrow.ulpgc.es>

Valentina Grasso

*University of Las Palmas de Gran Canaria,
Spain*

Tungalag Baljir

*Mongolian National University of
Education, Mongolia*

The ARROW Project (Improvement of Research and Innovation Skills in Mongolian Universities), aimed to contribute to the promotion and strengthening of scientific writing skills and results visibility in Mongolian Universities. The project Consortium was composed by four European institutions and twelve Mongolian Universities.

Through an extensive training program, ARROW provided a wide group of researchers, belonging to Mongolian Partner HEIs, with a set of theoretical and practical content aimed at improving research, publication and intellectual property skills. As a result of this program, beneficiaries acquired not only technical skills related to using a scientific database, selection of the most appropriate journal where to publish or International regulations for patent registration; but they also received training and advices on soft skills necessary for successful publication of research results.

In this sense, through several courses, workshops and personalized mentoring, ARROW beneficiaries acquired the right skills for an appropriate communication with referees of quality journals, as well as for a "problem solving" mentality at time of publication and for the establishment of a productive relationships with partners and colleagues.

Such effort continues, beyond the end of the project, through the fruitful collaboration, initiated thanks to ARROW, between European and Mongolian academics and researchers.

ReSTART

<http://www.restart-eu.upb.ro>

Prof Dr habil Eng Elena Fleacă

*University Politehnica of Bucharest,
Romania*

Prof Dr habil Florentin Paladi

*Moldova State University, Republic of
Moldova*

Our project addressed one of the key priorities of targeted country (Republic of Moldova) with particular regard to new learning and teaching tools, modern pedagogical approaches and methodologies which facilitated certain changes at partners' institutions levels toward modernizing master curricula in Business & Administration (B&A). Given the partners' commitment, our project accomplished its aims by the means of:

- Involving local stakeholders (67 HE teachers, 203 students, 112 employers) in collecting relevant needs for better adapting the master curricula in B&A.
- Upgrading facilities of 5 (five) MD universities that enabled a better exploitation of local ICT potential, online and blended courses, new pedagogical approaches for teaching and learning, and collaborative work ICT-based.
- Training and upgrading entrepreneurial and innovation skills, and abilities for real and virtual communication for 60 teaching staff from MD universities.
- Exposing 1661 MD master students to modernized courses with enriched teaching methods and new pedagogical approaches.
- Official accreditation of modernized/improved master curricula in B&A, for each MD University, in line with the requirements of national accreditation standards.

All of these fostered new forms of synergies and exchange across disciplines through digital learning, changed minds and mentalities, and internationalized master program curricula in B&A.

AHEAD

<http://www.ahead-project.net>

Prof Dr-Ing Benedict M. Mutua

Kibabii University, Kenya

Prof Okaka Opio Dokotum

Lira University, Uganda

The AHEAD project is a partnership between 10 African universities (Kenya, Tanzania, Uganda) and 4 European universities (Italy, Poland, Romania, UK), joined by a consultancy company from Bulgaria. Its objective is to enhance capacities of PC HEIs to implement the knowledge triangle and better integrate their research, education and innovation functions in support of innovation for sustainable development and inclusive growth.

The implementation of the AHEAD project has allowed PC HEIs to review and reform their institutional structures and agendas, build the vital human capital and strengthen the managerial expertise needed to lead and manage innovation partnerships with a variety of stakeholders. The most significant achievement of the project is the creation of Innovation Hubs (inclusive stakeholder-oriented university-led structures) in all African partner universities that promote innovation and entrepreneurship for inclusive development in their countries.

The other key results include:

- Analysis of national innovation systems in KE, TZ and UG and analysis of institutional innovation capacities of partner PC HEIs;
- OERs and Trainers' toolkits in Innovation Management, Inclusive & Grassroots Innovation, and (Social) Entrepreneurship education; and
- Online platform for structured cooperation between African partners universities and key stakeholders (Virtual Knowledge Gateway).

Spanish Speaking Session I

Tuesday - 26.10.21
14:30 - 15:30

IMPALA

<http://www.impalaproject.eu>

Dr Marcela del Campo
*Universidad Católica de Colombia,
Colombia*

Dr Mabelín Armenteros Amaya
Universidad Agraria de La Habana, Cuba

IMPALA brings together 19 Higher Education Institutions from Europe and Latin America aiming at understanding and measuring the impact that universities have on their local environment, and integrating this measure into their quality control assurance systems. In this project, „impact“ is understood as all the mid- and long-term changes brought by the results of an activity on its local environment, such as intellectual, social, economic and environmental results. The „Impact Assessment Framework“ (IAF) is an evaluation tool created by the IMPALA partners to help universities measure their contribution to local development and society (“third mission”), and their impact. The IAF complements the national quality assurance systems, currently concentrating on the quality compliance of the teaching and research missions. It supports universities to demonstrate the quality and relevance of their services to the community. With the results, universities update their strategic planning and adapt their organization and work structure to provide better services to meet the demands of their environment. IMPALA stimulates regional cooperation and exchange of best practices on the 3rd mission management and evolution in each country, to answer the constantly evolving needs of their local environment.

LATWORK

<http://www.latwork-project.eu>

Meritxell Calbet Montcusí
Universidad Viña del Mar, Chile

Paula Varela
Universidad de Buenos Aires, Argentina

El objetivo general del proyecto LATWORK es desarrollar estructuras de investigación y metodologías innovadoras para satisfacer las necesidades científicas de creación de conocimiento en el campo de trabajo informal y economía informal. Los centros de investigación o las estructuras de investigación que se han creado en el marco de este proyecto desarrollarán la oportunidad de involucrar colaboraciones por parte de académicos e investigadores de un ámbito amplio de disciplinas, incluyendo gestión, economía laboral, sociología, geografía y relaciones industriales. Los resultados esperados del proyecto son la creación o modernización de los centros multidisciplinares en empleo y economía Informal en cada Institución de Educación Superior y ofrecer capacitaciones en investigación e innovación, en formato presencial y online. Asimismo, se ha creado una red de instituciones de educación superior operando a nivel regional, donde el personal académico e investigador de Instituciones de Educación Superior de todo el mundo, en general, y en particular, las Instituciones de Educación Superior de Latinoamérica puedan realizar aportaciones y generar resultados para desarrollar los estándares científicos de resultados de investigación. Finalmente, se pretende aumentar el impacto de los resultados en el contexto político transfiriendo los resultados mediante metodologías innovadoras.

TIC Cruz del Sur

<https://www.um.es/ticcruzdelSUR>

Constanza Saavedra
Universidad de Murcia, Spain

Aris Castillo
*Universidad Tecnológica de Panamá,
Panama*

The key objective of the TICRUZ consortium is to enhance the capacity for international cooperation between universities in Latin America's least developed regions and HEIs in EU countries, facilitating transfer of knowledge and best practice in quality and transparency. Furthermore it aims at promoting the exchange of knowhow and good practices among the partnership HEIs, creating IT's tools for the management of mobility programmes. This Project will capitalize on the strengths of existing partnership, Erasmus Mundus Cruz del Sur. TIC Cruz del Sur consists of 10 full member HEIs, targeting a total of 6 countries, 3 in Latin America: Argentina, Honduras and Panama; and 3 in Europe: Latvia, Portugal and Spain. Given that, most of the Latin American HEIs (4 from 6) are situated in vulnerable areas, the Project intends to make a big impact in this Region through the strengthening of the IRO's. EU HEIs will play an important role in the mobility implementation considering the experience gained during the last 30 years within the scope of Erasmus. This project responds to the necessity of finding new and innovative solutions for the reinforcement of internationalization strategies of higher education institutions individually and potentially at national and regional level.

Spanish Speaking Session II

Wednesday, 27.10.21
14:30 - 15:30

SUS-TER

<http://www.suster.org>

Claudia Ranaboldo
Diversidad y Desarrollo, Chile

Isidro Soloaga
Universidad Iberoamericana Ciudad de México, Mexico

SUS-TER is a one-semester course that addresses the need of developing specific knowledge, skills and competencies for the elaboration and support of inclusive and sustainable territorial valorisation of Cultural heritage, origin products and biodiversity, by developing an interdisciplinary profile of "Territorial Enhancer" through an innovative course.

Although five out of its six modules are taught through virtual means (Moodle platform), SUSTER is also composed by a two-week Territorial-Laboratory (LabTer) under a presence-based modality, where "the classroom goes to the territory". This LabTer stands at the core of the course methodology since it provides the setting that favours the integration of knowledge and practice by means of a learning community linking students, local actors, teachers, and local stakeholders in general. At CBHE it will be showcased how these goals could also be achieved through a fully virtual environment. It will be presented how to create a virtual learning community where students can have an immersion in horizontal exchanges with local actors and stakeholders, strengthen those soft skills necessary to understand problems, needs, and develop strategic actions at territorial level adopting a bottom-up approach.

Mimir Andino

<http://www.mimirandino.org>

Elizabeth Bernal Gamboa
The Colombian Association of Universities (ASCUN), Colombia

Luisa Fernanda Villamizar Rodríguez
The Colombian Association of Universities (ASCUN), Colombia

Modernization of Institutional Management of Innovation and Research in the Andean region and Latin America, is designed primarily to help and encourage partner universities in South American countries to better understand the status quo of their research management approaches, from performance and Evaluation up management structures and effectiveness.

The project will provide them with a research management model that will help them achieve their research and innovation objectives with respect to national and regional development. The model will be specific and take into account European practices: the environment and existing research activities will be mapped, as well as policy contexts and investments before the model is developed. The realization of this effort in partnership with EU universities will help the South American partners to identify areas of change, improvement objectives and a trajectory to excel.

Partner universities will learn about the organization and management of innovation and research in European universities, they will understand their current models, principles and standards. The transfer of knowledge will also be internal among the South American partners, who share common geographical, economic and scientific interests and are eager to deepen their cooperation and regional integration in higher education and research. The Project will provide a structured and monitored means to test some aspects of the model.

MT-ACACIA

<https://acacia.red>

Juan Carlos Guevara Bolaños
Universidad Distrital Francisco José de Caldas, Colombia

Mailing Rivera Lam
Universidad de Antofagasta, Chile

El proyecto MT-ACACIA consiste en el diseño de un modelo de transferencia para la implementación de un Centro Acacia dentro una Institución de Educación Superior (IES). El diseño del modelo de Centro Acacia es el resultado del desarrollo del proyecto ACACIA. Un Centro Acacia es una estructura organizativa universitaria para apoyar el desarrollo de una educación incluyente y accesible para todos. La implementación de un Centro Acacia dentro de una IES requiere de acompañamiento y seguimiento para facilitar la comprensión de los elementos y los servicios que ofrece a la comunidad universitaria. La estrategia para facilitar la puesta en marcha del modelo de Centro Acacia dentro de las IES interesadas es el diseño de un modelo de transferencia. En la transferencia de los modelos organizativos resultados de proyectos de investigación y desarrollo como el modelo de Centro Acacia no basta con tener el modelo, sino que es necesario contar con un conjunto de actividades que permitan la apropiación de los elementos del modelo por parte de los integrantes de las IES interesadas. El conjunto de actividades de transferencia se organiza y articulan en el modelo de transferencia para replicarlo y utilizarlo cada vez que se requiera implementar un Centro Acacia.

Teachers Education

Tuesday - 26.10.21
12:00 - 13:00

SUP4PCL

<http://sup4pcl.aucegypt.edu>

Prof Malak Zaalouk
*American University in Cairo,
Egypt*

Lamiaa Eid
*American University in Cairo,
Egypt*

The school University partnership for peer communities of learners is an exciting and profound initiative leading to the transformation of teachers and educators. It is a strategic approach to dual reform processes for quality learning at the school and university level in particular the faculties of education. It looks at institutional learning and cultural change. The initiative relied on a consortium of eight European and Egyptian higher education institutions in building professional development schools and in building the capacities of faculties of education to partner with and enhance the quality of teaching and learning in an Egyptian setting.

The session will touch on the nature of the partnership, the processes during the journey, the impact and results. The session will also present some research findings and touch on policy dynamics for the sustainability of the outcomes. The session will shed light on the context within which the initiative took place and will carve a way forward. This session should attract those interested in reform, teacher transformation and professional development, research and policy dynamics in education as well as sociologists of education.

CURE

<https://cure.erasmus-plus.org.il>

Dr Rhonda Sofer
*Gordon Academic College of Education,
Israel*

Prof Izabella Petriashvili
*Ivane Javakishvili Tbilisi State University,
Georgia*

CURE was a program that aimed at bringing about curriculum reform in teacher-training programs in higher educational institutes in Israel and in Georgia related to the subjects of Democracy, civic education, social and civic issues as well as at reinforcing or changing attitudes connected to promoting these topics. CURE's consortium included 17 different institutions from 6 different countries. In addition 9 student organizations from the Israeli and Georgian institutions participated actively in the program. CURE's program was multidimensional and included:

- Creating 5 innovative courses on different topics relating to civic education and Democracy that were given to thousands of students;
- Establishing 9 Centers of Social and Civic Involvement;
- Implementing over 100 student activities in the community;
- Training 130 faculty members in different pedagogies that promote active civic education through the special mobility strand "train the trainers" program at CURE's EU HEIs. These trained faculty members then ran workshops in their own institutes training hundreds of faculty in these methods; and,
- Running courses and workshops for almost 1000 in-service teachers who gained knowledge and skills to promote civic activities in their classrooms for children of all ages.

BLTEAE

<http://blteae.eu>

Maria Impedovo
Aix-Marseille Université (AMU), France

Anais Tremege
Aix-Marseille Université (AMU), France

The project "Blended Learning Training for Teachers educators" (in the following indicated with the acronym "BLTeae") — for more info [HTTP://blteae.eu/](http://blteae.eu/) — led by Aix-Marseille University (France) was supported by the European Capacity Building Program. The project BLTeae was oriented to in-volve European countries (France, Belgium, Denmark, Estonia) and Asian countries (Malaysia, Bangladesh, Bhutan, Pakistan) in a col-laborative community capable to reflect on teaching trainers' practices. It responds to the common European and Asiatic issue to improve and revise teacher training programs.

The project was articulated in three years. In the first year, an initial questionnaire was conceived and submitted to all the community to know the needs and skills of teacher educators. In the same time, all the institutions were involved in co-developing content for a training course organized with 20 online modular courses and two face-to-face training (one in Bangladesh and the second in Pakistan); In the second and current year, all the members were involved in video sharing about teaching practices (related with the modules) and online community discussion on the teachers' practices; In the third year, the main activity was the sharing of best practices about teacher educators' practices to build a common reference curriculum for teachers' educators.

Transport Engineering

Tuesday - 26.10.21
13:15 - 14:15

TRAFSAF

<http://www.trafsaf.pr.ac.rs>

Prof Dr Nebojsa Arsic
University of Mitrovica, Kosovo

Dr Aleksandra Petrovic
University of Mitrovica, Kosovo

TRAFSAF KA2 CBHE project deals with the improvement of traffic safety in WB countries through the adoption of modernized curricula and best practices from EU universities, taking into account specificities of particular partner countries. TRAFSAF consortium is composed of 16 partners (4 EU HEIs, 8 WB HEIs, and 4 non-academic partners). The coordinating institution is the Faculty of Technical Sciences, University of Mitrovica. The main objectives of the project include quality improvement of higher education, strengthening its relevance for the labor market and society, enhancing the level of competencies and skills of experts, improvement of existing bachelor/master curricula. Through the implementation of foreseen activities, the project also strives to give its contribution to the reduction of fatalities, injuries, and economic losses caused by traffic accidents. The short-term and long-term impact of the project will be visible through better educational conditions for students, raising awareness among the general population, training of professionals, and hopefully change in the behavior and attitudes of people. Priceless contribution is given by the WB Traffic safety agencies and NGOs dealing with these issues. Despite the unfavorable epidemiological situation, the consortium managed to implement the majority of foreseen activities and to organize live/online meetings in partner countries.

SMALOG

<http://www.smalog.uniroma2.it>

Prof Antonio Comi
University of Rome Tor Vergata, Italy

Prof Mariia Olkhova
O. M. Beketov National University of Urban Economy in Kharkiv, Ukraine

SmaLog aims to transfer in Ukraine and Georgia the most recent knowledge and good practices, developed in European Countries and worldwide, in the field of smart urban transport and logistics (SUTL), exploiting the innovations in Smart Passenger and Goods Mobility boosted by emerging ICTs and ITSs. There are still many challenges for implementing smart mobility, and among the other as pointed out by the European Parliament in identifying the impact of emerging ICTs, to what extent this potential will be materialized depends on its design, management by public authorities and competence of experts in such a field. In this background, SmaLog aims to reform and adequate the academic paths for supporting exploitation, dissemination of SUTL/SmaLog culture in above Partner Countries. In SmaLog Consortium, 11 research institutions (4 from EU, 5 from UA and 2 from Georgia) collaborated to:

- Develop and test SmaLog Masters (120/90 ECTS) in GE and UA;
- Support local universities in defining and delivering the Masters;
- Support the implementation of laboratories dedicated to SUTL;
- Disseminate the importance of research in field of SUTL exploiting the new technologies;
- Set up national coordinated networks of HEIs, public bodies, private companies, NGOs involving them in the wider European network of research centers on SUTL/SmaLog.

INTRAS

<http://www.intras.uz>

Khabibullo Nasirov
Tashkent University of Information Technologies, Uzbekistan

Ahmed Yusupov
Tashkent University of Information Technologies, Uzbekistan

The Government of Uzbekistan attaches great importance to the renewal of transport routes and development of transport infrastructure, as well as the attraction of highly qualified engineering personnel in the field of transport and communication roads. In order to improve the transport infrastructure and the quality of training of engineers in the field of road transport and highways, a number of government resolutions were adopted. For example, on August 26, 2016 Presidential Decree No. PP-2580, which was aimed at further improving the training of highly qualified specialists in the field of transport and road communications. The ERASMUS+ project „Intelligent Transport Systems: New ICT-based Master Programs in Uzbekistan“ No. 586292-EPP-1-2017-1-PL-EPPKA2-CBHE-JP was implemented by 9 consortium member universities. The project goal was achieved through the creation of a new master's program with individual curriculum in all UZ partner universities. The main results of the project were: a curriculum with 12 courses compatible with European standards in ECTS; functional and well-equipped 6 laboratories for intelligent transport systems with all the tools for analysis and experimentation; Uzbek professors and teachers acquired skills in ITS; growing interest of industry professionals, public, administrators and society at large in retraining and upgrading their skills. Links have been established between universities, public societies, institutions, organizations and enterprises in Uzbekistan, creating an infrastructure and system to train a new generation of ITS engineers.

Trainings

Tuesday, 26.10.21

12:00 - 13:00 ^{CEST}	Dual Study Programmes <i>LaTFURE</i>	Plagiarism Detection <i>INTEGRITY</i>	Open Sources Research <i>OPENMED</i>
13:15 - 14:15 ^{CEST}	Remote Labs I <i>VISIR+</i>	Internationalisation at Home I <i>WILLIAM</i>	Digitalisation in Medical Studies <i>TAME</i>
14:30 - 15:30 ^{CEST}	Problem-Based Learning <i>PBLMD</i>	Internationalisation In Spanish & English <i>EULA-GTEC</i>	Remote Labs II <i>e-LIVES</i>

Wednesday, 27.10.21

12:00 - 13:00 ^{CEST}	Innovative Teaching Methods <i>PRINTeL</i>	Inclusive City Building <i>BReUCom</i>	
13:15 - 14:15 ^{CEST}	Critical Learning in Public Health <i>Trans4m-PH</i>	Empowering Female Leadership <i>FREE</i>	
14:30 - 15:30 ^{CEST}	Entrepreneurship Education <i>LISTO</i>	Innovative & Digital Teaching <i>CAP4CITY</i>	Woman Involvement in STEM <i>W-STEM</i>

Training

Dual Study Programmes

Tuesday, 26.10.21
12:00 - 13:00

LaTFURE

<https://www.latfure.eu>

Dr David F. J. Campbell
Danube University Krems, Austria

Dr Seamus Needham
University of the Western Cape, South Africa

About the project:

The LaTFURE project (Learning and Teaching Tools Fuelling University Relations with the Economy in Mozambique and South Africa) focused on dual higher education in Mozambique and South Africa, and how this can be promoted further. To facilitate the employability of graduates (after completion or already in-parallel to their studies) served as one of the crucial references. However, Mozambique and South Africa, within the project, had to find their own ways of further implementing dual education, since a “copy and paste”, reflecting on the European experience, would not work.

The first part of the teaching (by David Campbell) is to focus on quality assurance, but even more so the quality enhancement of dual education, and how this interlinks with organizational design of universities. The second part of the teaching (by Seamus Needham) refers to the policy impact of the LaTFURE project within South Africa. This teaching will briefly focus on the structure of higher education in South Africa and related quality assurance frameworks, and then discuss key systemic and institutional issues affecting the relationship of South African universities with the world of work. A key argument is made that the LaTFURE project has made a positive policy impact within South Africa.

What to expect from this training:

The intended learning outcome for the participants is an extended understanding of the following aspects:

- Quality criteria for dual education;
- Quality criteria for a quality assurance framework of dual education;
- Institutional design of higher education institutions with a focus on dual education (based on the experience of South Africa);
- Policy design for a governance interested in stimulating dual education with higher education institutions (based on the experience of South Africa).

Training

Plagiarism Detection

Tuesday, 26.10.21
12:00 - 13:00

INTEGRITY

<http://www.integrity.iliauni.edu.ge>

Marc Glynn

Dunlin City University, Ireland

Giga Khositashvili

Ilia State University, Georgia

About the project:

The INTEGRITY stands to be a national initiative of Georgian universities, implemented by the means of generous support and funding of the Erasmus+ CBHE Programme – Structural Measure pillar ‘Modernization of policies, governance and management of higher education systems’, presumably impacting the entire HE system. The rationale of this collaboration supported the provision of higher education with INTEGRITY through the core objective to enhance the quality of teaching and learning processes that are based on the principles of academic integrity, supported by policies, mechanisms and tools that help prevent and detect cases of plagiarism in higher education institutions in Georgia.

The INTEGRITY consortium (14 Georgian HEIs, 2 government authorities, and 4 EU HEIs), has delivered a flagship SM project in Georgia with great achievement and added-value at the:

- Individual (50,300 students informed, 20,703 students trained), engagement of 1260 lecturers via launching 60,000 Turnitin licenses/366,000 submitted papers in 2633 academic courses and introduction of new and updated 27 academic writing courses, enhancing assessment and digital skills of over 655 administrative and 3061 academic staff, and training of 71 non-HEI individuals,
- Institutional (14+7 GE HEIs),
- Sector (transferable to the entire HE sector through dissemination program and gained experiences), and
- Society levels (changing perceptions and culture on academic integrity through dissemination reaching out to 17,516 participants).

Understanding why students cheat?

What to expect from this training:

Let's call it as it is - if a student submits someone else's thinking or work as their own - that's fraud. It is deception that results in personal gain. To stop it happening we need to know the cause. This workshop will outline why students cheat. Using 12 Principles of Assessment Design to improve academic integrity we will discuss various options that can be implemented at an institution level and also at the level of an individual lecturer to proactively improve academic integrity within your institution.

Training

Open Education Resources

Tuesday, 26.10.21
12:00 - 13:00

OpenMed

<https://openmedproject.eu>

Prof Saida Affouneh

An-Najah National University, Palestine

Prof Khalid Berrada

Mohammed V University, Morocco

About the project:

The OpenMed project has been working during the period 2015-2018 to widening participation and adoption of Open Educational Resources (OER) and Open Educational Practices (OEP) as a bottom-up approach to support the modernisation of the Higher Education sector in the South-Mediterranean, with a particular focus on higher education in Egypt, Jordan, Morocco and Palestine. OpenMed has contributed substantially to place open education on the regional educational agenda, by working with partner institutions and the open education movement worldwide.

OpenMed has been working at three different but connected levels:

- Policy level, addressing policy development through national dialogues with a wide range of stakeholders, and through setting multi-country strategic actions on the basis of such dialogues, aimed at maximising the benefits of Open Education to increase the access, the quality and the equity of Higher Education in the region;
- Institutional level, creating innovation Centers for Open Education at the premises of each partner university, and facilitating the development of institutional roadmaps and action plans for the implementation of open education at local and institutional levels;
- Educators level, building and strengthening educators' capacities to incorporate OER and OEP into their daily teaching in order to bring learning processes and their outcomes closer to learners' needs.

The training session will explore different aspects of Open Education within Higher Education.

Through this session, participants will:

- Understand the potential advantages of adopting Open Educational Resources (OER) and Open Education approaches in different educational contexts;
- Recognise relevant concepts such as OER, open educational practices, open content, open pedagogy, open assessment;
- Distinguish different types of open licences and understand how content released under different kinds of open licences can be reused;
- Reflect on how to incorporate open educational practices into their online teaching.

Information will be provided on how to continue the learning journey using the open web version of the OpenMed course available in English, French and Arabic at: <https://course.openmedproject.eu/>

What to expect from this training:

Training

Remote Labs I

Tuesday, 26.10.21
13:15 - 14:15

VISIR+

<http://www2.isep.ipp.pt/visir/>

Federico Lerro

*Universidad Nacional de Rosario,
Argentina*

Juarez Bento da Silva

*Universidade Federal de Santa Catarina,
Brasil*

About the project:

This project targets the broad area of Electrical and Electronics Engineering, and, within it, the subject of circuit theory and practice. It aims to define, develop and evaluate a set of educational modules comprising hands-on, virtual, and remote experiments, the later supported by a remote lab named Virtual Instruments Systems In Reality (VISIR). The nature of each experiment (hands-on, virtual, real-remote) has an impact on the students' perception of circuits' behaviour, being therefore mandatory to understand how these different learning objects can be arranged together in order to scaffold their understanding and increase their laboratory-based skills. This is the concern of the underpinning teaching and learning methodology, favouring in particular the students' autonomy for discovering how circuits work, through an enquiry-based approach. VISIR+ brings together the power of the best remote lab for experiments with electrical and electronics circuits and the long history of collaboration among the consortium partners from Argentina, Austria, Brazil, Portugal Spain, and Sweden. Furthermore, it has proved to be a valuable online solution for delivering remote practical classes to students, while coping with the restrictions imposed by the COVID-19 pandemic.

This training session addresses how to use a remote laboratory for developing experimental competences in STEM education. The specific area is practical experiments with electric and electronic circuits, ranging from simple (e.g., reading electrical quantities) to complex ones (e.g., characterize an ampop slew rate).

What to expect from this training:

The training session is structured as follows:

1. What is a remote lab?
2. How do you integrate a remote lab into your course / (R)LMS?
3. Demonstrating remote experiments done in the VISIR remote lab.
4. Do it yourself with VISIR – practice time.
5. Wrap up and conclusion

At the end of this training session, attendees are expected to understand what a remote lab is, how it can be used in different didactical scenarios, and start practicing with VISIR.

Training

Internationalisation at Home I

Tuesday, 26.10.21
13:15 - 14:15

WILLIAM

<https://william-erasmus.com>

Samara Segal

*College of Management Academic
Studies, Israel*

Hila Nevo

Tel Hai College, Israel

Elena Mizrachi

*Gordon Academic College of Education,
Israel*

About the project:

WILLIAM is a collaborative initiative between 7 Israeli and 5 European institutions aimed at advancing Internationalization at Home (IaH) within Israeli higher education institutions. WILLIAM's strategy has 3 elements:

- International learning environment for home students
- Social integration strategies for incoming students from other countries
- Working to address needs of international students studying in Israel

The project is developing a toolkit of resources which include:

- Internationalization readiness survey for students and faculty
- Institutional mapping tool for IaH
- Best practices for safety and security of international students training module & checklist
- Creation of a handbook for Incoming international students guidelines & protocols
- Guidelines and case studies in developing a "Buddy System" for social integration of international and home students
- Collaborative Online International Learning (COIL) Courses
- Resources for lecturers in preparing & teaching
- Setting up the optimal physical space & technology needed
- Promoting & assessing COIL courses
- Case studies & analysis from pilot courses conducted at the Israeli institutions

What to expect from this training:

This training session will present detailed information about the WILLIAM project. Participants will gain tools to apply strategies of „Internationalization at Home“ in their respective institutions: Providing for safety and security for incoming students and organizing innovative virtual classroom with another international institute in a manner that promotes inter-cultural learning and collaboration. In addition, participants will be able to assess the safety and security policies and procedures at their institution. After the virtual classroom portion, they will master best practices for collaborative online international learning and will be in a position to improve and optimize their teaching skills for this type of course.

Training

Digitalisation in Medical Studies

Tuesday, 26.10.21
13:15 - 14:15

TAME

<http://tame-project.org>

Viktor Riklefs

*Karaganda Medical University,
Kazakhstan*

Terry Poulton

*Aristotle University of Thessaloniki,
Greece*

Alona Pavlenko

*Zaporizhzhia State Medical University,
Ukraine*

About the project:

TAME project addressed the introduction of virtual patient cases and scenario-based learning to train against medical error. The training will train academic staff in the methodology of developing experience-based scenarios and assessment of learning outcomes (with examples from medical education). The participants are expected to get understanding of online scenario-based teaching and learning, create virtual scenarios from which learners will be able to make mistakes and learn from them in a simulated environment and assess learning outcomes using virtual scenarios and ensuring academic integrity. The training will include mini-lecture from the international expert in scenario-based education Prof. Terry Poulton. It will be followed by the workshop offered by Viktor Riklefs to provide opportunity to experience creation of virtual patient case using OpenLabyrinth platform. The participants will be given access details to the platform to view the completed case and create the cases of their own. The experience of Karaganda Medical University in open-book assessment using virtual patient cases and provisions for ensuring academic integrity will be presented. Zaporizhzhia State Medical University will present its experience in creating surgical cases, discuss the common problems encountered and give hints on how to solve them. Feedback from students will be presented.

What to expect from this training:

TAME project addressed the introduction of scenario-based learning to train against medical error. The training focuses on developing experience-based scenarios and assessment of learning outcomes. The participants are expected to get understanding of online scenario-based teaching and learning, create virtual scenarios from which learners are able to make mistakes and learn in a simulated environment, assess learning outcomes ensuring for academic integrity. Mini-lecture from the international expert in scenario-based education will be followed by the workshop to experience creation of virtual patient case using online platform. Participants will get access to the platform to view the completed cases and create their own cases. Open-book assessment using virtual patient cases and provisions for ensuring academic integrity will be presented.

Training

Problem-Based Training

Tuesday, 26.10.21
14:30 - 15:30

PBLMD

<http://www.pblmd.aau.dk>

Prof Romeo V. Turcan
Aalborg University, Denmark

Prof Larisa Bugaian
*Technical University of Moldova, Republic
of Moldova*

About the project:

Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability " (PBLMD) was a national, capacity building project. PBLMD aim was to improve quality of teaching and learning methodologies and of higher education programmes in the Republic of Moldova while enhancing their relevance for the labour market and disadvantaged groups in the society. It also had a special mobility strand under which bachelor students and academic staff from Moldova travelled to EU project partners for studying and training. During the four years (Oct 2015 – Oct 2019) of the Action, 32 action-oriented main outputs have been developed; 14 action-oriented spill-over outputs were also developed; 6 BSc study programs in Business, Entrepreneurship, Law, Software Engineering, Public Health, and Public Administration were redesign or newly developed based on Problem Based Learning and implemented from the second year of the project at 6 universities in Moldova. Student and staff mobility was implemented successfully throughout the project. During and after the project ended, the Moldova universities in question continued - to various degrees - the development and implementation of PBL method at other study programs.

What to expect from this training:

The aim is to share key lessons and best practices from developing, implementing and exploiting PBLMD project outcomes and outputs. PBLMD developed and implemented 32 action-oriented main outputs; 14 action-oriented spillover outputs; 6 BSc study programs in Business, Entrepreneurship, Law, Software Engineering, Public Health, and Public Administration at 6 universities in Moldova. The following key learning outcomes are expected: design action-oriented outputs and outcomes; ad-hoc planning, development and implementation of spill-over activities and outputs to deal with unforeseen circumstances and resistance to change from various stakeholders; navigate related complexities within and across multiple beneficiaries and stakeholders, including, students, academic and admin staff from different disciplines and universities, ministry of education and other regulators; and ensure sustainability of the Action beyond the end of the project. Primary target audience is academic and admin staff who is implementing or wishes to implement such complex, but potentially high impact project.

Training

Internationalisation

Tuesday, 26.10.21
14:30 - 15:30

in Spanish & French

EULA-GTEC

<https://eula-gtec.unlu.edu.ar>

Dr Antonio Arciénaga

Universidad Nacional de Luján, Argentina

Mg Hernán Bacarini

Universidad Nacional de Luján, Argentina

About the project:

Under the Erasmus+ umbrella, the EULA-GTEC project provided understanding on how to teach collaborative innovation, how to manage risk and uncertainty, how to convert entrepreneurial ideas into innovation, how to develop systemic competencies, and how to evolve knowledge and practices of teaching and learning for a dynamic complex subject. Ten universities, four from EU (Italy, Spain, Portugal and France) and six from LA (Peru, Brazil and Argentina), are gathered in this project, whose main results are:

- Increase the quality and even quantity of human capital devoted to knowledge management, technology transfer, financing innovative start-ups, and solving sustainability problems, particularly in SMEs.
- Train until now 150 new professionals capable of discovering new opportunities, harmonizing technology transfer, developing research projects, managing financing schemes, introducing sustainability solutions and circular economies, fostering society and market interactions, and innovation in various fields.
- Develop an IT platform, which allowed the launching and implementation of five graduate programmes within a distance learning approach.
- Create an antenna system closely connecting our graduate programmes to industry by identifying firms' innovative needs to promote their training and graduate's employability.
- EULA-GTEC is contributing significantly to higher education by implementing a specific five graduate programmes in Peru, Brazil, and Argentina.

What to expect from this training:

Learning outcomes: how to develop an International Master Program in LATAM.

Training

Remote Labs II

Tuesday, 26.10.21
14:30 - 15:30

e-lives

<https://e-lives.eu>

Abdelhalim Benachenhou
*University Abdelhamid Ibn Badis of
Mostaganem, Algeria*

About the project:

The design of a remote practical work requires taking care of the pedagogical, technical and organizational aspects. It is a team effort involving several actors with complementary skills:

- Teacher: for educational aspects (electronics teacher in particular)
- Electronics engineers: for technical and material aspects
- IT engineer for the design of graphical user interface and control software (front-end and back-end)
- Computer engineers and teachers for hosting and integration into distance learning platforms.

This training covers these different aspects and targets the different actors mentioned above who must adopt a common language and learn to communicate with each other. Indeed, any modification by an actor has consequences on the work of the other actors.

At the end of this training, each actor will have acquired the skills necessary for the role incumbent on him and will be aware of the limits outside his sphere of competence.

What to expect from this training:

The design of a remote practical work requires taking care of the pedagogical, technical and organizational aspects. It is a team effort involving several actors with complementary skills:

Teacher: for educational aspects;

Electronics and IT engineers for software and hardware design.

This training covers these different aspects and targets the different actors mentioned above who must adopt a common language and learn to communicate with each other. Indeed, any modification by an actor has consequences on the work of the other actors.

At the end of this training, each actor will have acquired the skills necessary for the role incumbent on him and will be aware of the design limits outside his sphere of competence.

Training

Innovative Teaching Methods

Wednesday, 27.10.21
12:00 - 13:00

PRINTeL

<http://www.printel.am>

Serob Khachatryan

Yerevan State University, Armenia

About the project:

The main goal is enhancing the student learning experience in Armenia, Georgia, and Belarus by promoting development and innovation in teaching and learning (T&L) and disseminating good practices. It is achieved through the accomplishment of the following objectives:

1. Strengthening Teaching Staff Development Centres in PC universities
2. Building up capacities of teaching staff
3. Establishing Virtual Academy of Teaching & Learning (VATL)
4. Promoting awareness on innovative T&L methods and dissemination of best practices

The following results are achieved:

- More than 100 trainers are trained on innovative and technology-enhanced instructional methods.
- 18 technologically-enhanced teacher training classrooms, 9 multimedia lecture capture studios are established, 5 new teacher training courses are introduced.
- Over 4,000 university teachers have been trained on innovative T&L methods.
- Virtual Academy of Teaching & Learning has been created (www.vatl.yzu.am) to promote innovative T&L practices.
- Virtual communities of teaching practice, an annual virtual forum, and institutional award programmes are established.
- Teacher's Handbook on Innovative and technology-enhanced T&L is published and available at: http://printel.am/uploads/page/pdfs/Teacher's%20Handbook__.pdf

What to expect from this training:

Reading and watching learning materials is an important part of learning. Usually, reading and watching are considered an asocial component of learning. Without underestimating individual reading and watching practices, I think we need to develop practices of group reading and watching.

During the seminar, a group learning tool called Perusall will be presented. Perusall was made by Harvard University professor Eric Mazur and his team. It allows the teacher to assign reading, watching materials to students, who can read the material, ask questions, organize group discussions. Perusall is a powerful tool for making reading and watching of learning materials attractive and effective.

Perusall can be used both during face-to-face and remote learnings. Perusall also registers all the activities accomplished by the students and makes personalized assessment for each student. At the end of the session, participants will

- Have basic skills of using Perusall as a teaching tool.
- Practice questioning and discussions techniques by using Perusall.
- Evaluate the advantages of using Perusall as an interactive teaching/ learning tool.

Training

Inclusive City Building

Wednesday, 27.10.21
12:00 - 13:00

BReUCom

<http://www.breucom.eu>

Dr Rama Umesh Pandey
*School of Planning & Architecture Bhopal,
India*

Dr Puneet Sharma
*National Institute of Technology
Hamirpur, India*

About the project:

More than one billion people in cities worldwide live in slums. Due to rapid urbanisation, the number of people affected is also growing in India. They are particularly exposed to the impacts of climate change due to their precarious living conditions. In order to empower marginalised residents to adapt to climate change and promote their social inclusion in urban societies, professionals involved in urban planning and management need to have transdisciplinary skills. The aim of BReUCom is to ensure capacity building in India in the field of social inclusion and climate change adaptation. New courses at Indian partners universities promote the training of urban professionals with the ability to act sustainably in highly complex cities. In this way, urban planners are empowered to design participatory processes for the inclusion and social participation of marginalised residents, thereby increasing the resilience of slum dwellers to climate change impacts.

What to expect from this training:

The aim of BReUCom is to ensure capacity building in India in the field of social inclusion and climate change adaptation. We will be showcasing our case study findings about traditional wisdom and type of construction methods along with its social relevance. Resilience based upon the idea of living with nature and sustainable approaches will also be addressed. Various means adopted to disseminate these learnings by means of new courses at Indian partners universities and training of urban professionals with the ability to act sustainably in highly vulnerable locations, will also be shared with the participants. In this way, communities can be empowered to design through participatory processes, thereby increasing the resilience to climate change impacts.

Training

Critical Learning in Public Health

Wednesday, 27.10.21
13:15 - 14:15

Trans4m-PH

<http://trans4mph.org>

Farhana Alam

*BRAC James P Grant School of Public Health
BRAC University (JPGSPH), Bangladesh*

Karishma Sinha

Independent University (IUB), Bangladesh

About the project:

The 'Trans4m-PH' Project's objective is to design and teach indigenous competency-based public health curricula which sustains professional employability in Bangladesh's health sector. Trans4m-PH comprises BRAC James P Grant School of Public Health, BRAC University; the International Centre for Climate Change & Development, Independent University of Bangladesh; and Asian University for Women; with Program Country Partners Maastricht University, Netherlands and Institute of Development Studies, UK.

The project's innovative 'start-up' approach allowed faculty to holistically learn Course Curriculum Design and Teaching. 30 faculty and course managers underwent training and mentoring on indigenous Competency-based Curriculum design for 9 courses, around Learning Content, Sub-Content and Skills alignment. They then learned to conceptualize, select and contextualize creative learning Methodologies that enabled skills development and assessment.

To translate their Curriculum design into classroom-teaching, faculty then received rigorous Competency-based Faculty Development Training to apply best-practice facilitation for redesigned courses. Finally, faculty created Professional Skills Training & Mentoring modules to enable professional knowledge-to-practice continuity, institutional memory and a self-generating cycle of faculty capacity-building for other courses. The project pioneered an integrative learning ecosystem where first-time competency-trained Bangladeshi faculty effectively facilitate and assess students' professional skill outcomes; and which sustainably transforms the wider institution's courses and faculty.

The training session addresses:

- Creating transformative learning experiences through creative Learning Methodology design
- Conceptualizing a learning vision which encompasses and connects the course's Learning Content
- Engaging students emotionally and intellectually using innovative learner-centric methodologies from the course's start and throughout all sessions
- Presenting seemingly complex academic subjects through relatable, human-centric narrative methodologies
- Designing deliberate, repetitive Skills Practice including '80%-20%' Socratic questioning and facilitation to develop skill outcomes

Participants' Learning Outcomes:

- Apply essential learning design principles and elements for course sessions
- Conceptualize and design experiential learning methodologies that foster transformative student learning and skill outcomes
- Upskill faculty to integratively design and facilitate innovative learning methodologies
- Integrate competency-based curriculum, learning methodologies, faculty development and skills-learning outcomes to produce a sustainable learning ecosystem

**What to expect
from this training:**

Training

Empowering Female Leadership

Wednesday, 27.10.21
13:15 - 14:15

FREE

<https://freeproject.eu>

Dr Rida Elias

*American University of Beirut (AUB),
Lebanon*

Dr Ali Maqousi

University of Petra (UOP), Jordan

Dr Serene Dalati

Arab International University (AIU), Syria

About the project:

FREE is Erasmus + project in the scope of capacity building in higher education. FREE aims to:

1. Establish capacity building in HEIs in three countries in the Mediterranean region: Syria, Lebanon, and Jordan, through empowerment of female academics in higher education.
2. Increase the number of female representation at senior levels in Higher Education institutions and university boards and the decision-making bodies.
3. Establish partnership building with EU and international organizations approaching towards EU and UN vision and agenda of 2030 to achieve sustainable development goals focusing on the fifth goal of achieving gender equality.
4. Contribute to improving management and operation of higher education by promoting a culture of gender egalitarianism, female leadership role model, and empowerment.
5. Contribute to democratization of higher education by empowering female academics.

Project Specific Objectives:

- Empowering female academics and professionals at LB, JR and SY target HEIs through series of training workshops
- Improving management and operation of HE through introduction of equality and sustainability centers and services at LB JR and SY HEIs
- Development of research and innovation through network of research in Gender Issues at LB, JR and SY project HEIs.

What to expect from this training:

„The aim of Empowering Female Leadership online training session is to provide a concise illustration of FREE project rationale, and objectives, as well as its applicable results, outputs and outcomes. The training session provides explanation on most relevant methodologies applied in the scope of FREE project.

Training Session Learning Outcomes

Upon completion of FREE project training session, training participants should be able to acquire:

1. Understanding on the situation of female academics representation and challenges associated with establishing female leadership in academia.
2. Knowledge of CBHE project applied methodologies, implementation challenges, and lessons learnt.
3. A hands-on workshop with the purpose to show attendees that while theories make sense in abstract terms, we usually forget to apply them in reality.
4. Introduce fundamental security principles and train participants on e-safety.

Training

Entrepreneurship Education

Wednesday, 27.10.21
14:30 - 15:30

LISTO

<http://www.listoproject.eu>

Juan Saffe

*Universidad Nacional de Córdoba,
Argentina*

Laura Díaz Arnesto

Universidad ORT Uruguay, Uruguay

Wendy Haddad Carraro

*Universidade Federal do Rio Grande do Sul,
Brasil*

About the project:

LISTO ran from 2017-2020 with a focus on building capacity for university-industry relations, entrepreneurial skills in education and university strategies for innovation. The consortium included 3 universities from Europe, 3 from Brazil, 2 from Argentina and 2 from Uruguay. To increase the increase the entrepreneurial skill set of teachers and students, the project co-created an International Virtual Classroom, the LISTO IVC "Entrepreneurial Solutions in Innovative Global Networks". Using a virtual exchange methodology, the course aims at developing and strengthening students' innovation and entrepreneurial skills within the framework of an international, multicultural and multidisciplinary virtual teaching and learning environment, with a focus on global entrepreneurial ventures and the United Nation's Sustainable Development Goals. Students work together in international teams to address sustainability challenges, using methods such as Design Thing and Business Model Canvas. In the workshop, we will share our experience of co-creating the LISTO IVC, will introduce some of the virtual exchange tasks and activities, and present the free "Entrepreneurial Virtual Classroom Handbook. An interdisciplinary approach from a European and Latin American collaboration" with advice for developing similar activities.

What to expect from this training:

How to develop an International Classroom for Entrepreneurship Education
We will share our experience of developing an International Virtual Classroom, the LISTO IVC "Entrepreneurial Solutions in Innovative Global Networks". The Virtual Exchange course aims at teaching entrepreneurship in a multicultural and multidisciplinary environment. Students work together in international teams to address sustainability challenges, using methods such as Design Thinking and Business Model Canvas. In the workshop, we will show how an international group of teachers co-created the LISTO IVC, we will introduce some of the Virtual Exchange activities, and we will involve the participants in an interactive task. We will also present the free ebook "Entrepreneurial Virtual Classroom Handbook" with advice for developing similar activities.

Training

Innovative & Digital Teaching

Wednesday, 27.10.21
14:30 - 15:30

CAP4CITY

<https://www.cap4city.eu/home>

Gabriela Viale Pereira
Danube University Krems, Austria

Alejandra Zangara
*Universidad Nacional de La Plata,
Argentina*

About the project:

The project consortium consists of 12 universities from 8 different countries in Europe and Latin America. The project has the goal of building competencies in the area of smart sustainable cities by developing teaching content and ICT-based learning outcomes in order to improve the quality of learning and teaching tools, methodologies and pedagogical approaches in Europe and Latin America in different levels of education. This project seeks to meet the social challenge of Education in the Latin American context. The motivation of the project encompasses the increasing need of new capacities for smart sustainable cities in Latin America and the need for coherent, complete and data intensive education, suitable for tackling recurrent issues presented in SSC implementation. The aim of this interactive training session is to raise awareness and develop skills for designing digital content, as part of the teaching materials for delivering a Massive Online Open Course (MOOC). The training is based on the results of the CAP4CITY Project and uses the materials created by an inter-disciplinary and international team of academics, validated through transdisciplinary workshops and surveys. The session will use interactive tools to build participants' competencies in ICT-based teaching and learning tools. Examples will include case studies in the area of smart sustainable cities.

What to expect from this training:

The aim of this interactive training session is to raise awareness and develop skills for designing digital content, as part of the teaching materials for delivering a Massive Online Open Course (MOOC). Mainly, the training is addressing the need of Higher Education Institutions (HEI) and the opportunity brought by the COVID-19 for applying digital technologies in continuous education. The training is based on the results of the CAP4CITY Project and uses the materials created by an inter-disciplinary and international team of academics, validated through transdisciplinary workshops and surveys. The session will use interactive tools to build participants' competencies on the basic concepts and elements for designing and producing a MOOC and how to create content for ICT-based teaching and learning tools.

Training

Women Involvement in STEM

Wednesday, 27.10.21
14:30 - 15:30

W-STEM

<https://wstemproject.eu>

Alicia García-Holgado
University of Salamanca, Spain

About the project:

The forthcoming future is characterized by the transformation of the industries in favour of technological skills. The new technologies will merge the physical, digital and biological worlds, impacting all disciplines and economies. The STEM careers will have a crucial role in this transformation. However, women are underrepresented in those areas. Although the gender gap should be reduced worldwide, the situation varies from country to country, and there are differences among the different sectors of society. In particular, in Latin America this problem is particularly severe because of the cultural norms that influence female behavior. There are different initiatives and projects that work to engage more women into STEM, but there are not enough measures to avoid the dropout of women in STEM courses. Moreover, there are challenges to address in the access processes to higher education. In this context, the W-STEM Project aims to define and implement concrete actions to modernize the government, management and operation of higher education institutions in order to increase the number of women in STEM programs with a particular focus on Latin America. It is implementing a set of measures to improve the processes of attraction, access, guidance and retention in STEM programs.

What to expect from this training:

The forthcoming future is characterized by the transformation of the industries in favour of technological skills. The new technologies will merge the physical, digital and biological worlds, impacting in all disciplines and economies. The STEM careers will have a crucial role in this transformation. However, women are underrepresented in those areas. How can we shape the world for future generations? How can universities reduce this gender gap? There are many initiatives promoted by companies, universities and other organisations to face the problem, but it is necessary and holistic approach to ensure the sustainability and increase their impact. During this workshop we will discover different mechanisms and actions to bridging the gender gap in STEM programs in Higher Education Institutions.



Erasmus+

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