



ERASMUS+

Strategic Partnerships in the field of higher education

Compendium 2014

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Introduction

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

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

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

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

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

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

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

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

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

The present publication is **dedicated to the projects that were awarded funding in 2014**.

In 2014, a total of more than EUR 345 million was granted to **1 732 projects in the fields of school education, vocational and educational training, higher education, adult education and youth**. Around 19 % of the total Strategic Partnerships budget (EUR 65 million) was allocated to 243 cross-sectoral projects tackling issues related to more than one field of education, training and youth or addressing a horizontal priority of the action.

The funded Strategic Partnerships involve **more than 9 800 organisations** and are benefitting over 158 000 participants in learning, training and teaching activities.

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

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

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

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

This will allow you to easily identify projects coordinated by specific organisations or to obtain an overview of themes and subjects covered by projects in particular fields. The compendium gathering strategic partnerships of all fields is ISBN 978-92-79-59507-3.

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ERASMUS+

Strategic Partnerships in the field of higher education

Compendium 2014

PROJECT DESCRIPTIONS

PROJECT NUMBER:

2014-1-AT01-KA203-000887

TITLE:

ACADEMIC WRITING ONLINE

DESCRIPTION:

According to the European Agenda 2020 only one third of the students between 25 and 31 years graduate at European universities while in the USA 40% and in Japan even 50% of the students succeed. The lower rate in Europe is caused not only by difficult admission exams or missing access to universities but by failure in completing the studies. For many students writing a Bachelor or Master thesis turns out to be a major hurdle. This is caused by many reasons as students have to cope with certain requirements during their studies (part time studies, studies abroad) which demand a more flexible and independent way of studies.

The objective of the two years' EU funded project within the Erasmus+/Strategic Partnerships is to develop an online course for Business Studies which provides all necessary skills and tools for writing a final thesis to overcome these obstacles. The approach will be a practical one, following the College Writing Programs in the US where Academic Writing is seen more as a practical ability than a supernatural gift. The online course with open access will enable mainly regular part time and incoming students to write an academic paper or thesis by providing all necessary tools and skills in a flexible way.

To reach this objective the online course will include 6 modules for students and 1 module for teachers in the field of Academic Writing and tutors of students' work. The 6 modules will include topics like key items of scientific work/use of scientific language, the composition of a paper/quotation rules, ICT-based administration of literature, research methods for Business Studies, the publishing procedure within the scientific community and the proper management of work/motivation/time management. Module 7 is dedicated to teachers and tutors to improve their communication skills by giving feedback in a motivating way and to be advisory without making any harsh judgments. Every module will be composed of text including exercises and videos with teachers who give explanatory advices. The online course will be developed in German and English by the UAS Burgenland and translated into the five CEE languages Czech, Slovak, Hungarian, Slovenian and Croatian by the partner organisations. The translation work will be accompanied by cultural adaptations concerning each country.

The work will be carried out by a consortium of 7 institutions, each of them having certain tasks within the project management and the delivering of the course. The University of Applied Sciences Burgenland in Austria is the applicant organisation, working together with the UJOP of the Charles University Prague (Institute for Languages and Preparatory Studies), Matej Bel University in Banská Bystrica, Esterházy Károly College in Eger, University of Maribor and the College of Business and Management in Zápřesic. An English translation will also be provided. The technical support and the e-learning platform will be delivered by the WWEDU (worldwide education), a company located in Wels which is a provider of online MBA studies together with the AIM (Austrian Institute of Management), a subsidiary of the UAS Burgenland.

The results and impact of the project/course will enable mainly three groups of students to complete their studies to transfer knowledge from science to economy which otherwise would get lost: part-time Master students who need a flexible time management and a brush up of their Academic Writing after having left the University for a longer period of time; incoming students or students who intend to study abroad for one semester to support them by an online course in their native language when writing their final thesis and students who need additional support during their studies, e. g. when entering the studies without a regular school leaving exam on level A. Furthermore the project claims to establish a network of experts on the topic of Academic Writing which is essential to enhance the ability for scientific work and to raise the awareness for intellectual property in the internet.

The long term benefits will emerge on different levels. Firstly, the number of students who complete their studies will increase as stated in the objectives of the project; as well as the number of exchange students. Due to this fact, the project contributes to the increase of the mobility rates within the EU. Secondly, students and teachers get acquainted with the didactics of e-learning which is not that widespread as assumed. Influenced by the MOOCs (massive open online courses) the development in Austria and the CEE countries is yet in its beginning. Thirdly, teachers and students will acquire new forms of learning and didactics on to their way to more individual studies. The Academic Writing course will be enlarged after

the end of the project to give the students the chance to compose their own one out of the modules and languages. This course should be accredited at the institutions (suggested: 6 ECTS).

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GRANT AMOUNT:	201 128 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Pedagogy and didactics
TOPIC 3:	Open and distance learning
CLUSTER(S):	Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER: 2014-1-AT01-KA203-000942

TITLE: OPEN MODELS INITIATIVE

DESCRIPTION: Information systems engineering is currently taught and practiced on code-level. This means that programmers codify all functionalities needed in an information system by hand. While there are approaches to automate programming they have not proven to be efficient or scalable. Domain-specific languages and problems add to this efficiency loss as terminology in i.e. health care and product engineering is very different and current approaches lack instruments to bridge this gap.

In such an environment concepts and tools are needed who allow for: (a) a formal enough definition of domain specific languages in order to make them computer processable, (b) abstract enough to be able to be applied for different domains and help interaction of domains, (c) allow for designs and model representations who can be understood both by humans and computers, and (d) allow for algorithms and mechanisms to be run for analysis/simulation. META-MODELING meets the requirements above and provides the concepts necessary. In addition meta-modelling is also available in form of ICT-platforms, which means that problems cannot be solved only conceptually but solutions can be provided in tools applicable in information systems engineering environments.

OBJECTIVES ADDRESSED

The OMI project aims to modernize the way modelling tool engineering education is provided by supporting the learning and access to open educational resources in education via virtual laboratories. It aims to provide a best practice case for dissemination to support the awareness of European LLP. Through the topic addressed it will improve the competences and their relevance for the labour market by providing opportunities for learning mobility.

PROJECT ACTIVITIES

OMI aims to:

- Develop and pilot test a concept for the implementation of virtual laboratories destined to modelling tool engineering based on the concept of meta-modelling directed towards education in Information Systems Engineering
- Develop a competence profile for modelling tool engineers. In order to ensure relevance towards the needs of the labour market a working group involving the project partners, an international Scientific Advisory Board and two companies BOC Group – headquarters Austria – and HILTI Group – headquarters Liechtenstein, will be set up.
- Populate the virtual laboratory with Open Educational Resources and tools (in the form of a common module) dealing with "Modelling Tool Engineering using a blended learning approach.
- Test, adapt and implement the materials in three consecutive intensive programs, each one to take place at the Alpen-Adria-Universität Klagenfurt (Austria) including the right mix of blended learning/ personalized learning in the context of virtual laboratories
- Pilot the concept and the materials in an Open Models Laboratory at the University of Vienna.

TARGET GROUPS:

HEIs, teachers and trainers, students

METHODOLOGY

The project will employ a collaborative working manner with all partners contributing in accordance to their competences to the project outputs. Stakeholders will be involved in the project whenever this is appropriate in the project. Communication will be continuously

RESULTS

The intellectual outputs foreseen in the project will produce the following tangible results:

- 1 concept for the implementation of virtual laboratories for Modelling Tool Engineering; the concept will be available in 6 different languages
- 1 module (Open Educational Resource), including teaching materials, exercises, software applications, covering: meta-modelling, application domains, law (open source/open use licensing), and entrepreneurship education tools and instrument.

A total of 10 different teaching materials (i.e. corresponding to each part of the module) will be available both in print and in electronic version. Around 30 software tools (i.e. code and instrument) will be available for free use via the pilot of the virtual laboratory.

- 1 pedagogical approach using blended/personalized learning
- 3 ISPs each with 14 participating students and 10 participating teachers
- 2 dissemination events; 1 with around 25 participants the other with around 100 participants
- Dissemination materials (1 website, flyers in 6 languages – around 1.000 pcs, 100 posters, 1 white paper, 16 press releases, 5 published articles)

In addition to the tangible results (as presented in the intellectual outputs, multiplier events and learning activities) the project will produce also intangible results like experience gain for all project participants in the collaboration with international consortia, the use of new pedagogical approaches as well as the strategic use of ICT for teaching and training purposes.

POTENTIAL LONG TERM BENEFITS

OMI hopes to introduce the concept of virtual laboratories for modelling tool engineering with use of open source/open use platforms and thus to lay the basis for cooperation space hosted by HEIs for all types of stakeholders.

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GRANT AMOUNT:	307 305 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses

TOPIC 3:

Research and innovation

CLUSTER(S):

New Technologies & Digital Competences; Teaching & Training; Research & Innovation

PROJECT NUMBER:

2014-1-AT01-KA203-000965

TITLE:

INTERNATIONAL LEARNING PLATFORM FOR ACCOUNTANCY

DESCRIPTION:

The title of the project is "International Learning Platform for Accountancy (ILPA). Accountancy includes Financial Reporting, Auditing of Financial Statements, Financial Statement Analysis and Corporate Social Responsibility (CSR) Reporting.

Graduates of a University or Business School with a specialisation in accountancy do need specific competence (knowledge, skills, values, ethics and attitudes). This competence cannot be acquired effectively through a didactic concept which involves only traditional lectures and seminars. A concept should therefore be developed that addresses all these needs. Graduates will mainly be employed by large institutions (e.g. large audit firms, groups) that work in an international, complex & changing environment. Problem solving skills needed in these institutions have also to be taken into account in higher education. At the moment, no learning concept exists that addresses all these needs in higher education in accountancy (cf. the proposals for improvements in the Report of the Pathways Commission, 2012, AAA).

The overall objective of the project is to generate a learning platform in accountancy that supports students in acquiring the specific competences that they will need as accounting professionals. Thereto we plan to:

- (1) Generate integrative cases (including financial accounting, auditing, CSR, evaluating and analysing issues);
- (2) Define a didactical concept of how to use the accountancy cases to create a motivating teaching environment and how to integrate social, ethical and technical aspects;
- (3) Provide theory-based, didactically and practically proofed teaching material relevant throughout Europe so that the content of the platform can be used in the context of different cultures and legislation in Europe;
- (4) Evaluate the learning platform with accounting students on the Master level in ISPs;
- (5) Integrate the outputs of the project in the curricula of the project partners and make the outputs available to HEIs;
- (6) Gather suggestions for improvement of the platform and adapt the content of the platform after the end of the project to keep the platform up to date.

Ten higher education institutions (HEIs) will work on this project. All partners do have competence in education in financial accounting, social accounting and/or auditing and carry out research related to accounting, auditing or another accountancy related fields. The partners are part of a network of Universities and Business Schools that has enabled student exchange as well as faculty exchange and has organized an EU Intensive Program for many years.

The partners will develop integrative case studies concerning financial reporting, auditing of financial statements, analysing financial statements, and reporting on CSR. These case studies will be embedded in a didactical concept that includes knowledge, ethical and technical aspects. All generated teaching material will be available on an e-learning platform.

Real life problems will be used as basis for building the case studies. A concept for instructors will be developed to use these case studies effectively. The case studies and the didactic concept will be evaluated in five day ISPs. The results of this evaluation will be used to optimise the concept and the cases.

The overall result of the project is a comprehensive, unique and innovative learning platform for accountancy that can be integrated into accountancy (Master) programs' curricula in higher education institutions.

We expect that our project will have an impact on a regional, national and European level. The outcomes of the project will enhance the quality of education of the higher education institutions using the platform. The students will raise their employability as the competence that they will acquire through the innovative concept is highly demanded in the accountancy practice. The students will not only be fit for regional or

national jobs, they will also be prepared for jobs in internationally acting institutions. In this sense the project could foster international labour market mobility. Overall we expect a significant enhancement in teaching accountancy in higher education institutions in Europe.

The competence of accountancy professionals is of existential importance for the economy of the European Union and all Member States. The crisis we are facing in Europe is mainly an economic and financial crisis. Students with a specialisation in accountancy are the emerging professionals who will have major influence and responsibility for the economy in the future. Well trained students in our fields will have the necessary awareness for their responsibility. To enhance the education in accountancy in HEIs is therefore an investment in Europe as a whole.

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GRANT AMOUNT:	306 464 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Employability; Teaching & Training

PROJECT NUMBER:

2014-1-AT01-KA203-001029

TITLE:

CREATING AN INTERNATIONAL SEMESTER FOR MASTER PROGRAMMES IN QUANTITATIVE FINANCE

DESCRIPTION:

The project "Creating an International Semester for Master Programmes in Quantitative Finance (INTQUANT)" establishes a strategic partnership in finance and risk management between 4 higher education institutions (HEI) throughout Europe. The consortium consists of the University of Applied Sciences bfi Vienna (UAS, coordinator), the University of Bologna (UNIBO), the University of Economics in Katowice (UEK) and the Alexandru Ioan Cuza University of Iasi (UAIC).

In a nutshell INTQUANT aims to enhance the quality and attractiveness of international student mobility in the master programmes in quantitative finance at the participating HEI. High quality mobility is one of the core goals of the Bologna Process and provides substantial added value: it enhances competences, knowledge and skills; fosters internationalisation of higher education; and promotes employability through international experience of graduates. However, study programmes in quantitative finance face particular challenges when trying to internationalise. While many HEI run broad programmes in business administration, the number of focused programmes in finance and risk management is small. As a result it is often difficult to find appropriate partner HEI for quality student exchange, which starkly contrasts with a high demand for international mobility options among students. In addition we observed a great interest to specialize in a specific subject area towards the end of the study period.

Against this background we aim to:

- enhance the quality of student mobility through clearly structured mobility paths and specialization options, which are embedded directly in the curricula at all HEI
- make mobility accessible to participants with fewer opportunities (e.g. career parallel students) through newly developed short-term mobility options
- address the increasing demand of students to further specialize towards the end of the study programmes through four attractive specialization options
- foster the labour market relevance of the involved study programmes and to enhance ties with the world of work through direct involvement of the financial industry
- develop, test and implement a new practice oriented course concept (including company case studies)
- reduce barriers for mobility through an efficient recognition of qualifications and credits gained abroad

Activities and methodology:

In order to achieve these objectives we developed a detailed work plan. The 4th semester will be reformed at each HEI to reach a harmonized structure:

- A course on "Advanced Topics with a different specialization at each HEI (6 ECTS)
- The master thesis (18 ECTS)
- An exam and/or additional courses as required by local standards (6 ECTS)

Based on this harmonized structure two levels of mobility will be offered: The basic level consists of short-term mobility for the course "Advanced Topics to one of the participating institutions (6 ECTS, different specializations to choose). The extended level targets the full semester (30 ECTS) and leads to a double/joint degree.

As for the course in "Advanced Topics each HEI will offer a different specialization path linked to its institutional profile and in cooperation with a local industry representative in the given field:

- UAS: Advanced Topics in Asset Management
- UNIBO: Advanced Topics in Quantitative Methods in Finance
- UEK: Advanced Topics in Insurance Management

- UAIC: Advanced Topics in Bank Risk Management

Envisaged results:

- 4 adjusted curricula in quantitative finance
- 3 new double degree agreements (UAIC with UAS, UEK and UNIBO)
- 3 adjusted double/joint degree agreements (update of existing agreements between UAS, UEK and UNIBO)
- A newly developed course concept for a series of intensive programmes
- 2 editions of the pilot intensive programme on "Advanced Topics (to prepare the ground for the international course "Advanced Topics with different specialization options)
- 1 edition of the reformed master programmes at each partner HEI (start in the winter term 2015/2016, including 4 intensive programmes)
- 6 case study reports from the courses in "Advanced Topics as open educational resource
- A final conference and 4 local dissemination workshops to showcase results of the projects and reach key target groups
- A project website for communication and dissemination

Selected impacts:

- On students: enhanced ability to work in international teams and to transform theoretical know-how into practice; increased access to mobility; higher employability
- On the HEI: increased quality and relevance of education; enhanced competitiveness; strengthened HEI network; closer links to the industry
- On the industry: closer links to HEI; direct contact to possible future employees
- Beyond the consortium: promotion of the EU's modernisation and internationalisation agenda in higher education; better trained graduates on the labour market; free access to the developed open educational resources

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Silvia Helmreich

PARTNERS:

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ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA, IT;
UNIVERSITATEA ALEXANDRU IOAN CUZA DIN IASI, RO

GRANT AMOUNT:

219 843 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda

PRIORITY 2:

Developing partnerships between education and employment

TOPIC 1:

Enterprise, industry and SMEs (incl. entrepreneurship)

TOPIC 2:

New innovative curricula/educational methods/development of training courses

CLUSTER(S):

Employability; Teaching & Training

PROJECT NUMBER:

2014-1-BE01-KA203-000910

TITLE:

EUROPEAN HUMANITARIAN ACTION PARTNERSHIP

DESCRIPTION:

The EU HAP is a partnership of 4 stakeholders of the Humanitarian Sector represented by Academia (NOHA and 9 European Universities), Training Providers (RedR and Bioforce), Employers (Acción Contra el Hambre and Aktion Deutschland Hilft) and Employees (Humanitarian Professionals represented by the NOHA Alumni). The partnership addresses the current needs of the humanitarian sector: a) increased demand for qualified and trained humanitarian professionals to respond to increasingly complex crises in a sector that employs around 250,000 workers disbursing nearly US\$20 billion (2012); b) coordinated approaches to train people that can provide an effective humanitarian response, fulfilling the EU 'S duties reflected in the European Consensus on Humanitarian Aid; c) clear progression routes for integrating competent professionals in the labour market; d) mechanisms for recognition and certification of competences in a sector characterized by international mobility and high turnover; and e) understanding of the multidisciplinary nature of the sector.

The initiative aims to promote the exchange of best and innovative practices and improve the quality and efficiency of education in order to boost competences, increase employability and improve opportunities and professionalisation. More specifically, the project will a) establish clear linkages between occupations, skills/competences and qualifications in the sector; b) facilitate the validation and recognition of humanitarian qualifications, identify learning pathways from vocational and other education types in the humanitarian sector to higher education; c) improve access to humanitarian education through a variety of delivery modes and the development of Open Educational Resources; d) promote a transnational community of knowledge & practice by developing an interactive platform of Humanitarian Activity in Europe; e) establish a European Observatory of Humanitarian activity with recognised data collection laboratories in each member state.

EU HAP counts with the profiles and expertise of its partners: ADH, a German umbrella organization gathering 21 prominent humanitarian NGOs; ACH, an active member of the international network of Action Contre le Faim International with longstanding expertise in training and research; RedR, a well-known training provider with a vast experience in short, tailor-made courses; and Bioforce, a vocational training centre running long-term training programmes. In addition to the 10+3 NOHA member universities, the partnership includes 9 universities representing a wide variety of European visions and realities.

During the 3 year period, the following results will be achieved:

ER1 Mapping of humanitarian action occupations and linkages with qualifications and career systems. Through various methodologies (ESCO, Europass, HAQF), links between occupations and sets of transversal & sector-specific skills/competences enabling the matching of supply and demand in the humanitarian labour market will be established.

ER2 New and improved processes of recognition and validation of prior learning. A common understanding and clear guidelines on how to use the HAQF for recognition and validation of Prior Learning will be developed.

ER3 Open Educational Resources for individual learning pathways in humanitarian action. The development of OER will support HA learners to determine their individual learning pathways based on their achieved learning outcomes and their ambitions for future humanitarian occupations.

ER4 Observatory on European humanitarian activity and mapping potentialities in humanitarian education and training. The innovative approach of data collection is expected to create a transnational community of knowledge with ownership of results which in turn will strengthen partnerships in the humanitarian sector.

For reaching the expected results various activities have been identified: a) Online Collaborative Sessions; b) Bilateral Consultations, with key relevant stakeholders; c) Transnational meetings aiming at disseminating lessons learnt, sharing knowledge and agreeing on specific content; d) Subcontracting of experts in various fields of expertise related to EQF and RPL; e) Multiplier events to reach a wider audience of

stakeholders and create awareness among potential users of the final products. As HA is an international field and the organisations work at EU and international level, the project aspires to have an impact in Europe and globally.

It is expected that humanitarian education will be strengthened to effectively respond to the challenge of employment by orientating learners directly to the labour market. Use of RPL tools in the humanitarian sector will increase synergies improving transition between the different education systems at various levels and contributing to the modernisation and internationalisation of higher education institutions and systems in partner countries and beyond.

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GRANT AMOUNT:	347 730 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Recognition, transparency, certification
TOPIC 3:	Post-conflict/post-disaster rehabilitation
CLUSTER(S):	Employability; Improving the Quality of Education / Training Systems; Education for Sustainable Development

PROJECT NUMBER:

2014-1-BE02-KA200-000462

TITLE:

EARLY IDENTIFICATION OF STEM READINESS AND TARGETED ACADEMIC INTERVENTIONS

DESCRIPTION:

For Europe to remain at the forefront of scientific and technological development, the current shortage of persons trained in these fields at secondary and higher education has to be overcome. While some progress has been made in increasing enrolment in Science, Technology, Engineering and Mathematics (STEM) programs in most European countries as stipulated by the Lisbon Objectives, the most pressing problem is now that of low retention (i.e., high dropout) rates in STEM programs.

This project aims to improve the retention rates of higher education STEM programs by focusing on the academic readiness of incoming STEM-students. We will identify among incoming STEM students those that are at high risk of dropout and may thus need additional support and we will support those students with the help of intervention programs in the early phase of their studies. To achieve the above goal three different objectives will be realized: We will identify the key STEM skills (objective 1). And once these are characterized, existing diagnostic tests are selected and their predictive power will be gauged in order to identify with high validity the at-risk students in need of extra support (objective 2). Finally, we will investigate which intervention tools can support these at-risk students and we will measure the effectiveness of current remediation programs (objective 3).

Special attention will be paid during this project to first generation students (i.e., students who have parents without a degree in higher education) and the specific problems they may experience.

Led by the University of Leuven (KU Leuven), the project will be carried out by three key partners (Hamburg University of Technology [TUHH], University of Zilina and KU Leuven), three supporting partners (Budapest University of Technology and Economics, Aalto University, and University of Birmingham) and the European Society for Engineering Education (SEFI) as a network partner. The three key partners have prior experience in STEM education research and will therefore organize and structure the required research activities. The supporting partners will provide additional relevant data and organize case studies at their universities. Our network partner will help to disseminate the results of the project.

The above objectives are reflected in seven work packages, focusing on (1) survey of existing practice for identification and intervention, (2) qualitative research, (3) quantitative research (questionnaire), (4) quantitative research (case studies at the partner institutions), (5) dissemination and sustainability, (6) transnational meetings, and (7) project management and quality checks.

The intellectual output of this project consists of several elements. The most important are (1) a final report on the project website in which the essential key STEM skills, the associated diagnostic test with predictive power and the effective intervention tools are included (as well as a critical analysis and a conclusion) and (2) a set of guidelines specifically dedicated to our stakeholders (secondary schools, staff of student advisory centres, instructors, and the management).

The most important impact of this project is expected on the first-year students of the participating institutions since this project will offer them a test and clear view on the key skills required for STEM-studies, giving them the opportunity to anticipate and to select the right subject during secondary education and to participate in intervention programs that help them to develop these skills before or at the beginning of the academic year.

This results in several longer term benefits such as an improved chance to succeed at the end of the first-year higher STEM education (especially for first generation students), a reduced dropout in STEM programs and an improved student orientation.

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GRANT AMOUNT:	439 898 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Improving the attainment of young people, particularly those at risk of early school leaving
TOPIC 1:	Early School Leaving / combating failure in education
TOPIC 2:	Gender equality / equal opportunities
TOPIC 3:	Key Competences (incl. mathematics and literacy) - basic skills
CLUSTER(S):	Teaching & Training; Inclusion & Tolerance

PROJECT NUMBER:

2014-1-BE02-KA203-000425

TITLE:

EUROPEAN FORMAT FOR EXCHANGE OF SOCIAL SECURITY EDUCATION

DESCRIPTION:

This project responds to the need for and current absence of a truly comprehensive curriculum on social security. The latter means that all disciplinary (law, economics and social policy) and national perspectives are combined into one EU-wide curriculum. The only way to develop a widely accessible, comprehensive and European curriculum is to work with the virtual exchange of courses between different European universities.

The project therefore envisages three objectives: 1) developing a joint format for virtual course exchange, 2) creating a joint curriculum and 3) broadening academic and professional networks.

In order to attain these objectives, the project activities are divided into six Intellectual Outputs: 1) surveys of needs, expectations, best practices and evaluation amongst the organizations and participants involved, 2) IT development of a format as well as the selection of on-line tools for teacher-student interaction and an open on-line platform, 3) specialized pedagogic and didactic support, 4) a feasibility study into the establishment of a fully recognized and accredited blended Master in European Social Security, 5) joint curriculum-building and 6) dissemination and networking.

The participating organizations are selected on the basis of their expertise to lead at least one of the Intellectual Outputs as well as their offer of courses for virtual exchange. The four participating organizations are universities (the KU Leuven, the University of Ljubljana and the University of Copenhagen) and one research centre (CECL Athens). A second ring of satellite contributors is foreseen. They will not implement an Intellectual Output but will offer and accept courses for virtual exchange. From these different organisations, teachers are asked to redevelop their courses for virtual exchange, based on IT, pedagogic/didactic trainings, formats and support. These courses are open to registered students, with a selection of courses also offered to broader target groups (e.g. PhD researchers, professionals, policy-makers).

As regards the management of project activities, a bottom-up approach was chosen. This means that each of the four participating organisations is responsible for one (or more) Intellectual Output(s) and jointly decide in the Project Board. However, to allow for daily management, the KU Leuven will coordinate the project, as delegated by the Project Board to the Project Manager. As regards the implementation of the learning activities themselves, the methodology shall be based on a strong pedagogic, didactic and technical format developed by experts in these areas. They shall combine these different aspects into one student-centered approach. The methodology for redeveloping current courses for virtual exchange is therefore that the newly developed format is explained to the involved teachers in trainings, after which they will implement it and can always count on the support and quality monitoring by the technical and pedagogic/didactic professionals.

In the end, this project envisages two broad results: 1) multidisciplinary and cross-border course exchange on European social security based on a format and 2) a feasibility study into a fully recognized and accredited blended Master in European social security.

The impact of the project can be understood to occur at different levels. 1) For the involved teachers, the impact will amount to new IT and pedagogic/didactic skills for the improvement of their teaching. This shall also have an impact on their professional skills in a wider sense, namely entailing more transversal IT and communication skills. 2) For the involved students and other learners, the impact will be an increased exposure to European perspectives on social security, more IT skills, more links to the professional world (through the diverse group of learners) and more possibilities for their role in social security capacity-building in developing and emerging countries. 3) For the participating organisations, this project will impact on their ability to innovate the curriculum and will enable them to exchange knowhow. 4) For other relevant stakeholders, such as European and national policy-makers, the results from the projects experiences will enhance their capability to understand the challenges and opportunities of innovative learning pathways.

The longer term benefits of this project for the participating organisations is that they may offer a fully integrated programme on European social security for many years to follow. In that sense, this project is the beginning of a process in which more organisations may join this initiative and more students can benefit from this innovative form of teaching. The long term benefits are also the increased likelihood that the experiences may help this type of blended teaching in other educational networks, the increased priority for it in policy-making and the increased knowhow on social security.

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GRANT AMOUNT:	447 190 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the professional development of staff and youth workers in ICT methodologies
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Open and distance learning
CLUSTER(S):	Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER: **2014-1-BG01-KA200-001694**

TITLE:

BUSINESS EDUCATION FOR SUSTAINABILITY: TEACHING CORPORATE SOCIAL RESPONSIBILITY AND SOCIAL ENTREPRENEURSHIP FOR SUSTAINABLE LOCAL AND REGIONAL DEVELOPMENT

DESCRIPTION:

In response to the effects of the economic crisis, curtailed public budgets and the magnitude of future challenges, social entrepreneurship and corporate social responsibility (CSR) emerge as a key policy priority in the EU. They are sources of social innovation and a contributing factor to building up the innovation capacity and competitiveness of EU economies. This turns them into increasingly critical elements of the EU development strategy. Yet business and economics education and training does not adequately reflect this trend.

The interdisciplinary academic field of social entrepreneurship is not well developed in the EU. The term itself is often understood poorly or narrowly. The study of CSR is limited in terms of academic hours and content. The project is built on the rationale that for business to be motivated and able to achieve a social impact, the very content of CSR and Social Entrepreneurship as subjects in education would need to develop and business education needs to grow more responsive to what have until now largely been public agendas for dealing with the pressing challenges facing society.

The project has the overall objective to promote cooperation and exchange of good practices among relevant organizations from 7 Programme countries (Bulgaria, Greece, Lithuania, Portugal, Spain, Turkey, UK), in view of enhancing the quality and relevance of education in the field of social entrepreneurship and CRS, fostering social innovation and supporting the social impact and responsibility of business.

The specific objectives of the project are:

- to support research and best practices exchange in the field of social entrepreneurship, social innovation and corporate responsibility, in view of making business/economics education more relevant to sustainable regional and local development;
- to initiate cross fertilization between business/economics studies and sustainable development studies in order to develop an innovative curriculum that fully integrates the subjects of social entrepreneurship and CSR into business/economics and entrepreneurship education;
- to develop a model certification procedure allowing business to evaluate and certify the skills of volunteers that contribute to CSR initiatives;
- to maximize the impact of the integrated innovative curriculum by demonstration initiatives, training of trainers and the development of a pilot e-learning platform for training in CSR and Social Entrepreneurship;
- to contribute to the promotion of social entrepreneurship and corporate responsibility among business, society, media and education providers.

This project is a partner initiative involving 7 Higher Education Institutions, a NGO and 2 institutions providing non-formal education and professional training.

The activities of the project include development of intellectual outputs, transnational project meetings, sustainability activities, dissemination activities, a joint training of staff, and evaluation activities. The main project outputs and results are:

- Research report Involvement of business in promoting sustainable development at the regional and local levels in Bulgaria, Greece, Lithuania, Spain, Portugal, Turkey and the UK;
- Compendium of good practices for corporate responsibility, social entrepreneurship, and social innovation;
- "Millennial Business Europe: Entrepreneurship for Sustainability good practices electronic database

- Course syllabuses for Corporate Social Responsibility, Social Entrepreneurship and Sustainable Development;
- Training/teaching materials for courses on Corporate Social Responsibility, Social Entrepreneurship and Sustainable Development;
- E-learning platform with online courses for training in Corporate Social Responsibility and Social Entrepreneurship;
- Model procedure for certification of skills and competences acquired by volunteers through participation in corporate responsibility initiatives;
- A Centre for Social Innovation and Entrepreneurship;
- Development of a label for business education "Business Education for Sustainability (BEST);
- 7 national-level conferences "Business Education for Sustainability in the 7 project countries.

The project's intended longer-term impact is:

- to create public awareness of both the support needs and the potential of social business;
- to create an "image of social entrepreneurship and social business as a pragmatic and solutions-oriented approach that is nevertheless oriented towards social action and change;
- to contribute to improving the visibility and credibility of social entrepreneurship and corporate responsibility, and to foster a more adequate understanding of this business field, including through research, sharing of good practices, and credibility enhancing labelling;
- to underscore and enable the importance of incorporating "social business studies into mainstream education, in view of both building skills and changing the mind-set of the future business leaders.

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SOCIEDADE PORTUGUESA DE INOVACAO - CONSULTADORIA EMPRESARIAL E FOMENTO DA INOVACAO S.A., PT;
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Asociación INDICO Instituto Internacional de Desarrollo Profesional y Coaching, ES;
BIRMINGHAM CITY UNIVERSITY, UK

GRANT AMOUNT:

375 202 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Promoting the take-up of practical entrepreneurial experiences in education, training and youth work

PRIORITY 2:

Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda

TOPIC 1:

Enterprise, industry and SMEs (incl. entrepreneurship)

TOPIC 2:

New innovative curricula/educational methods/development of training courses

TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Employability; Teaching & Training

PROJECT NUMBER: **2014-1-BG01-KA203-001561**

TITLE:

ACTION PROJECT FOR INNOVATION

DESCRIPTION:

1) Project background

Education and businesses, whether for-profit and non-profit, are facing change like never before. Numerous driving forces to this change include rapidly expanding marketplace (globalization), and increasing competition, diversity among consumers, and availability of new forms of teaching technology, methodology and approaches. In this environment, competitiveness at company level depends crucially on the speed with which new products can be brought to the market and new cost-saving improvements made. Innovation - the ability to reap the rewards of scientific achievement - requires much more than the ability to turn a new idea into a working product. It requires the systematic and holistic approach of innovation management.

From another point of view, education is on the dynamic path of change and modernisation. New innovative cross-functional and cross-disciplinary approach, engaging business, external stakeholders, the public, researchers and other third parties is essential. The Europe 2020 strategy, its Flagship Initiatives and the Modernisation Agenda of European universities put knowledge at the heart of the Union's efforts for achieving smart, sustainable and inclusive growth. Including practical experience in courses can help attune curricula to current and emerging labour market needs and foster employability and entrepreneurship (Agenda for the modernisation of Europe's higher education systems, 2011).

2) Main aims and objectives of the project

- To provide pedagogical methodology and course plan for obtaining competences, skills and knowledge in IM.
- To provide European HEIs, researchers, experts and SME managers with fully documented training materials and tools in innovation management.
- To increase the competitiveness and the innovation capacity by providing SMEs with the necessary IM tools and practices for their everyday activities.
- To increase the European business and training community awareness and to cultivate a common consciousness about innovation management.
- To increase the intensity and quality of business-academia collaboration by providing a ready-to-implement model.

3) Number and profile of participants

The APInno proposal has a balanced partnership structure and includes two HEIs, two SMEs, one Research Centre and one NGO active in HEI-business collaboration and adult training. Four different countries will be involved: Bulgaria, Italy, Spain, UK.

4) Project activities

- Cross-Country Needs Analysis of SMEs managers and HEIs staff from the partner countries on the topic of IM
- The merged results of the study are basis for development of IM methodology
- Development of IM course
- Development and testing of training materials for students, trainers, SME managers
- Development of project web portal
- Upgrading the project deliverables based on the feedback gathered from all involved parties (participants, trainers, experts etc.) and elaborated final version
- Final conference in Bulgaria

- 3) Project Methodology - The APlnno aims to apply a university-industry collaboration methodology through repeated cycles (iterative) and in smaller portions at a time (incremental), allowing precise quality control for the results.
- 4) Results and impact - The main outputs of the APlnno project are the Innovation Management methodology, the IM course, Three sets of training materials, Guide for business-academia collaboration. These products will help both HEIs and SMEs to develop new practices to systematically manage their potential for innovation. Managers of SMEs and other organizations will be able to identify, value, select the best means to develop, trigger and share their most valuable asset: creativity. HEIs will have a model for experiential learning approach in IM. Despite the widespread recognition of the need of innovation, practical guidance and systematic approaches to managing innovation are still not available in an integrated training framework. This is exactly the overall aim of the APlnno project: to transfer, adapt and develop an integrated training package (materials, tools and methodology) for Innovation management to benefit from this knowledge and use it in a practical manner in their everyday activities. All outputs will be available on the web portal of APlnno and in the languages of the partners in the consortium: English, Bulgarian, Spanish, Italian.
- 5) Long-term benefits
 - Direct replication of the Guide for collaboration and APlnno experiential model.
 - If appropriately connected with the industry, academia will be able to impact society, through their advanced identification of upcoming innovation management developments and challenges. Based on their future experience with APlnno and the case studies of the work with SMEs academic institutions and researchers will be able to build models and identify upcoming challenges in the field and/or provide ready solutions.
 - SMEs will gain higher awareness of the benefits and role of IM.

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GRANT AMOUNT:	261 863 EUR
CONTRACT DURATION:	28 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Research and innovation
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching & Training; Research & Innovation; Employability

PROJECT NUMBER:

2014-1-CY01-KA203-000299

TITLE:

A EUROPEAN UNIVERSITY-BUSINESS ALLIANCE AIMING TO FOSTER THE ENTREPRENEURIAL SPIRIT OF ICT STUDENTS

DESCRIPTION:

"One becomes an entrepreneur not by birth but by education as well as by experience

Context/background: Our project, ICT ENTREPRENEUR, aims to develop an innovative entrepreneurship programme for ICT students/graduates across Europe, offering these young people an insight of the working environment, helping them in developing their transversal skills and providing a new professional path to them. Our decision to focus only on ICT students/graduates stems from the fact that ICT is the single most important driver of innovation, competitiveness and growth for national economies around the world. Digital enterprises are characterised by a high intensity of utilisation of novel digital technologies (particularly social, big data, mobile and cloud solutions). They create the jobs and growth opportunities of the future, improve people's lives and build better societies. These companies reshape traditional industries and transform the business environment, from fashion to automotive, from transport and logistics to energy distribution. They develop and bring faster to market innovative products and services that it was impossible to think about before. A report presented in Brussels in February 2014 argues that by 2018 the European app sector could employ 4.8 million people and contribute €63 billion to the EU economy. Thus we need to invest and align our efforts on a European level towards this direction.

Currently, the huge potential of ICT and all the forms of innovation and entrepreneurship that it enables, still remains to be tapped upon by European entrepreneurs. Thus our project aims to develop an entrepreneurship programme specifically for young people with an ICT background. This programme will be developed following extensive research on the topic, focusing particularly on the current needs of ICT students and the existing entrepreneurship programmes offered across Europe in order to identify the limitations, gaps and weaknesses of existing programmes.

Project Objectives:

- Enhance scientific entrepreneurship levels within EU Universities, decreasing over the long-term youth unemployment and boosting job creation and growth

- ICT ENTREPRENEUR will enhance ICT entrepreneurship levels in the EU, inspire potential entrepreneurs, encourage new and innovative businesses to offer the products and services of the future in the market.

- Spark and support new business ideas within digital technologies and boost their successful commercialisation to the market through the ICT Business Competition event;

Number and profile of participants: 7 expert organisations from 5 EU countries, including 2 North EU countries that will transfer their experience and best practice to 3 South EU countries. 100 ICT students/graduates (20 in each country) will take part in our pilot testing programmes and the transnational job shadowing activities. The top 5 participants from each country will take part in the final ICT Entrepreneurship Academy and Business Competition event, that will be organised in Cyprus, giving them the opportunity to interact with each other, exchange experiences and ideas, understand important multicultural issues and present their business ideas in front of a panel of investors/business angels. More than 35 mentors (successful entrepreneurs and businesspeople) will be involved in our pilot testing programme. It is expected that through our dissemination activities and our media campaign (including traditional and new media) more than 500,000 people will be informed about our project at EU level.

Main activities/methodology:

- 1) State of the art and needs analysis: By identifying the strengths, weaknesses, gaps and best practices of existing entrepreneurship programmes, a unique and top quality programme will emerge.
- 2) Prepare the first version of the ICT ENTREPRENEUR programme.
- 3) This will be pilot tested in 5 EU countries (CY, DE, PT, ES, UK)

- 4) All participants will give feedback about the quality of the training programme, through the use of two questionnaires. Also the trainers and the External Advisory Board members will give their suggestions for further improvement.
- 5) The final version of the ICT ENTREPRENEUR Programme will be provided in hard copy and online.
- 6) The top 5 participants from each country will participate in the final ICT Entrepreneurship Academy and Business Competition.
- 7) A media campaign will be implemented, with many dissemination activities across Europe, directly reaching our main target groups.

Results and impact envisaged:

Develop entrepreneurial skills to 100 ICT students/graduates across Europe and assist them in starting their own companies.

-Offer a new training course for accelerators, incubators, universities, etc.

-Opening up new learning opportunities through the practical application of entrepreneurial skills.

-Serve as a best practice example and a training model for Strategic Partnerships and other EU initiatives within the entrepreneurship area.

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PARTNERS:	FUNDACION EMPRESA UNIVERSIDAD DE ALICANTE DE LA COMUNIDAD VALENCIANA, ES; UNIVERSIDADE DA BEIRA INTERIOR, PT; STRATEGISCHE PARTNERSCHAFT SENSORIK EV, DE; UNIVERSITY OF GLOUCESTERSHIRE LBG, UK; ISOB INSTITUT FUR SOZIALWISSENSCHAFTLICHE BERATUNG GMBH, DE; European University Cyprus, CY
GRANT AMOUNT:	253 289 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Employability; Teaching & Training

PROJECT NUMBER:	2014-1-CZ01-KA203-001834
TITLE:	ASSESSMENT OF TRAINEESHIPS WITHIN THE EUROPEAN CREDIT TRANSFER SYSTEM
DESCRIPTION:	<p>The ATEST (Assessment of Traineeships within the European credit transfer SysTem) project is proposed as a two year project s and should address the problem and find solution, respectively to find a recommendation for approval of credits also for internships. The traineeships is a part of the study - students gain practical experience in their field of study in another way – through practical activities which is very important and essential for their further professional development.</p> <p>The current practice used for recognition of traineeships results shows us huge differences between universities and also within the same university. We can see large differences in the manner of allocated credits for internship performed within the Erasmus programme (from 0 ECTS to 30 ECTS).</p> <p>If we accept the Erasmus programme traineeships as an integral part of study, it must be objectively evaluated in accordance with recognized rules, i.e. ECTS. For traineeships there is no model how to evaluate and recognize participation in Erasmus traineeships under the ECTS. The project partners will analyse own system at 10 universities in 9 EU countries for recognition of traineeships used by each project partner and altogether the project team will prepare common analysis, how could be solved the problem of recognition of traineeships based on ECTS according to the period, results and other aspects of traineeships.</p> <p>Project coordinator is EDUCA INTERNATIONAL, o.p.s. (NGO) which is registered as an Erasmus consortium for 8 Czech universities and has sufficient experiences in this field.</p>
COORDINATOR:	<p>EDUCA INTERNATIONAL, o.p.s. Na Moklině 289/16 16300 Praha 6, Czech Republic www.educaops.cz</p>
CONTACT:	Josef Vochozka
PARTNERS:	<p>TECHNOLOGIKO EKPAIDEFTIKO IDRYMA ATHINAS, EL; THE NOTTINGHAM TRENT UNIVERSITY, UK; UNIVERZITA PAVLA JOZEFA SAFARIKA V KOSICIACH , SK; Technische Hochschule Deggendorf, DE; INSTITUT DES HAUTES ETUDES ECONOMIQUES ET COMMERCIALES ASSOCIATION, FR; UNIVERSITA DEGLI STUDI DI TRENTO, IT; TECHNISCHE UNIVERSITEIT EINDHOVEN, NL; UNIVERSIDAD DEL PAIS VASCO/ EUSKAL HERRIKO UNIBERTSITATEA, ES; Vysoká škola technická a ekonomická v Českých Budejovicích, CZ</p>
GRANT AMOUNT:	152 592 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 2:	Quality Improvement Institutions and/or methods (incl. school development)
TOPIC 3:	Recognition, transparency, certification
CLUSTER(S):	Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2014-1-CZ01-KA203-002002

TITLE:

CLINICAL REASONING SKILLS ENHANCEMENTS WITH THE USE OF SIMULATIONS AND ALGORITHMS

DESCRIPTION:

Education for clinical practice is a complex process, involving the development of a body of knowledge, skills and multiple aspects of professionalism. 'Traditional' approaches, with modules in single discipline biosciences, bear little relationship to eventual learner needs for clinical practice. Practitioners act by synthesising a range of relevant information, identifying and testing solutions. Developing competence in this crucial process requires an approach that differs from traditional teaching, where students are recipients of information. Problem-Based Learning (PBL) is one example of widespread form of learning which uses patient simulation to create a learning style close to the needs of practice. Virtual patients (VPs) are encouraging students to use their knowledge base to explore simple management decisions as they work through patient scenarios.

The objectives of the CROSESUS project are following. (i) To introduce innovative pedagogy methods using scenario-based learning tools, virtual cases and patients thus to enable future physicians and healthcare professionals to simulate important steps in the diagnostic and therapeutic process before exposure to patients. (ii) To transfer know-how and best practices from the institutions which have already gone through a successful implementation of authentic, motivating, competency-based learning styles into the medical curriculum. (iii) To link with the existing regional (Czech/Slovak) medical education network MEFANET and other European projects with similar objectives and use this wide community of students and teachers to disseminate the patient cases and project's outputs more widely.

The project partnership has been based upon long-standing collaborations and awareness of each other's work, and shared research interests between three institutions: 1) Institute of Biostatistics and Analysis at Masaryk University (Czech Republic), Department of Medical education at St Georges University of London (United Kingdom) 3) Faculty of Medicine at Pavol Jozef Šafárik University in Košice (Slovakia).

CROESUS trains academics and students to create their own learning and teaching content and introduce interactive patient systems as well as innovative pedagogy methods in the form of VPs into the clinical elements of the course. It transfers knowledge from leaders in virtual patient (VP) development and effectively implements VPs in the medical curriculum of the participant institutions. It engages with other partners and networks, particularly the MEFANET network, to increase the use of such platforms and methodologies in the wider community. Importantly, it presents these within the culture and languages of the participant countries.

The project comes up with two intellectual outcomes: 1) ICT platform for scenario-based learning, 2) Methodologies for preparation, training and implementation of VP/PBL in clinical medicine. Implementation phases of the activities aims at: 1) embedding the interactive VP design, and PBL processes into 4 clinical attachments in participating institutions, 2) implementation of the selected ICT platform for authoring and delivering VP/PBL cases. The target groups at the level of participating institutions as well as at the level of the whole MEFANET network are addressed at annual MEFANET 2014, 2015 conferences. CROESUS addresses also a wider audience on the European level – at other two multiplier events organized as workshops parallel to well-recognized events of European medical education community (AMEE 2015, ICVP 2016).

The CROESUS' added values for medical students and clinical teachers follow. 1) VP/PBL will provide effective learning experiences that are attractive and motivating for learners. 2) Collaborative learning experiences such as PBL will develop partnerships between educators, learners and employers. The interactive VPs delivered by CROESUS will train the correct way to carry out a task, but also what happens when mistakes are made, in safe on-line settings. 3) Academic staff at participant institutions will be trained and new trainers, available for the professional development of staff in the whole MEFANET network, will become available. 4) VP/PBL cases delivered by CROESUS will widen the set of open educational resources available. 5) Until now, the most VPs available are in English language. CROESUS will deliver a new set of these educational resources in Czech and Slovak languages. CROESUS' tools and approaches concerning medical education and learning are of critical importance for the whole European community. Information that will be derived from the planned surveys and proposed assessment studies

will provide the potential of analysis of changes in students' learning and performance when approached by scenario-based learning.

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CONTACT:	Daniel Schwarz
PARTNERS:	ST GEORGE'S HOSPITAL MEDICAL SCHOOL, UK; UNIVERZITA PAVLA JOZEFA SAFARIKA V KOSICIACH , SK
GRANT AMOUNT:	189 409 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Pedagogy and didactics
TOPIC 3:	Open and distance learning
CLUSTER(S):	Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER:

2014-1-CZ01-KA203-002015

TITLE:

DIGITAL EDITING OF MEDIEVAL MANUSCRIPTS

DESCRIPTION:

Digital technology is fast transforming the way we study, teach and communicate. At best, it is integrated into thematic courses, employing innovative teaching techniques and allowing the acquisition of transversal skills. Such training is quickly becoming a necessity, as students have grown to rely on digital resources, while ICT know-how is becoming quintessential for the job-market. However, there is a dearth of training opportunities to initiate advanced students into Information and Communication Technologies.

Digital Editing of Medieval Manuscripts (DEMM) is a joint training programme between Charles University in Prague, Queen Mary University of London, the Ecole des Hautes Etudes en Sciences Sociales, the University of Siena, the Klosterneuburg monastic library. It will equip advanced MA and PhD students in medieval studies with the necessary skills to work in a digital environment, through a year-long programme on editing medieval manuscripts and their online publication. A rigorous introduction to medieval manuscripts and their analysis will be accompanied by formal training in ICT and project management. The end of each one-year programme (to run thrice, on three consecutive years) will see the students initiated into practical work-experience alongside developers, as they will work on their own digital editions, leading to its online publication. This will enhance the students' skill-set and the employability opportunities which ensue from it.

At the core of the proposal is an initiation into advanced manuscript studies and ICT. The provision of formal training in this practical field will be complemented by work on a year-long project - an edition of an unpublished medieval text which would be edited critically, and then prepared for digital publication. In each university a team of five participants, supported by a Local Coordinator, will work together to prepare the editions. This will take place over a highly structured year: At the beginning of the year all participants will meet for training in medieval manuscripts and their editing (palaeography, philology, book history, practical editing, etc.). This will be followed by a term of work in each university, supported by cross-institutional collaboration using virtual collaboration spaces. During that time students will prepare their own edition, identify problems and potential solutions. At the beginning of the second term the teams shall meet again, this time for relevant training in ICT (HTML, XML, TEI, etc.). The following term would then be devoted to subjecting the edition to scrutiny, tagging and preparing it for publication. At the end of the year, both terms will come together to supply the basis for concerted work with developers. A week-long Hackathon will enable students to liaise with developers on the creation of their digital edition, based on their previous training and the work carried in the course of the terms. During that time, hands-on experience will be supplemented by training in project management from inception to delivery, with specific sessions on time management, practical project management, and presentation skills.

This programme is unique in combining ICT and practical work, alongside training in medieval studies. Such innovative training will further the students' core-studies, while equipping them with key transversal skills. Supported by local coordinators, students will take the initiative in leading their own projects; they will grow in experience and skills, acquiring the ability to work individually and as a team, to set realistic goals, manage time and resources, and liaise with external stakeholders. This skill-set is invaluable for working in projects both within and without academia, for scholars and entrepreneurs.

The training programme would run thrice on three consecutive years. This will enable the consolidation of the programme and the training materials, as well as establishing substantial links between participating institutions. The programme is designed to outlive the length of the funding. A cadre of well-trained and cohesive students from across Europe would be established, and given means for future communication. Materials for all three training sessions would be refined during the three years of the programme, to be made into self-standing, freely available web resources. The texts at the core of the programme are one of the more substantial outcomes of the programme. By carefully editing texts and preparing them for digital publication in a highly stable format, these tangible outcomes would serve as an important outcome of the programme, not only boosting participants' experience and CV, but also furthering scholarship.

COORDINATOR:	CUNI Ovocny trh 5 11636 PRAHA 1, Czech Republic www.cuni.cz
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PARTNERS:	CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE CNRS, FR; UNIVERSITA' DEGLI STUDI DI SIENA, IT; Stiftsbibliothek Klosterneuburg, AT; QUEEN MARY UNIVERSITY OF LONDON, UK; ECOLE DES HAUTES ETUDES EN SCIENCES SOCIALES, FR
GRANT AMOUNT:	258 560 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the professional development of staff and youth workers in ICT methodologies
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Research and innovation
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training; Research & Innovation

PROJECT NUMBER:

2014-1-CZ01-KA203-002096

TITLE:

GREEN SOLUTIONS FOR BUSINESS AND INDUSTRY

DESCRIPTION:

Social, political and economic demand for sustainable solutions forces organizations to balance the impact of their activities on environment and to develop sustainable strategies for their product and service offerings, supply chains, manufacturing and transport, among other business related issues. The project Green Solutions for Business and Industry aims at sharing good practices in Green Business educational process with close connection to industrial enterprises.

The project, during the planned three-year period, will focus in particular on Green Logistics and Transport and Sustainable Solutions in Sales. This includes everything related to the forward and reverse flow of products, information and services between the point of origin and the point of consumption, business process scenarios in sales and distribution, core business processes, business objects and organizational units, as well as new approaches in new product development, shipping, billing, customer service, sales support and market research with the help of the most sophisticated technologies.

Searching for green future solutions is a topic solved by not only business organisations. Specialists are also needed in many other areas across the economy. Therefore, the participating higher education institutions shall be ready to satisfy demand for newly educated employees, technicians, candidates for management, knowledgeable economists or lawmakers, those educated in the area of green and sustainable business. One of the key objectives of the project is to assist participating higher education institutions to refine and develop curricula, which address the issue.

The participants, students and academia alike, will work in the international environment, cooperate with industrial companies and businesses, apply and further develop their theoretical knowledge, together with language skills and multicultural awareness.

Encouragement and promotion of green and sustainable business education and application of green solutions will represent the contribution and added value of the project.

The project is focused on 1) innovations in course syllabi and developing new updated educational material to be used across the partner institutions; 2) developing new green solutions supported by academia and, more importantly, in cooperation with professionals and experts from businesses.

Each year of the project will be finished by a short intensive programme (summer school) where students, academia and professionals will meet and work together on common projects, test and refine new educational sources, green solutions will be suggested, discussed and tested.

The project will help participants to understand and deal with company values using the balance of economic and environmental efficiency. The intellectual outcomes will be presented during the planned international conference in which all participants will demonstrate and share common results and benefits of the project work.

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Lenka Stejskalová

PARTNERS:

OSTBAYERISCHE TECHNISCHE HOCHSCHULE REGENSBURG, DE;
Wyzsza Szkola Bankowa we Wrocławiu, PL;
SEINAJOEN AMMATTIKORKEAKOULU OY, FI;
ZILINSKA UNIVERZITA V ZILINE, SK;
Hochschule fuer Technik und Wirtschaft Dresden, DE

GRANT AMOUNT:

255 581 EUR

CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Environment and climate change
TOPIC 2:	International cooperation, international relations, development cooperation
CLUSTER(S):	Education for Sustainable Development; International Cooperation

PROJECT NUMBER:

2014-1-DE01-KA200-000661

TITLE:

DETECTING AND PREVENTING DROP OUT FROM HIGHER EDUCATION OR SUPPORTING STUDENTS TO SWITCH SUCCESSFULLY TO VET

DESCRIPTION:

Background

Success in higher education is vital for jobs, social justice and economic growth and therefore highly qualified professionals are indispensable for each society. As one of its headline targets, the European Union proposes to lead at least 40% of the younger generation to a third level education. Additionally, it claims to reduce the number of dropouts in higher education. Despite various efforts in recent years the reality in most European countries is a different one. Still too many students in the EU drop out before they complete their higher education degree.

Dropping out can be a positive decision when students realise that the time, place or degree is not right for them. However, even though most of those who drop out from an initial course of study want to transfer to another course or to return to study at a later date, currently most countries do not help them sufficiently with flexible arrangements. Students, who leave university without a degree, are usually well-trained persons. However, their potential for the labour market is still underestimated and not used adequately.

In order to tackle the problem of early dropout in higher education throughout the European Union, experts amongst others proposed the development of an early warning system in order to identify persons at risk. It is also proposed to offer counselling and personal support to students at risk as early as possible in order to be able to offer them adequate assistance.

In the process counselling students who face dropout risks two groups play a crucial role: student counsellors at Universities and career counsellors at employment agencies or centres. Both groups, however, have differing interests. While students' counsellors are primarily interested in students' academic achievements, for career counsellors at employment agencies VET and the labour market is in the foreground of their work. When it comes to dropout risks both groups should cooperate closely. Nevertheless, as experiences suggest in most countries this is hardly the case. If at all, cooperation mainly takes place at an informal level.

Aims and objectives of the PrevDrop project

Being located both at the sectors "Higher Education and "Vocational Education and Training of the Erasmus+ Programme, the PrevDrop project targets the situation outlined above. The project aims to equip student counsellors at Universities, careers counsellors at employment agencies as well as students themselves with tools, knowledge and resources that help to detect dropout risks and to provide or find adequate support.

The project targets two groups of students that face dropout risks: a) students for whom a successful continuation of their studies appears to be probable and b) students for whom a successful continuation of their studies is highly improbable. While for the first group measures will be provided that promote students' successful completion of studies, measures for the second group focus on integrating them into Vocational Education and Training and/or the labour market. In the course of the project the partners qualify student counsellors from Universities, career counsellors from employment agencies and multipliers working with these two groups.

Envisaged outcomes and products

In more detail the project will provide:

- An early warning system in form of a self-assessment tool that will help students themselves as well as student counsellors from Universities and career counsellors from employment agencies to detect dropout risk.

- Face-to-face trainings for student counsellors and career counsellors as well as multipliers in which participants will be provided with knowledge on students dropout, the handling of the PrevDrop self-assessment tool, strategies to preventing dropout from higher education and ways to support students to switch successfully to VET. Participants of the trainings will be equipped with a comprehensive resource package consisting of a training manual, a trainer guide and a set of PowerPoint slides.
- An online portal that consists of an online platform for multipliers, a student's section that provides information on where to find appropriate support and assistance and a comprehensive self-directed online course for students counsellors and career counsellors.

Impact on stakeholder

Universities can improve their image by holistic counselling and advice. For companies there is a greater availability of people who enter to the job market. They will profit from the networking with Universities and employment agencies by getting the opportunity to recruit staff earlier.

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PARTNERS:	HOCHSCHULE FUER WIRTSCHAFT UND UMWELT NUERTINGEN-GEISLINGEN, DE; ZAB consult GmbH, DE; INFOART EOOD, BG; UNIVERSITA DEGLI STUDI DI MACERATA, IT; Applied Vocational Psychology and Policy Research Unit (AVOPP), LU; UNIVERSITY OF PLYMOUTH, UK
GRANT AMOUNT:	299 409 EUR
CONTRACT DURATION:	30 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Early School Leaving / combating failure in education
TOPIC 3:	Labour market issues incl. career guidance / youth unemployment
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training; Employability

PROJECT NUMBER: 2014-1-DE01-KA200-000675**TITLE: OPEN BADGE NETWORK****DESCRIPTION: CONTEXT / BACKGROUND**

Recognising non-formal and informal learning is increasingly seen as a way of improving lifelong and life-wide learning. More European countries are emphasising the importance of making visible and valuing learning that takes place outside formal education and training institutions, for example at work, in leisure time activities and at home.

Yet, despite a number of initiatives and recommendations on the recognition of informal learning (c.f. European guidelines for validating non-formal and informal learning, CEDEFOP) there is a wide gap between the recognition of formal and informal or non-formal learning. Access to the recognition of informal learning is patchy and the outcome of recognition process is too often treated with suspicion.

The Mozilla Open Badges, an initiative launched by the Mozilla Foundation in September 2011, provides a response to the needs for the recognition (formal and informal) of learning (formal and informal). Open Badges are portable and verifiable, allowing learners to showcase work, document skill sets and competencies, and create a robust portrait of their abilities wherever they were acquired: whether in school, in the community, on the job or online. Millions of badges have already been delivered and the initiative has received the support from leading organisations in the field of education, business, policy and citizenship.

OBJECTIVES

The aims and objectives of Badge Europe, BEU (pronounced “Be You”) are to exploit the benefits of Open Badges to:

- To create the conditions for a Europe-wide and world-wide recognition of learning achievements;
- To open and facilitate the systematic access to the recognition of non-formal and informal learning;
- To place formal and informal recognition of learning on a par;
- To create new employment and learning opportunities for all; and
- To bring a European contribution to the leadership of the world-wide Open Badge movement.

ACTIVITIES

BEU will be developing a network of organisations and practitioners to:

- Promote the use of Open Badges for the recognition of learning;
- Develop Open Badge initiatives at institutional/local/city/regional/national levels (e.g. Cities of Learning, developing the example of Chicago Summer of Learning - <http://explorechi.org>);
- Promote Open Badges at policy levels;
- Develop innovative practices in learning and employment; and
- Make recommendations and implement improvements to the Open Badge Infrastructure, technologies and services.

Those activities will be carried out directly, with the support of Open Workshops (6) and of a MOOC. (Massive Open Online Course)

OUTCOMES

The main outcomes of the project are:

- Developing a trustworthy infrastructure to increase job market fluidity and a seamless environment for the recognition of individual skills to full qualifications;

- A European Open Badge Network led by a steering committee composed of associate partners to contribute to the outcomes of the project and prepare its self-sustainability;
- A dynamic Inventory of Open Badge Initiatives and resources;
- A series of guidelines, green, white and discussion papers on Open Badges for Individuals, Open Badges for Organisations, Open Badges in Territories, Open Badges and Quality management and Open Badges and Policies;
- Guidelines for bridging ECTS/ECVET/Europass documents with Open Badges;
- Recommendations for the improvement of Open Badge Infrastructure, technologies and services;
- A Research Report on Open Badge Implementations;
- A Community Portal, bimonthly Newsletter and regular webcasts; and
- A series of Open Workshops and a MOOC;

EXPECTED IMPACT

- Empower individuals to make their competencies and talents visible;
- Empower teachers with the means to challenge traditional assessment models;
- Provide early school leavers with the possibility to have their competencies recognised and further developed in a setting more appropriate to their goals, styles and desires (self-study, home schooling, school of second chance, apprenticeship, etc.);
- Recognise the competencies acquired at work into a currency that is valuable on the job market;
- Increase transparency and establish trusted communication between employers, jobseekers and education providers;
- Increase the confidence of adults to participate in lifelong learning by providing a simple and straightforward mechanism to have one's current competencies recognised, as a foundation for further learning.

LONG TERM BENEFITS

The long term benefits are a more inclusive learning provision, a more open employment market and an increased trust in the data relative to individual achievements (CVs, diploma transcripts, etc.)

PARTICIPANTS

Beuth-Hochschule für Technik Berlin (Germany) Coordinator

Cambridge Professional Development (UK)

ADPIOS (France)

EDEN (UK/Europe)

Discendum Oy (Finland)

Dienst Uitvoering Onderwijs (The Netherlands)

Radom Institute (Poland)

Digitalme (UK)

ARTES (Italy)

COORDINATOR:	BEUTH UNIVERSITY OF APPLIED SCIENCE LUXEMBURGER STRASSE 10 13353 BERLIN, Germany www.beuth-hochschule.de
CONTACT:	Ilona Buchem
PARTNERS:	EUROPEAN DISTANCE AND E-LEARNING NETWORK LBG, UK; MINISTERIE VAN ONDERWIJS, CULTUUR EN WETENSCHAP, NL; INSTYTUT TECHNOLOGII EKSPLOATACJI-PANSTWOWY INSTYTUT BADAWCZY, PL; Discendum Oy, FI; ARTES - Applied Research into Training and education Systems, IT; ASS DE PREFIGURATION INTERNET OF SUBJECT, FR; DigitalMe Limited, UK; Cambridge Professional Development Ltd., UK
GRANT AMOUNT:	407 107 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Aligning VET policies with national, regional or local economic development strategies
TOPIC 1:	Disabilities - special needs
TOPIC 2:	Early School Leaving / combating failure in education
TOPIC 3:	Enterprise, industry and SMEs (incl. entrepreneurship)
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training; Employability

PROJECT NUMBER:

2014-1-DE01-KA200-000685

TITLE:

TEXTUAL AND LITERARY CULTURES IN MEDIEVAL EUROPE. EIN BEST-PRACTICE-MODEL ZU KOMPETENZERWERB UND BERUFSFELDORIENTIERUNG IN DER GEISTESWISSENSCHAFTLICHEN LEHRE

DESCRIPTION:

The present project (TALC_ME) addresses the employability of students from a number of disciplines in the humanities which are currently in high demand: the field of medieval studies, which links approaches from cultural studies and literary analysis. Because the subjects studied in this field – texts, images and written records from the European Middle Ages – seem to have no immediate implications for a future career at first sight, students of these subjects often feel ill-prepared for the requirements of the working world. Against this background, the applicants are convinced that with the suitable methodological training, students are already being prepared for the job market through the subjects and materials they study, especially with regard to the intercultural competences conveyed in these studies.

The aim of TALC_ME is to provide students with methodological tools, to complement these tools with job-related and competence-oriented elements, and to translate all these skills these into an academic program. The output of such a program is

1. on the basis of a SWOT-analysis, to give students guidelines and recommendations aimed at providing them with intercultural and career-related competences for teaching in the humanities, using literary medieval studies as a case in point,
2. to develop a course curriculum for a European Joint Master Degree of 120 CP, which as best practice model can be adapted to related disciplines,
3. to create a module on „intercultural competence and career orientation“, which, as a best practice model which can be employed in multiple ways and which can be implemented in Bachelor, Master's and PhD programs in the humanities, as well as
4. to provide an open-access platform supplying study and teaching materials and offering competence and career orientation to students of European humanities and cultural studies

In order to put the teaching and study materials into practice, to evaluate them and to optimize their efficiency in a sustainable manner, there are, among other measures, three intense study programs bringing together students and faculty from ten different countries with partners from the working world. The group is convinced that this can only be accomplished within a European framework, since the development of students' competences can be furthered in the exchange of European partners and, on the other hand, since particular synergy effects for qualifying students for the working world can be achieved by taking into account the specific experiences and practices models in the job markets of different European countries. All in all, the TALC_ME project unites thirteen different partners, ten universities from nine countries of the European Union as well as three non-academic partners (the Frankfurter Allgemeine Zeitung, a major German newspaper; the Gutenberg Museum Mainz, the Institut Français), which will channel their competences from the working world into the teaching modules which to be developed in the program. The project can benefit from experiences which have already been gained through the Erasmus-Mundus-Programme GLITEMA (which has been funded by the EU since 2010) and the European Master's program GLEMA.

Because of the high demand for suitable measures for preparing graduates from the humanities for the job market and providing them with adequate competences, TALC_ME is confident in the high efficiency of the measures and formats it develops. Their efficiency will be enhanced through a communication strategy which has specifically been developed for the program. Because the implementation of the newly developed teaching formats and curricula will already be implemented during the funding period, and because the best practice models, complemented from annotated accounts of key points and guidelines, will be published in a widely available brochure and through open-access, all these measures are geared towards sustainability.

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GRANT AMOUNT:	381 847 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Recognition, transparency, certification
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2014-1-DE01-KA203-000614

TITLE:

EUROPEAN MEDIA CLOUD CAMPUS

DESCRIPTION:

There are ongoing and even disruptive changes in the media industry. Young media professionals are facing a volatile professional environment with new ways of multiplatform content production. Thus enhanced competences in digital production workflows are essential for their employability. Digitalization also offers a lot of opportunities to collaborate remote and in across borders in a creative and efficient way. Therefore the main goal of our strategic partnership is to build up the European Media Cloud Campus (EMC2). We want to establish a digital, completely cloud-based content production and learning environment all the partners could use to produce different kinds of content.

Following the idea of open innovation we integrate the students in our innovation process. All their solutions feed forward into the final cloud campus. The students cover these topics either in regular lectures in their home universities or in special international workshops. All the tools will get tested in pilot projects related to the main focus of our project, innovation in the creative industries.

The five partners are specialized in media production and will provide their specific know-how to realize the cloud campus. Our partners from HvA, Amsterdam, are really strong in designing new workflows in digital publishing using state-of-the-art ICT technology. The involved colleagues from Bilgi University, Istanbul, have an excellent background in photography and visual storytelling. Editorial management and ethics in communication are two of the specific fields of knowledge of our partner university in Oslo, HIOA. Stuttgart Media University has a strong expertise in media management and will focus on content strategy and editorial management. The Danish School of Media and Journalism will provide profound knowledge in cross media journalism and web-design.

Students and teachers will work on 21 activities in five different fields of knowledge: Technology is the core field of our strategic partnership. We'll test, select, customize and implement different cloud based and open source ICT-tools to build up our digital learning environment. In the educational field we will develop an appropriate pedagogical strategy, define specific skill levels and implement new instruments of peer rating and self-assessment. In the content field we'll develop a content strategy customized to the main topic innovation and the digital and international production environment. Regarding the editorial management we'll develop, test and reengineer specific processes to run a digital collaborative media production. Additionally we'll explicitly deal with ethical and intellectual property rights issues involved in the project.

We'll change the dominant logic of international education projects in content production. Traditionally students are creating ideas in remote online workgroups and are traveling to realize a product. To enhance the sustainability of our content project, we turn this process upside down: We'll meet in international workshops with smaller group of students to develop concepts and tools, which can be used continuously in digital collaborative content productions. Furthermore almost every project activity is embedded in regular courses. And we will coordinate our curricula and develop a system of complementary international minor programs in English strongly connected to the project to foster the innovation process. Finally we'll share our tools and results under a cc-license for education use to trigger an ongoing co-creation process to improve the quality of our cloud-based solutions.

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DANMARKS MEDIE-OG JOURNALISTHOJSKOLE, DK;
STICHTING HOGESCHOOL VAN AMSTERDAM, NL

GRANT AMOUNT:	209 240 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Promoting the professional development of staff and youth workers in ICT methodologies
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER:

2014-1-DE01-KA203-000619

TITLE:

MOBILISING AGRO-FOOD EXPERTISE

DESCRIPTION:

The agro-food industry plays an important role in the European Union (EU) economy and is an important sector involved in the achievement of the goals set out by the "Europe 2020 growth strategy. This sector generates about 6% of the EU Gross Domestic Product and employs over 48 million people. Due to new challenges, its economic growth and competitiveness have been underperforming compared to the overall EU economy in recent years. One of these challenges is to improve the availability of a skilled workforce. With this project, we address three critical issues: (1) too few individuals develop sector-specific qualifications at university level; (2) a gap exists between the skills that are actually required by employers and the curriculum offered by universities; (3) too little communication occurs among relevant stakeholders (e.g. universities, industry and public authorities).

To tackle these issues, we have formed a strategic partnership composed of European universities (higher education institutions (HEs)) and industry partners that actively pursue communication among relevant stakeholders. In collaboration with all partners, we will organise an Intensive Study Programme (ISP) that aims at equipping graduate students with a set of knowledge and skills that are better aligned with employers' demands. The ISP has the objective to facilitate entry of graduate students into the European agro-food job market, and to close the gap between industry needs and the academic curriculum.

Moreover, based on the curriculum developed for the ISPs, we will produce a Massive Open Online Course (MOOC). The MOOC, together with the related dissemination activities, will allow us to broaden the learning community and to attract more interest in the agro-food sector.

The HE partners came together based on a shared interest to improve education for graduate students in agro-food economics and related disciplines. This group has the advantage of representing different geographical locations (North, South) and different institution sizes (small, medium and large). Each partner will bring its own (academic and private sector) expertise and knowledge with regard to the agro-food supply chain. Our group is composed of seven partners:

Five HEs representing five different EU Member States:

Technische Universität München (Germany)

University College Dublin (Ireland)

Wageningen University (The Netherlands)

Scotland's Rural College (Great Britain)

Universita degli Studi di Cassino e del Lazio Meridionale (Italy)

and two private sector firms involved in the food supply chain:

BayWa AG from Germany, a large international corporation

Beikircher Grünland GmbH/S.r.l., an Italian SME

The project will support graduate students in their career development and attract interest in the agro-food sector. The project contributes to the EU's Education and Training 2020 strategic framework (ET 2020) objectives by increasing student and teacher mobility and by improving teaching quality. The MOOC to improve learning effectiveness and reach a wider audience thereby broadens the learning community. Moreover, the emphasis on international aspects (including cultural differences) of the ISP and the MOOC will raise participants' awareness of intercultural differences.

European universities' and companies' competitiveness at the international level will also be strengthened by the project. It contributes to attracting "bright minds and mitigating the brain-drain away from Europe. The MOOC (i.e., based on the experience from the ISP and including input from experts in their

fields) will showcase the excellence of European teaching and research to a global audience, and thus makes the European Higher Education Area (EHEA) more attractive world-wide.

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GRANT AMOUNT:	235 421 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Agriculture, forestry and fisheries
TOPIC 2:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER:

2014-1-DE01-KA203-000624

TITLE:

MARKETING COMMUNICATION INNOVATIVENESS OF EUROPEAN ENTREPRENEURS

DESCRIPTION:

The importance of entrepreneurs is significant for the economic development the European economies and it has been documented in many cases. The development of particular competences are crucial in the preparation and the process of creation. Nevertheless, the existing education of universities provides a limited preparation for these challenges.

Entrepreneurs have the chance to differentiate themselves from established competitors in the market with the help of a conversational communication. The new digital communication services in the field of social media provide the entrepreneurs with excellent possibilities to address their clients regardless of limited resources and cultural boundaries. The already existing support services for entrepreneurs are not enough because of the innovativeness of modern communication services. Besides, entrepreneurs often are innovators in their domain, trained insufficiently with regard to the address of new clients and customer relationship management and they are not familiar with the use of modern technologies in support of these processes. Moreover, the work of an increasing number of start-ups is not limited to national markets, but is working internationally (so-called born globals).

On the one hand, the situation of entrepreneurs becomes more difficult, because divergent cultural contexts make high demands on the creation of their activities. On the other hand, several possibilities might open up for entrepreneurs, especially from the transition economies of the new member states and entrepreneurs stemming from economically difficult environments such as some south European economies.

The aim of the strategic partnership is to strengthen the innovativeness of European entrepreneurs and to professionalize their intercultural communication and marketing activities in order to establish competitive advantages in opposite to non-European entrepreneurs. All of the participating universities offer consultant and support services for entrepreneurs in which they point out possibilities of funding and offer assistance for the creation of business plans for instance. Hence, an excellent supervision and mentoring by the lecturers can be ensured.

Within the preparing seminars and intensive programs, the participating students will be prepared for challenges connected with a possible self-employment and they have the opportunity to get to know the expert dialogue in an intercultural context. This process is accompanied by a complementary research seminar for doctoral students. The international cooperation of doctoral students, post-docs and other interested researchers in this seminar makes it not only possible for them to have access to data from different European nations, but also to learn how to cope with intercultural challenges.

These are referring to the contents of research activities (e.g. equivalence of scales in the intercultural comparison) and to the different research traditions, processes and theoretical explanations which are used in the particular culture. The development of a common European doctoral program could be a possible outcome of the developing network of researchers within the activity. Therefore more advantages of the international cooperation could be created.

The knowledge which will be prepared and compiled in this project will be made useful by creating reports for entrepreneurs for example or by publishing the results for entrepreneur centres, politicians and decision-makers in administrations. On the one hand, students can improve their professional qualification; on the other hand they can act as multipliers for the development of the educational and economic market. Participating doctoral students, post-docs as well as other attending researchers benefit as well from the close collaboration with other researchers in a strong network across cultural restrictions.

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GRANT AMOUNT:	404 090 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Employability; International Cooperation

PROJECT NUMBER: **2014-1-DE01-KA203-000628**

TITLE: **EUROPEAN VENTURE PROGRAM**

DESCRIPTION: The challenges of European high-tech start-ups

Europe needs more innovative high-tech start-up companies who can compete internationally. Through the EVP strategic partnership, four top European technical universities (DTU, TU/e, EPFL, TUM), join forces to develop a unique entrepreneurship program for engineering schools. The envisioned intensive study program will provide master and PhD students involved in spin-off companies with the knowledge and the opportunity to build international success stories from day one.

Fostering European Entrepreneurship Further

The Eurotech universities are convinced that mutual exchange and cross-pollination could foster ambitious entrepreneurship in the same way that the Erasmus programs helped in changing the attitude and culture of students across Europe. However, an entrepreneur cannot spend a year, not even 3 months far from his company or start-up project. She or he can however certainly invest a few days of his time in intense programs where young entrepreneurs would meet international peers, experts in innovation as well as potential partners and customers through workshops, business developments visits and presentations of their projects that would be challenged by these peers and experts.

A European Venture Program

The common vision of the Eurotech universities for this program is to make use of their strong alliance to join their support for high-potential companies and help them grow internationally. Therefore the alliance aims at bundling their efforts to improve the entrepreneurship culture, increase the availability of funding opportunities and accelerate the international exposure for their student-entrepreneurs. Almost all programs focus on internationalization towards the US, while the potential of an inner-European exchange is left untouched. We believe that high-potential spin-offs from our universities can find many of the resources and networks they need to succeed within Europe and our vast networks of industry and academia. With European Venture Program we want to increase their readiness for internationalization and expansion.

Though this is a long term effort, a first concrete common project is to offer a program to expose and train young (aspiring) student-entrepreneurs on "how to become a European entrepreneur in 12 days", with the goal of preparing start-ups to grow beyond their national boundaries. Entrepreneurs from the four universities would be selected and mixed for a joint-program of visits, workshops and pitches for their entrepreneurial ventures.

The program could include (but not be limited to) the following elements:

- sessions (in total 12 days) of visits to the EuroTech locations (and possibly other technology clusters) including their entrepreneurship and incubation facilities
- possibly organized in dedicated themes (such as broad ICT or Life Science)
- contact to EU market and innovation specialists
- visits to local and international companies to brainstorm on market opportunities
- contacts with potential international customers / subcontractors / partners
- contacts with potential international investors (business angels and venture capitalists)
- courses and workshops on entrepreneurial themes
- international pitching experience
- fireplace talk with seasoned European entrepreneurs
- conferences with keynote speakers and role models

Ideally, the program would benefit not only the selected entrepreneurs, but also more generally the local entrepreneurial ecosystems as the program would be an opportunity for exposure and communication about high-tech entrepreneurship.

Organization

In addition to the four universities, the program should include private firms with experience in supporting entrepreneurship. These could be private accelerators (seed camp, tech stars) or firms with experience in the field (e.g. IFJ managing venture leaders in Switzerland or Leto, the organizers of the Start-up Rally - startuprally.org). Other names that are known to everyone include without limitation Microsoft Ventures, Telefonica | O2 (Wayra), Scout24, Deutsche Telekom (hub:raum), Siemens (Technology to Business Unit).

As a conclusion

Entrepreneurship requires courage and determination. It also needs encouragement from a friendly and ambitious ecosystem. The Eurotech consortium wishes to launch its European Venture Program as a first common tool to foster high-tech entrepreneurship, based on the existing support mechanisms. This is a first step only, with the ambition of creating a more solid and successful environment for our entrepreneurs.

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GRANT AMOUNT:	232 120 EUR
CONTRACT DURATION:	28 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 2:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Employability; Teaching & Training

PROJECT NUMBER: 2014-1-DE01-KA203-000637**TITLE:**

EDUCATIONAL NETWORK ON SOIL AND PLANT ECOLOGY AND MANAGEMENT

DESCRIPTION:

Soils are the basis for plant production and provide numerous ecosystem services. Many human activities are affecting the soil conditions in several ways. Effects like soil compaction, degradation, acidification and salt accumulation restrain the basic requirements for plant production and thus food supply for humans.

The overall objective is to provide an interdisciplinary international activity under the title "Educational network on Soil and Plant ecology and management. The whole activity is divided into four work packages (WP): WP1: Summer School „Soil & Water“, WP2: Establishing of a permanent teaching Module „Soil and Plant Ecology and Management“ at each University, WP3: Enhancing teaching and networking potential for teachers, WP4 : Transposing the educational network into future research and teaching activities. The project aims to provide a teaching standard for a European wide perspective from the expertise of the consortium (see below) integrating humid, intermediate and dry Mediterranean environments. This approach is a novelty at the European level.

The involved partners from four countries are strong in the following fields:

University of Life Sciences, Estonia: soil science, sustainable use of soils, degradation, compaction

University of South Bohemia, Czech republic: wetland ecology, soil microbiology and related processes

Université d'Aix-Marseille, France: soil-plant-interaction, soil organic matter turn-over, plant ecophysiology (especially drought)

Ulm University, Germany: wetlands and methane emissions, plants and soils under limited oxygen supply, plant ecophysiology

This broad international cooperation was already established in 2012 (Erasmus IP Soil & Water) and shall be continued within the proposed Erasmus+ activity. It promotes general academic competences and has substantial value for subsequent teaching activities for all project partners.

The target groups are students from advanced undergraduate and graduate levels with previous teaching curricula focussed on biology and environmental sciences. The yearly interdisciplinary international course for about 30 students from four countries will bring together expertise from different geographical and climatic locations in Europe. Different land-use and land-history patterns as well as societal structures will be included into the teaching. The next level of the proposed activity is an intensive partnership on the topic resulting in further activities including teaching and research grants. There are four intellectual outputs to be achieved within the project duration reaching from standardized study material up to curricula development and follow-up research activities. The quality of the project will be monitored by an independent Quality assurance unit run by the Ulm University. The dissemination ranges from providing specific teaching material, information on project web pages to final meeting activity at the end of the project.

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UNIVERSITE D'AIX MARSEILLE, FR

GRANT AMOUNT:

315 075 EUR

CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Agriculture, forestry and fisheries
TOPIC 2:	Environment and climate change
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Education for Sustainable Development; Teaching & Training

PROJECT NUMBER:

2014-1-DE01-KA203-000679

TITLE:

MOOC ACCESSIBILITY PARTNERSHIP

DESCRIPTION:

The purpose of the project is to implement a sustainable strategic partnership between European universities that excel in both teaching accessible design in ICT and providing an inclusive learning environment to students with disabilities. The project will devise and implement a joint curriculum framework on accessible design in ICT, by means of massive open online courses (MOOCs) directed to the registered students of the partnering universities, as well as to professionals in the field in the form of vocational and educational training.

Driven by the ratification of the UN convention on the rights of persons with disabilities (UNCPRD) in 2008, the European Commission and national governments are planning for guidance and legislative actions to follow up. The goal of the UNCPRD is an inclusive society in which persons with disabilities have equal rights and equal access to education, built environment and information and communication technology (ICT). However, there is a great lack of knowledge and expertise on accessible design of professionals in the ICT domain across Europe. Therefore, one of the recommendations of G3icts CRPD 2013 ICT Accessibility Progress Report is to build capacity, e.g. through training programs for future professionals about digital access for Persons with disabilities.

This project will build the required capacity in Europe by bringing together European universities with the according expertise and existing curricular activities in the field. The goal is sustainable exchange and harmonization of knowledge and teaching materials, and a joint provision of educational services, to foster a more inclusive higher education in Europe, and to provide a low-barrier education and training on accessible design in ICT to current and future professionals. The vehicle for this goal is a joint framework for teaching massive open online courses (MOOCs), employing available interoperability standards and infrastructures for scalable learning design.

The fundamental concept for this framework is separated into two iterations:

Iteration 1: Planning, implementation and evaluation of an introductory massive open online course on basics in accessible design in ICT, to be hosted at one of the wider known international MOOC platforms, with the goal to enhance visibility and to draw participation from students and professionals in the field. The course will be jointly designed and evaluated by all partnering universities, with each partner providing the content for one unit (according to their expertise). The course will be open to everyone and will provide a basic level of exposure and knowledge in accessible design in ICT. It will itself be accessible, to allow for the participation of persons with disabilities. It will also include an overview on areas of specialization within the field. The online course will be highly scalable and cater for participation from a massive number of participants throughout Europe.

Iteration 2: Planning, implementation and evaluation of a set of online courses with more in-depth and focused learning topics. The specialized courses will serve as logical follow-up for the participants of the introductory course who want to gain expertise in one of the specialized areas. The choice and structure of the specialized courses will be jointly defined by the partnering universities, based on the feedback gained in the dissemination/follow-up phase of iteration 1. Due to the higher specialization degree, these courses will be designed to address a less massive amount of participants, which enables a more individualized learning experience. However, scalability will still be a requirement. Each of the partnering institutions is expected to implement one of the specialized courses, providing necessary workforce and infrastructure. In iteration 2, the partners will also devise a roadmap for a common certification scheme for the curriculum framework on accessible design in ICT.

This project will bring about the following results:

- A sustainable network of European higher education institutions devoted to accessible education, teaching a broad range of topics on accessible design in ICT.
- A free MOOC on the basics of accessible design in ICT, available to all students of the networked institutions, as well as to professionals in the field, both including persons with disabilities.

- A set of free online courses on specialized topics of accessible design in ICT, available to all students of the networked institutions, as well as to professionals in the field, both including persons with disabilities.
- Detailed knowledge on the actual educational needs of professionals in the field, with regard to accessible design in ICT.
- A roadmap for a common certification scheme for the online courses.
- Experience and knowledge on new online teaching methods for internal teaching and vocational training.

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ΠΑΝΕΠΙΣΤΗΜΙΟ ΑΙΓΑΙΟΥ, EL;
UNIVERSITY OF YORK, UK

GRANT AMOUNT:

448 404 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Promoting the professional development of staff and youth workers in ICT methodologies

PRIORITY 2:

Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda

TOPIC 1:

ICT - new technologies - digital competences

TOPIC 2:

Inclusion - equity

TOPIC 3:

Open and distance learning

CLUSTER(S):

New Technologies & Digital Competences; Inclusion & Tolerance

PROJECT NUMBER:

2014-1-DE01-KA203-000694

TITLE:

IMPROVEMENT OF INTERACTIVE METHODS TO UNDERSTAND THE NATURAL SCIENCES AND TECHNOLOGICAL IMPROVEMENT

DESCRIPTION:

Context/background of the project SciVis

The European public has comparable little knowledge of new developments in Science, Technology, Engineering and Mathematics (STEM). Often information is provided by experts in a way not easy to understand, a way which keeps citizens uninformed and does not foster public understanding. By this a responsible citizenship concerning technical or scientific innovations is not possible.

Parallel to this phenomenon school subjects of the STEM field are often taught in a teacher-centered way, in which the teacher is the expert talking to very weakly informed novices. This again does not foster students' development of active participation in the learning process on STEM.

Objectives of the project

The project combines two main targets of the new European strategy by forming an international network of four south-east European institutions: (1) the interactive information of the public on Science and Technology innovations and (2) the development of a project based learning course for pre-service teacher students in STEM subjects. By this the lack of information and the traditional way of information from an expert to an ignorant is turned into a new way of STEM education.

Number and profile of participants

The project combines special expertise from distributed institutions in an international team, involving 3 universities (Germany, Czech Rep., Slovakia), one Science Centre (Serbia) and one German publisher. The universities are experts in project work and in developing new teaching courses as well as designing evaluation tools. The Science Centre is very experienced in developing new information formats, and the publisher has a strong impact on the STEM-Education.

Description of activities; methodology to be used in carrying out the project

As teacher students are involved into the development, but also the evaluation of new interactive information formats, they are able to learn a new teaching/learning-strategy. The evaluation results foster the trust in evidence-based teaching and learning. The strategies and the evaluation instruments will be developed and tested in an international team, meeting 3 times during the project lifetime of 2 years and informing the broader public in a final conference in Summer 2016 in Berlin.

Short description of the results and impact envisaged

New courses, engaging pre-service teachers into project learning on informing students and the public on STEM innovations, will be designed by the consortium and will be implemented into the academic teaching. The Science Centre in Serbia will distribute the strategy into the Balkan area, the Klett publisher to the German public, and by his international partners to a wider public in Europe. The new interactive information tools, like interactive public screens, holiday camps, science fairs, STEM online games, will give their informational impact on European citizens, because they are open to be used by everybody.

Potential longer term benefits

Not only the universities will profit from the new courses. As new interactive information tools are developed, adapted and evaluated, these tools will remain at the universities. Through information on a broader level more institutions can learn to implement them and to distribute their own information on STEM through these tools. The south-east European network will go for further collaboration and exchange.

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GRANT AMOUNT:	260 996 EUR
CONTRACT DURATION:	27 months
PRIORITY 1 OR MAIN:	Developing partnerships between education and employment
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	Natural sciences
TOPIC 3:	Research and innovation
CLUSTER(S):	International Cooperation; Research & Innovation

PROJECT NUMBER: **2014-1-DE01-KA203-000695**

TITLE:

OPEN DISTRIBUTED EUROPEAN VIRTUAL CAMPUS ON ICT SECURITY

DESCRIPTION:

Increasingly sophisticated cyber-attacks are a growing threat to organisational networks and ultimately to the economy, to national and international security. The need for ICT expertise to defend against these attacks and to enforce security is clearly identified. Consequently, the demand for skilled network security professionals is set to accelerate dramatically.

The DECAMP Project caters effectively to this trend. It pioneers the creation and implementation of a new model for an open technology online campus. It is carried out by a strategic partnership between specially selected computer sciences departments of 6 EU universities. Each has an internationalization strategy aiming to attract foreign students and teachers.

As an open platform, DECAMP features innovative network blended-learning online courses to equip European students with new key competence. They will participate in a cutting-edge e-learning environment supported by modern e-learning technologies. DECAMP is also attractive to IT professionals who want to improve their ICT security knowledge.

The Consortium consists of Munich University of Applied Sciences (MUAS), the 2nd largest UAS in Germany, University Politehnica Bucharest (UPB), the most prestigious Romanian technical university, University of Padua (UNIPD), the 2nd oldest in the world, University of South Wales (USW), UK, supporting students' entrepreneurial spirit, Helsinki Metropolia UAS (MET), one of the most international Finnish UAS, University of Cantabria (UC), a young dynamic university awarded as International Excellence Campus. All have a high expertise in ICT security areas and strategically complement each other. Siemens AG, Germany, Info World s.r.l., Romania, and Aix-Marseille University, France, will support the strategic partnership as associated partners.

The Aims of this strategic partnership:

- enhance the quality and relevance of the learning offer in ICT security in European HEIs,
- increase EU-students ICT security skills and cross-border collaboration by virtual "mobility,
- foster each DECAMP partner's internationalisation strategy.

These aims lead to the following Objectives:

1. creating innovative practically-oriented blended-learning online network security courses for international collaborative learning, applying student-centred pedagogical strategies,
2. creating innovative hands-on remote virtual and real labs,
3. developing a scalable online campus platform by integrating heterogeneous virtual lab environments and e-learning platforms for distributed courses in one "virtual campus,
4. proving the feasibility of DECAMP platform and the learning outcomes of the developed courses,
5. integrating the developed courses into the partner HEIs' curricula (see Letters of Intent),
6. ensuring the efficient recognition of cross-institutional ECTS credits (see Letters of Intent),
7. ensuring effective dissemination of the DECAMP Project to attract EU students,
8. enabling the DECAMP sustainability.

The DECAMP courses cover IT-security aspects in:

- network management and computer networks (MUAS),
- eHealth systems (UPB),
- Wireless networking (UNIPD),
- Applied forensics (USW),

- WEB application (MET),
- Cloud networking (UC).

They will be implemented via the DECAMP distributed platform consisting of:

- Course User Admission and Information System (CUAS) comprising the authentication and registration system of EU students and teaching staff,
- University Virtual Learning Platform (UVLP) at each partner comprising course materials and link to the Virtual Lab Platforms (VLP),
- VLP and Virtual Real Equipment Platform at each partner including the soft- and hardware support of all types of remote labs offered in the courses.

Results and Impacts envisioned:

- contributing to rectifying the underrepresented field of practically oriented ICT security in university curricula in response to the huge industry demand;
- amplifying partner HEIs teaching and technical resources offering courses online not taught at their home university. Thus effectively reduce the costs incurred in replicating courses and labs at the partner HEIs;
- transferring know-how to European students in designing, developing and implementing network security policies and procedures and in technical English;
- enhancing each partner HEIs international profile by participating in academic international cross-border collaboration;
- using the developed virtual labs for Bachelor/Master projects and R&D;
- steadily increasing numbers of partner HEI students taking DECAMP courses for ECTS-credits;
- accessing DECAMP courses and materials, free of charge to European HEI students and staff;
- effectively disseminating DECAMP;
- ensuring DECAMP's sustainability.

The longer term benefits: extension of the strategic partnership beyond Project life time by further cooperation, e.g. joint European Ph.D. advising, joint research projects, jointly taught intensive courses.

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UNIVERSIDAD DE CANTABRIA, ES

GRANT AMOUNT:

414 818 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda

TOPIC 1:

ICT - new technologies - digital competences

TOPIC 2:

Intercultural/intergenerational education and (lifelong)learning

TOPIC 3:

International cooperation, international relations, development cooperation

CLUSTER(S):

New Technologies & Digital Competences; Inclusion & Tolerance; International Cooperation

PROJECT NUMBER: 2014-1-DE01-KA203-000706**TITLE:****ONCREATE****DESCRIPTION:**

Study programmes following blended-learning or even pure online approaches are becoming increasingly popular in higher education. Two main drivers for this development are increasing international cooperation among universities and with industry partners and the special requirements of students in continuing education programmes. But even regular courses use online platforms to establish a permanent point of exchange beyond the weekly course meetings. Yet in a time, where the use of eLearning platforms, Google Drive and Skype feels commonplace, the abundance of available tools conceals the scarcity of processual knowledge to use them, especially compared to the richness of methods we use to apply in physical teaching and collaboration.

OnCreate proposal is about the exchange, implementation and evaluation of processual and contextual knowledge of online collaborative courses with focus on creation and innovation. By the term "Creative Online Collaboration Processes we refer to all such activities which aim to solve in a group problems that do not have standard solutions, mediated through web-based tools. Typically, such problems require interdisciplinary, lateral thinking, social empathy and extensive ideation with the aim of mutual inspiration. The processes applied are often nonlinear and rely on multimodal means of synchronous and asynchronous communication, with a special focus on visual tools. The highly interdisciplinary "Design Thinking-process as defined by Stanford University's d.school will serve as a common design process reference throughout the project.

The project is divided in three main phases. The partners will spend the first six months to compile best practises from both within and outside the consortium, to agree on a common course schedule for the following project phase and to define initial approaches for prospective evaluation of courses. The second phase will last about two years, implementing, evaluating and improving online collaborative courses in at least four iterations. In the final six months of the project, the courses will continue, but the project resources will be concentrated mainly on documentation and dissemination activities.

As its main output, the OnCreate project will provide comprehensive guidelines and tutorials on how to integrate creative online collaboration into existing and new university courses, categorized by subjects and phases in the design process. Apart from questions of choice of tools and platforms, the project will especially investigate on how to create the social and other "soft contextual factors that foster creative collaboration in online learning spaces.

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SULEYMAN DEMIREL UNIVERSITY, TR;
TAMPEREEN YLIOPISTO, FI;
UNIVERZA V LJUBLJANI, SI;
AALBORG UNIVERSITET, DK;
LAPIN AMMATTIKORKEAKOULU OY, FI;
FACHHOCHSCHULE POTSDAM, DE

GRANT AMOUNT:

447 508 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Fostering the assessment of transversal skills

PRIORITY 2:	Promoting the professional development of staff and youth workers in ICT methodologies
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Creativity and culture
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies & Digital Competences

PROJECT NUMBER:	2014-1-DE01-KA203-000711
TITLE:	ENTWICKLUNG INNOVATIVER, TRANSNATIONALER LEHRINHALTE UND DIDAKTISCHER METHODEN UNTER EINBEZIEHUNG VON BLENDED UND PEER LEARNING
DESCRIPTION:	<p>To make a concrete partnership day to day</p> <p>Thus, partnerships between universities can be lived concretely, there must exist international development perspectives for students, teachers and researchers and be used in realistic manner. This is at all universities to certain groups of students with hitherto neglected obstacles to mobility hardly possible.</p> <p>Removing these barriers is the primary goal of the project.</p> <p>Here, a focus lies in example in the relevant programs of the participating universities, contained with similar learning objectives in the policy field „Soziale Stadt“ (“Social City”) to develop transnationally oriented teaching materials that cover several domains of expertise.</p> <p>The teaching materials are to be tested and further developed through extensive involvement of students in the context of two-week seminars with participants from all participating universities. It also contains video clips which are going to be created and illustrate certain course content under the expert guidance of students. The case developed materials will be made available over the Internet.</p> <p>The planned project activities will provide the following key results:</p> <ul style="list-style-type: none"> ▪ Supranational usable e-learning tools for the modules methodological and social skills as well as European integration ▪ Supranational usable teaching materials for the policy field Social City, which are very clearly through integration of professional video clips ▪ A professional marketing to disseminate the results obtained in the project ▪ A book publication to appear and peer learning
COORDINATOR:	<p>HWR BADENSCHES STRASSE 52 10825 BERLIN, Germany www.hwr-berlin.de</p>
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GRANT AMOUNT:	297 751.48 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	New innovative curricula/educational methods/development of training courses

TOPIC 3: Open and distance learning

CLUSTER(S): International Cooperation; Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER:

2014-1-DK01-KA200-000766

TITLE:

**FRAMEWORK FOR INNOVATION AND ENTREPRENEURSHIP SUPPORT
IN OPEN HIGHER EDUCATION**

DESCRIPTION:

The contextual distance between formal education and the complex, ill-structured domain of professionals has always been challenging for young people trying to take their first steps into the job market. Entrepreneurship and innovation are today regarded as presenting young people with hitherto unacknowledged opportunities. Therefore, creating entrepreneurial mind-sets and helping young people transforming their ideas and talents into viable products and services may be the answer to reduce the high numbers of young unemployment throughout Europe. Understanding this need, the Education system reacted once again. E&I courses blossomed in HEIs, research focused on entrepreneurship pedagogy, and related contests started targeting different groups. Although there is a wealth of knowledge about E&I it is largely disconnected and thus difficult to reap synergies, or to allow building on best practice. There is a lack of synergies and collaborations that would allow newcomers to understand and to build on what is already known. In the past years we have been seeing however the emergence of a potential enabler that would allow to establish a common framework so to bundle efforts, connect actors, and to build on best practice at scale. This enabler is called "Openness and was recognized by the European Commission in 2013 as a possible flagship towards renewing and innovating in the education system itself.

Against this background, the objectives of this project are to:

1. Identify and analyse the lessons learnt from previous efforts on E&I within the partners networks (i.e., academic programs, research projects, contests, etc.).
2. Adapt and scale existing efforts into a new systems framework for E&I in Open Higher Education that would take into account technical, organizational, pedagogical, legal, and economic aspects and that could be applied and tested in different contexts.
3. Provide a software platform and along with gathered, modified, or produced learning material (e.g., open educational resources, case studies, webinar, etc.) on E&I that would materialize the different dimensions of the proposed framework.
4. Run two pilot rounds applying and testing the proposed systems framework in three sites inside the partnership.
5. Create the opportunities for collaboration and networking among the different target groups, coming from the education, industry, and policy making fields.
6. Create a reference point for future endeavours and be a gathering point for people who are interested in E&I.

The project will bring together leading networks and state-of-the-art domain knowledge from 4 EU countries; namely: the Aarhus University (AU, DK), a research leading public HEI that has Entrepreneurship Education as a priority; the Aristotle University of Thessaloniki (AUTH, GR), one of the largest universities in Europe with a long experience in EU-funded projects and the technical capacity to lift the technical dimension of the project; the European Learning Industry Group (ELIG, AT) that represents 52 companies (incl. IBM, Intel, HP, Pearson); Instituto Politécnico do Porto (IPP, PT) that coordinates the nationwide PoliEmpreende entrepreneurship contest; and finally Sociedade do Conhecimento, Inovação, e Organização (SCIO, PT), a young SME with more than a decade of research and work experiences in the field of Open Education.

The project will build on recent projects such as PACE (Promoting a Culture of Entrepreneurship) (AU), HOTEL (supporting innovation in Technology Enhanced Learning) (ELIG, SCIO), openEd 2.0 and openSE (open and connected educational approaches) (AUTH, ELIG, SCIO), as well as the PoliEmpreende, a nationwide entrepreneurship contest that runs across all 21 Portuguese Polytechnics for the past 11 years (IPP).

The project will apply an incremental design methodological approach for the software element of the framework. Two versions of the proposed framework (initial, revised) will be applied and tested in three partners (AU, AUTH, IPP). Two teams for project administration and quality assurance will be formed early in the project to monitor and evaluate project progress.

The project is innovative and complementary, and it builds on earlier efforts, bringing together the necessary partners for such an endeavour. The project will thus support quality improvements, innovation excellence and internationalisation, as well as to facilitate collaborations since network actors could understand and focus on their respective core competencies and values. As such the results of the project will also contribute to the modernisation of Europe's view on E&I education. The outcomes of the project will also be of direct relevance to the project partners themselves, and to their network members, so to adapt and improve their service and product portfolio in accordance.

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GRANT AMOUNT:	370 241 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training; Employability

PROJECT NUMBER: 2014-1-DK01-KA203-000764**TITLE:****COLLABORATION AND INNOVATION FOR BETTER, PERSONALIZED AND IT-SUPPORTED TEACHING****DESCRIPTION:**

Colibri will contribute to the Modernisation of European Higher Education by developing new and innovative teaching approaches, increase labour market relevance of education, and promote the take-up of innovative practices in education. Colibri will focus specifically on personalised learning, collaborative learning, and use of ICT. Moreover, Colibri is based on strengthening the link between companies and education by promoting teaching methods, where students work together across disciplines and cultures, on projects based on real-world cases.

Colibri follows a yearly cycle of teaching material development, conducting the teaching for a diverse group of students from all universities using blended learning, evaluation, and dissemination. The evaluations and experiences are then taken into account when designing the material for the next cycle. Colibri lasts for 3 years, thus covering 3 cycles.

Colibri creates an international living lab based on blended learning, where the teaching methods will be implemented in jointly developed IT-supported course modules. At the same time, they are based on active participation and collaboration between students, and they are personalised in the sense that they accommodate for students with different prerequisites and learning styles, and different specific learning objectives. Another part of the teaching methods is implemented by having students working together across cultural and educational backgrounds on real-world problems defined by companies.

The teaching material and results developed through the project, including instructions on how to use the material, evaluations, and comments/suggestions, are made publicly available. This ensures that the results can be exploited both inside and outside of the consortium. Together with a dissemination plan we will reach relevant target groups, including decision makers, and university teachers. A cornerstone in the dissemination plan is to make the participating teachers Colibri Ambassadors, which will help to spread the results and benefits of the project to large groups of university teachers who will benefit from using the methods in their own teaching.

All in all, we expect the project will have a significant impact - both on the participants, and on a systemic level. During the lifetime of Colibri, it is expected to reach out to at least 1000 university staff, both from the involved organisations and from outsiders. Furthermore, Colibri will be disseminated to the ICT & entrepreneurial community and to the general public, enhancing the sustainability of its results and the visibility of the ERASMUS+ Programme.

The project partners include 7 universities, one research & documentation centre, and two companies who ensure that the teaching methods ensure employability, e.g. by the use of real-world cases as part of the teaching. Each cycle involves 2-5 teachers per institution per year, and 4 students per university per year.

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UNIVERSITAT POLITECNICA DE CATALUNYA, ES;
BOGAZICI UNIVERSITESI, TR;
TECHNISCHE UNIVERSITAET HAMBURG-HARBURG, DE

GRANT AMOUNT:	449 966 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	Pedagogy and didactics
CLUSTER(S):	New Technologies & Digital Competences; International Cooperation; Teaching & Training

PROJECT NUMBER:

2014-1-EE01-KA203-000518

TITLE:

EUROPEAN ASTROBIOLOGY CAMPUS

DESCRIPTION:

Astrobiology is a fairly new, but rapidly growing branch of science. It is not only of great interest to the scientific community, but also captures the attention of the general public to a large extent. Important astrobiological themes like the origin of life on Earth and the possibility of life on other planets have engaged thinkers at least since antiquity and will not be solved by one single discipline alone. To educate a new generation of scientists with the necessary multidisciplinary background to get new insights into these important questions, we propose the creation of a European Astrobiology Campus (EAC) under an Erasmus+ Strategic Partnership. In this virtual campus (which will not be a formal administrative entity) 10 European academic institutions and 2 non-academic entities that have previously been engaged in astrobiology research and possess ample experience in interdisciplinary training will cooperate to offer comprehensive, high-level training in astrobiology for a new generation of scientists capable to work beyond the boundaries of their own discipline. A varied range of activities are planned by the EAC.

The EAC will offer a series of high-level courses about exciting interdisciplinary subjects covering the whole range of astrobiology, spanning from formation of habitable planets to the search for bio signatures on other celestial bodies. Also an introductory course for interested newcomers and a scientific summer camp for undergraduates will be offered. Novel tools like e-learning and training software will be used in these events. Furthermore, they will include scientific fieldwork at astrobiologically interested sites and other research projects like astronomical observations. This comprehensive course programme will be unique in the world and would be impossible to be organised by a single institution. It will also establish Europe as the leading training area in astrobiology, which will consequently attract top students from all over the world, bringing about a "brain gain for the European Research Area.

However, training students in scientific skills is not sufficient to prepare them for an increasingly competitive European labour market. The Strategic Partnership therefore also will offer extensive training in transversal skills in cooperation with our non-academic partners, the scientific consulting company Innovaxiom and the science exhibition and communication centre Cap Sciences. During an internship at Innovaxiom students will be able to learn important capabilities like management, designing successful (business) strategies, event preparation, public relations, production of promotional material, decision making and customer relations. Together with Cap Science, students will have the possibility to prepare an exhibition on an important astrobiological subject. These two collaborations will give students also an inside view of important employers of scientists with a multidisciplinary background: museums and consultants. In addition, the training efforts of the partnership will not be restricted to university students. It is equally important to train the lecturers to enable them to hold high-quality astrobiology courses and to overcome the difficulties in multidisciplinary teaching. The partnership will organise a workshop on education in astrobiology to allow lecturers to exchange experiences and to present novel course organisation teaching and assessment methods.

A learning software package on the subject of the origin of life for use in high schools will be designed and textbooks both for school and university students are planned to be composed. Furthermore, the partnership will continue with a new edition of the Encyclopaedia of Astrobiology, the major reference work in the field, which will be ready at the end of the grant period.

The partnership will also launch activities aimed for the general public. An instructive pathway "TimeTrek covering the history of the Universe from Big Bang and an exhibition "River of Time depicting the evolution of life on earth will be organised in several countries. Also the above-mentioned exhibition designed by students in cooperation with Cap Sciences will be translated and shown in many countries, thus increasing public awareness of astrobiology.

Furthermore, the EAC will act as a communication and dissemination platform for astrobiology. Seminars by leading scientists on important new findings of astrobiological relevance will be organised and webcasted. Students will also have the possibility to present their own research finding at a special conference in astrobiology which will be organised and carried out by students and early career researchers.

The proposed EAC will constitute a novel, cooperative approach to train the future generation of European Astrobiologists. It will also deliver valuable experiences in multidisciplinary training that can subsequently be used in other field.

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GRANT AMOUNT:	414 295 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Natural sciences
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies & Digital Competences

PROJECT NUMBER:

2014-1-EL01-KA200-001365

TITLE:

THERAPEUTIC EXERCISE AT THE WORK SPACE

DESCRIPTION:

Context/background of project: Musculoskeletal disorders (MSDs) such as neck/back pain or upper limb disorders remain the most common occupational disease in the European Union and workers in all sectors and occupations can be affected. They are also an increasing problem and one of the most important causes of long-term sickness absence. Beside the effects on workers themselves, MSDs may lead to high costs to enterprises and the society as a whole and is related with high socioeconomic consequences in terms of health expenses and loss of working days. While sitting, office workers tend to lean forward or to slouch in the chair. This partial immobilization can cause low back pain or neck pain because static posture increases stress on the back, neck, shoulders, arms and legs. In particular, sitting can add large amounts of pressure to the back muscles, spinal discs and ligaments (Beneka et al, 2014). Therefore, strength and conditioning professionals, athletic trainers, and physical therapists often come across on going or recurrent complaints of neck pain. While the ethology of musculoskeletal pain symptoms is multi-factorial, there is a general consensus about the beneficial effect of therapeutic exercise.

Objectives of the project: The partnership has come together because of the common purpose and belief that health promotion and well-being in the workplace is one of the most pressing problems facing European economies. The common goal and vision amongst the partnership members is that, there needs to be a learning program (focused on transforming 'ideas into action' in line with Europe 2020 recommendations) for exercise and health specialists, which will act as a catalyst for their own professional development and that will enhance well-being and quality of life in the Work Space.

Specifically during the activities of the project:

- A total of 6 therapeutic exercise specialists (6 exercise experts -2 physical therapists between them) 2 physicians (across GER, EL, NOR and CY) with significant impact on each individual learner will collaborate with two non-profit organizations, one with impact on enterprises/policy makers (ALBA) and ONE on innovative technologies (IPN). The project contributes to co-operation within and between a variety of professionals (physical therapists, physicians and exercise experts) connecting practices from different thematic areas to impact diffusion at workplaces.
- The joint curriculum program that will be developed and piloted will be incorporated to the existent curriculum of three HEIs in three different countries, with calculated ECTS as a grading scale.
- The 30 learners-participants in the Pilot of the curriculum (ISP and long-term distance teaching) (10 students for each partner organization) will impact on others via a cascade effect of spreading knowledge and learning gained through the program. In this way there will be significant impact on exercise specialists employment in the participating enterprises and thus employment across the EU.
- Similarly, 200 office workers who will use the multimedia application will impact on their colleagues (indirect target group) spreading education and well-being gained through their short participation in the program.
- HR members and Corporate Social Responsibility of 100 enterprises from the public sector will acknowledge that the healthier option is the easier option through the Information Day (Dissemination). A well informed public opinion in combination with the provision of condensed and easily accessible information for all kinds of audiences would lower health costs and foster productivity and work satisfaction of office employees. Easy public access will also bring a wide collection of 'popularized' therapeutic exercise information closer to information seekers (neck pain patients office employees), while the wide dissemination of THEWS results will contribute towards a better understanding of THEWS program potential.

The potential longer term benefits: THEWS project is expected to have a long lasting impact on the wide dissemination of THEWS protocol and its integration to office employees' everyday lives. Rising awareness of CSR and HR members on the serious social impact of musculoskeletal disorders and their socioeconomic consequences, the project expects believe there will be a decrease in absenteeism from work and a considerable reduction of health expenses for neck problems. By educating office employees in implementing THEWS protocol at work, the project aims to instil them that the healthier option is the

easier option and at the same time to address one of the most frequent musculoskeletal problems related to loss of working days.

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GRANT AMOUNT:	134 000 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Developing partnerships between education and employment
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Health and wellbeing
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Employability; Health & Medicine; Teaching & Training

PROJECT NUMBER:

2014-1-EL01-KA200-001373

TITLE:

ENVIRONMENTAL PORTFOLIO FOR QUALITY IN UNIVERSITY EDUCATION

DESCRIPTION:

The project ÉPOQUE promotes a smart specialisation of prospective teachers, scientists and engineers through an environmental portfolio ready to be integrated into the university syllabuses. It creates a new generation of green teachers, green scientists, green engineers in the context of higher education modernisation agenda connected to SMEs and organisations (including schools). This way it aims to change the European policies about the connection of higher education and also adult learning. The ÉPOQUE project builds on the ERASMUS INTENSIVE PROGRAM LIGHT carried out at the coordinating institution for three years. Due to the previous experience, the project has a great impact to the regional development using tertiary education as a vehicle to achieve the Epirus regional priorities for convergence. The project produces a set of courses, comparative studies, teaching manuals and an EnMS for schools.

The partnership consists of 6 different institutions. Coordinator is the University of Ioannina integrating in its strategic planning the Environmental Portfolio and its academic recognition (UOI). Expert in the field of developing environmental university courses for teachers is the University of Helsinki (UOH) through its HENVI Center as well as the Teacher Education Department. Expert in the developing of e-courses and adult learning provider is the Open University of Patras (OUP). Adult learning provider and expert in Quality of Assurance Plans is the BEST. The PiM from Malta provides an EnMS applied for enterprises (including schools). Finally, the University of Naples contributes with the implementation of the University Courses as well as by giving its great experience to integrate tools like an EnMs in formal and informal learning.

Good structures and practices will be exchanged between European North and South. Also, excellent researching groups collaborate to tailor some good Finnish environmental practices to the Mediterranean settings contributing to the regional development and help the countries with the financial crisis to recover. Apart from the formal partners there are many associated partners linked to the project like regional principals, financial agents as commerce, environmental oriented NGOs and, finally, green schools networks.

The ÉPOQUE project activities foreseen are:

- Development of a new joint set of university courses for all participated institutions, focusing to an interdisciplinary and international approach
- Period of "integrated mobility, where the participated students attend a common course, parts of which are been taught from different partners in/of different countries
- 5 international meetings for the management and the implementation of the project
- 1st pilot period= mixed students' mobility combined with a set of ten days of real mobility as well as two months of virtual mobility for the preparation and continuity of activities
- 2nd pilot period = course embedded students' mobility, with internship in enterprises (including schools) and development of a platform for collaboration between students, teachers, companies, for the max exploitation of results and the sustainability of the results beyond the two years and changes update
- Teaching and Lecturing , including the mixed students' mobility
- Creation of the conditions for the integration of the course into the departments' curricula, joint degrees or certification
- Dissemination of the results and collaboration for regional development strategic planning with other organisms beyond the project partnership
- International Conference and 5 regional training workshops for the dissemination of the results

For the development of the courses we shall follow the Developmental Work Research (DWR). It is a set of methods developed by a research group led by Yrjö Engeström at University of Helsinki since the 1980s. The purpose of DWR is the collective transformation and development of work, technology, and organizations. Today the main method used in DWR is called Change Laboratory. It contains a set of instruments

for both analysing problems, disturbances and ruptures in daily work, and to develop models and ideas for a new work practice.

The direct target group of the project are university students and adult learners, while the indirect one comprises of University professors and trainers. The already established networks of the partners will be used in order to disseminate information on the project at regional, national and European level, building thus a solid basis for the sustainability of the project. These stakeholders are Universities, teachers, scientists, engineers, regional principals, representatives of adult education and VET providers, career counsellors, civil society organisations, policy makers at local and/ or regional level, SMEs, associations, etc.

COORDINATOR:	UOI PANEPISTEMIOYPOLE, PANEPISTEMIO IOANNINON 45110 IOANNINA, Greece www.uoi.gr / www.rc.uoi.gr
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PARTNERS:	BEST INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH, AT; PROJECTS IN MOTION LIMITED, MT; UNIVERSITA DEGLI STUDI DI NAPOLI FEDERICO II., IT; HELLENIC OPEN UNIVERSITY., EL; HELSINGIN YLIOPISTO, FI
GRANT AMOUNT:	199 169 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Energy and resources
TOPIC 2:	Quality Improvement Institutions and/or methods (incl. school development)
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Education for Sustainable Development; Improving the Quality of Education / Training Systems; Employability

PROJECT NUMBER:

2014-1-EL01-KA203-001558

TITLE:

DESIGN, DEVELOPMENT AND PILOT TESTING OF FREELY ACCESSIBLE ONLINE EDUCATIONAL MATERIAL, FOR A COMMON GROUP OF MODULES INTENDED FOR FOOD SCIENCE STUDENTS

DESCRIPTION:

In the era of Europe 2020 Strategy, for overcoming the socio-economic crisis affecting European countries, of boosting growth and jobs and of fostering social equity and inclusion, this project aims to use the potential of Europe's human and social capital originating from higher education's institutes and the industry, in order to exchange and transfer knowledge and know-how in food science and technology education, by the creation and development of a network that will provide opportunities for cooperation among stakeholders.

This partnership consists of 4 higher education institutes, namely Technological Educational Institute of Thessaly (Greece), Catholic University of Portugal, Cyprus University of Technology, University of Leon (Spain) and Technological Educational Institute of Athens (Greece). All higher education partners have been previously successfully involved in European Education Projects and it is aimed to blend experience and good practices previously acquired in order to make steps forward for enhancing the quality and relevance of the learning offer in food science and technology education. Additionally this partnership includes an IT Specialist Partner originating from the industry (SystServ), a Dissemination Specialist (ANKA) and also has a series of collaborating partners from Food Industries from the participating countries for developing case studies material for training purposes. Universities, national and regional development and education agencies will also act as collaborating partners in order to facilitate the dissemination of the project's outcome.

The general objectives of this project are:

1. enhancing the quality and relevance of the learning offer in education by developing new and innovative education approaches and supporting the dissemination of best practices in food science and technology education
2. promoting innovative practices in education by supporting personalised learning approaches, collaborative learning and critical thinking, strategic use of Information and Communication Technologies (ICT), open educational resources (OER), open and flexible learning, virtual mobility and other new pedagogies
3. increasing labour market relevance of learning provision and qualifications and reinforcing links between education with the world of the food industry
4. improving the capacities of the participating universities in the areas of strategic development, quality of learning provision and internationalization

The project is based in the following key activities dealing with Research and Training needs Analysis to evaluate the training needs in Food Science and Technology Study Programmes in European Higher Education Organizations, in order to ensure that EU labour has the skills and knowledge to face the emerging food sector market related to non-conventional foods (namely functional, nano, organic/eco) production, food safety and regulatory affairs, marketing and entrepreneurship. Relevant to the needs training material and case studies will be developed and uploaded on an on line learning platform to be constructed by the partnership, introducing innovative education training materials for EU Universities, by enhancing the potential of the agro-food sector for the production and promotion of functional foods in Europe (including all the ethical and safety aspects).

In summary the expected results include:

1. Intellectual outputs (training material and case studies) based on exchange of good practices (technology and pedagogical)
2. Blended mobility for creating the material and pilot test the proposed teaching method
3. Intensive study/training programmes
4. Dissemination of teaching methods/materials

The impact of the project has to do mainly with the development of an innovative and quality training program in the emerging fields of food science and technology, using entrepreneurial and marketing opportunities simultaneously, as a mean for enhancing competitiveness, pro activeness and extroversion in the participating countries. Thus, the project will give the opportunity to develop the existing intellectual property of the stakeholders and create new knowledge in specific fields, leading to a knowledge intensive business. Furthermore, the project wishes to develop an innovative multimedia based training program that will act as a multipurpose tool for academic purposes, research, merging industry with academia, networking and synergies development from the participating countries and internationally, that will remain active beyond the course of this project.

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PARTNERS:	UNIVERSIDADE CATOLICA PORTUGUESA, PT; TECNOLOGIKO EKPAIDEFTIKO IDRYMA ATHINAS, EL; ANONIMI ETAIREIA EREUNAS KAI ANAPTIKSIS SISTIMATON KAI IPIRESION, EL; TECNOLOGIKO PANEPISTIMIO KYPROU, CY; ANAPTYXIAXI KARDITSAS ANAPTYXIAXI ANONIMI ETAIRIA O.T.A, EL; UNIVERSIDAD DE LEON, ES
GRANT AMOUNT:	177 000 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER:

2014-1-EL01-KA203-001612

TITLE:

SHAPING THE ARCHITECT'S PROFILE(S) FOR THE MEDITERRANEAN AND EUROPEAN SOUTH

DESCRIPTION:

ARCHI.MEDES project is an experiment. It is an initiative to (re)consider, through the collaboration among schools of architecture, professional bodies and interdisciplinary teams, the education of the architects in the Mediterranean and European South (MEDES). Taking into account the competitive internationalization of higher (architectural) education, the project has as its main aim to develop strategies and policies for sustainable academic and professional growth, enhancement of quality and excellence, based upon local strengths and particularities. Four interdependent parameters motivated this initiative:

The threat of European diversity due to the ways European policies on higher education were implemented by institutions leading to their homogenization rather than to the expected harmonization. The fast changes happening in our interdependent societies making the profile of the architect unpredictable for the near future raising important responsibilities to schools of architecture who continue to educate architects according to what an architect is today. The financial crisis which ruthlessly affected the countries of the European South and created very frustrated conditions for architectural education and high unemployment in professional practice. The significant changes happened in the way we understand learning and teaching shifting from a teacher-based to student-based education, an input-oriented pedagogy to an output-oriented one, from knowledge-based priorities to competences-based priorities, from a problem-based to a project-based education.

ARCHI.MEDES project is planned to be an experimental laboratory for strategies and policies for architectural education in the MEDES Countries aiming at:

- raising awareness of the need for specific graduates profiles knowledge breadth, creative skills and competences appropriate to local demands and needs so that their graduates can be more flexible and creative both in the local and international labour market.
- supporting, elaborating and providing teaching approaches and specific pedagogies able to assure creativity and other learning outcomes appropriate for the local needs and demands.
- elaborating incentives to support a diversity of strategic choices for curricula development through which partner SA could be able to develop regional hubs of excellence and eventual specialization.
- encouraging partners to reveal and to intensify efforts on their individual strengths.
- enhancing the relevance of available human capital through structures of staff development.
- strengthening the collaboration among SA encountering similar problems, demands and needs.

The development of the project is based upon four main (hypo)theses: 1. There is not a single excellence model. 2. It is a mistake nowadays to educate architects on the basis of what an architect today is. 3. Schools of architecture must expand the existing spectrum of learning outcomes. 4. The definition of the expected profile of the graduate is a necessary condition for a sustainable academic growth of the School.

The proposed methodological approach states that this must be done through two different and simultaneous paths.

The one is a bottom-up path which is looking towards the local conditions and needs and tries to structure architects profile based upon what the local society needs or expects from a graduate architect as to what he/she must know, be able to do and be competent to think. The second is a top-down path, which starts upon what is conceived, at European level, (policies, associations, previous programs) as the appropriate profile of the architect. An experiment of a limited number of partners aiming, through its activities and initiatives, to encourage the establishment of a new culture among schools of architecture, the profession and society in MEDES Countries.

The project will run inquiries, consultations and data collection as well as processing in order to define architectural profiles appropriate for the particularities of MEDES Countries. It will elaborate teaching approaches and pedagogical strategies assuring these profiles. The project will also organise student workshops and staff training seminars as well as international conferences on the above issues.

ARCHI.MEDES project wants to nourish a collaboration Culture between education and practice, a strategic development culture by the institutions dealing with architectural creation, creativity culture encouraging innovation and lateral thinking, and a quality culture conceived as emerging from an interdependent world.

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GRANT AMOUNT:	273 000 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Creativity and culture
TOPIC 2:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER:

2014-1-EL01-KA203-001613

TITLE:

DEVELOPMENT OF AN OPEN ACCESS REMOTE PHOTOVOLTAICS LABORATORY AND ASSOCIATED OPEN EDUCATIONAL RESOURCES FOR ONLINE TRAINING AND EDUCATION

DESCRIPTION:

This project suggests the development of an open access remote PV laboratory for educational purposes. The remote PV laboratory will be installed outdoors at the facilities of the TEI of Athens - Greece, which is in a geographical region characterized by a large number of annual sunshine hours, allowing the users to perform real-world tests and experiments with photovoltaic panels over the internet, in real time. At the same time, the student can have a live view of the systems through a web camera, offering him/her a sense of personal presence in the place where the experiment takes place. The system should be accessible by everyone on the planet with an internet access and will be offered in at least five different languages. It also should be accompanied by appropriate educational material, for several target groups, such as students, postgraduates, professionals and educators, allowing it to be used by a broad variety of users directly. Moreover, the remote laboratory could help students with disabilities, to increase their participation in a laboratory environment.

During the development of the remote PV laboratory, open educational resources (OERs) will also be adapted and developed to accompany it. These OERs include educational texts, tests and documentation developed for various types of users, from high-school students to professionals seeking to expand their field of knowledge. In addition to open educational material, a series of experimental exercises will be developed on photovoltaic systems, using advanced information and communications technologies, which could be adapted for courses currently present in higher education curricula and based on the innovative remote photovoltaics laboratory. A specialized website will be created to communicate the users with the remote laboratory in order to perform the experimental exercises. These remote experiments could be used for distance education, professional training and part time study. Thus, students from Europe and around the world, whose institutes/schools do not have laboratories, or their countries do not have a high annual number of sunshine hours, can perform experiments and then analyse the results according to the taught theory. Classroom courses can also benefit from this system by letting the teachers demonstrate the behaviour and analyse the characteristics of a photovoltaic panel in real conditions. This approach opens new ways in the teaching and educational process by giving students the feel of an almost direct experience with the experimental device and providing an excellent context for developing remote collaboration skills that will be important in their future careers.

The experimental exercises and educational material will be integrated into a global remote laboratory gateway. This gateway will be a specially designed web-portal for worldwide higher education, and it will act as the basis of all educational and training activities.

Five well-recognized European Universities are involved in the project as well as the Technical Chamber of Greece. All the partners have their specific role in the project and the expertise of each partner provides the means to a successful complementary collaboration between the partners.

A number of workshops will be organized to disseminate the project and train the interested parties. Seminars will be provided to local professional organizations, such as the Technical Chamber of Greece, so as for their members to be informed of, use and provide feedback on the proposed system. The system and some of its capabilities will be presented in relevant peer-reviewed scientific conferences, in order to disseminate the system towards other scientists with expertise on the fields of online/remote education and for the opportunity to receive feedback from them.

The duration of the project will be three years. The first two years will be devoted to the design, sizing and installation of the remote pv laboratory as well as for the development of open educational resources and experimental exercises. The last year, the system will be evaluated as adopted module within the curricula of the partner universities studies.

The proposed remote PV laboratory combined with an ample open access educational material can be integrated in the curriculum studies, and in related distance learning and eLearning programmes

of any educational institution worldwide, allowing the enhancement of the educational quality of such programmes and making education and training in photovoltaic systems accessible for the benefit of humanity.

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PARTNERS:	THE OPEN UNIVERSITY, UK; BRUNEL UNIVERSITY LONDON, UK; UNIVERSITE DE BORDEAUX, FR; UNIVERSITE DE SAVOIE, FR; Technical Chamber of Greece Section of Western Crete, EL
GRANT AMOUNT:	140 000 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Access for disadvantaged
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER:

2014-1-ES01-KA200-004674

TITLE:

"100MIRRORS EXTEND TOOLS FOR MOTIVATION OF ENTERPRISING WOMEN - EXTENDED VERSION

DESCRIPTION:

The origin of the Project is the previous 100 Mirrors Erasmus Project which dealt with entrepreneurship among women and was coordinated by INDICO. It aimed to improve the situation of woman by developing a line of communication, the website, in which women entrepreneurs in the participating countries will show their experiences, skills, abilities, limitations and the difficulties they have to face up, and how they succeeded in improving their lives being a leader in different areas, trying to share with others the spirit of entrepreneurship and self-motivation.

The main goal is to foster and promote the decision making and the creativity as a living style and we want to remark how this ability is relevant for women in the current labour market. This 100 Mirrors Extend wants to present other 100 women from 5 new European countries as Austria, Italy, Holland, Slovenia, Bulgaria, and Czech Republic where the situation is obviously different in the market in general and probably for the women in particular.

Main results of 100 Mirrors Extend Project (intellectual outputs):

- Need Analysis
- 100 new women cards and videos
- Subtitles in English for all the videos
- New materials in blog and online Community
- ICT Tool
- Validation of new materials by testing activities

Multiplier events of 100 Mirrors Extend Project:

- Regional seminars to present the project and results from National Need Analysis
- Regional seminars to promote the Coaching and Mentoring services
- International Final Conference to present the results of the project

Main participants, target groups and relevant stakeholders are:

A. Students and young people in general (girls and boys)

B. Women in general

C. Women in enterprises or associated

D. Universities and Educational and training institutions

E. Counsellors, Employment guides and social workers

F. Others: general professional associations, Clusters, informal training centres...

The activities have an impact locally, regionally, nationally in Spain, Italy, Austria, Netherlands, Slovenia, Greece and Czech Republic and throughout Europe thanks to the 100 Mirrors previous community (France, UK, and Poland).

COORDINATOR:

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CONTACT:	Maria Martin
PARTNERS:	E.N.T.E.R. GMBH, AT; KADIS, kadrovsko izobraževalni inženiring d.o.o., Ljubljana, SI; Doorpakkers, NL; UNIVERSIDAD DE ZARAGOZA, ES; KINONIKES SINETERISTIKES DRASTIRIOTITES EFPATHON OMADON, EL; LIBERA UNIVERSITA MARIA SS. ASSUNTA DI ROMA, IT; Business & Professional Women Praha II, CZ
GRANT AMOUNT:	233 692 EUR
CONTRACT DURATION:	27 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Gender equality / equal opportunities
TOPIC 2:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Inclusion & Tolerance; Employability

PROJECT NUMBER:

2014-1-ES01-KA203-004321

TITLE:

EUROPEAN NETWORK OF COOPERATIVE AND WORK INTEGRATED HIGHER EDUCATION

DESCRIPTION:

Project title: European Network of Cooperative and Work Integrated Higher Education Background: During the European Business Summit in 2012, the President of Business Europe, stated that "Europe must educate for employment, lamenting that over four million EU jobs are vacant because jobseekers don't have the right skills to fill them. Referring to this situation, Commission President José Manuel Durao Barroso said that the Commission prepared a communication which provides recommendations in the areas of skills and entrepreneurship, where dual education is highlighted as one of the important solution. (1)A dual education system combines apprenticeships in a company and education at a vocational school or university. The reference to this system differs from country to country: dual system, apprenticeship, or wider concepts like coop-education or work integrated learning. This model allows courses with academic learning at university that alternates with work experience in the company: it's a training process which involves 3 actors that are the apprentice, his mentor in the company and tutor from the training centre. Source: (1) <http://www.euractiv.com/socialeurope/eu-push-dual-education-systems-b-news-5123900b-jectives>:The present project intends to establish a solid European Network of Cooperative and Work Integrated Higher Education, which will face the challenges currently presented by the model, while spreading it at EU level as a valuable alternative to tackle unemployment and promote entrepreneurship skills. Partnership: The Consortium is integrated by seven organizations from six European countries, all of them involved in Cooperative and Work Integrated Higher Education. -FUNDACION PARA LA FORMACION TECNICA EN MAQUINA-HERRAMIENTA, Spain-DUALE HOCHSCHULE BADEN-WURTTENBERG, Germany-FH JO-ANNEUM GESELLSCHAFT M.B.H., Austria-Formasup, France-UNIVERSIDAD DE LLEIDA, Spain-HOGSKOLAN VAST, Sweden-LIBERA UNIVERSITA DI BOLZANO, ItalyActivities, Methodology and intellectual outputs: In order to establish the network and define its basis, working operation and sustainability, the project team will carry out workshops in which key topics related to the dual or cooperative higher education will be addressed among the partners. The workshops will also allow the interaction and sharing of best practices in order to develop a common approach and a methodology for the implementation and expansion of this system within the European territory. Outputs: 1. Methodology for the development and implementation of a Cooperative and Work Integrated Higher Education2. Four Best practice cases (a. Integrated career development; b. Ensuring quality in companies; c. Pedagogy; d. Mobility)3. Set up of the Network and Network operational strategy4. Handbook on Cooperative and Work Integrated Higher Education. Policy recommendations. In order to disseminate the establishment of the network, a multiplier event is foreseen at the end of the project. The project also foresees an intensive program for teaching staff of the participating organizations, which will take place in each centre of the project partners so that the rest of the partners have the opportunity to see on the field their daily work as with regards, e.g., pedagogy, relationships with students and companies, and the operation of the entity. Impact and sustainability The most expected impact for the participants is the interaction and sharing of experiences and best practices with the members of the network in order to make synergies that allow them to expand their knowledge in the field of dual education and the creation of new and innovative methodologies that can be implemented at their organizations and expanded to new field of studies. Belonging to an established Network will provide the participants with the following impact aspects: • Identify and overcome the challenges of Dual Higher Education through the exchange of best practices and knowledge. • Concept and forms of dual training in the European framework of Higher Education. • Pedagogy and didactics methodologies of dual training for Universities. • Establishment of University-Industry relationships. • Possibilities for collaboration and networking. • Advice and support for new initiatives in this line. At national and European level, the desired impact of the project is the establishment and sustainability of the European Network of Cooperative and Work Integrated Higher Education that counts with the support of educational authorities at national and European level, as well as the support and cooperation of the industrial sector in order to consolidate the dual model in higher education. In order to ensure the sustainability of the network and the project intellectual outcomes, a sustainability strategy will be developed during the course of the project.

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GRANT AMOUNT:	254 467 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Pedagogy and didactics
TOPIC 3:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	Teaching & Training

PROJECT NUMBER:

2014-1-ES01-KA203-004339

TITLE:

THE EMET-PROJECT: SOFT SKILLS FOR LIFE AND EMPLOYMENT

DESCRIPTION:

High education and VET students need “Soft Skills in order to perform their future work in an effective and successful way and to develop their professional projects. The classic worker profile with specific expertise is gradually moving to a profile with more prevalent adaptability to new situations; team working, communication skills, positive attitude, and the tendency to generate innovative ideas. However, Soft Skills are not yet integrated into the curricula, or training offered by companies to their employees, and when integrated: it is in a transversal way, using inadequate methodologies and not lending the attention deserved to such an important topic for work market.

Teacher Training, pedagogy and new methodologies of learning are the key areas to introduce the learning of soft skills inside schools.

By Soft Skills we understand the personal attributes that enhance an individual's interactions (either face to face or virtual), job performance and career development. Soft skills are intrapersonal, interpersonal and broadly applicable. Soft skills are described by using terms often associated with personality traits, such as: optimism, common sense, responsibility, sense of humour, integrity and abilities that can be practiced such as: empathy, teamwork, leadership, communication, good manners, negotiation, sociability, the ability to teach and to learn.

We also observe that the European education systems are not prepared to train young students in Soft Skills, not only cognitive but also socio-emotional skills required to be in the labour market or to be youth entrepreneurs to face any different or difficult circumstances.

During the first part of the Emet-project we'll research which soft skills are currently being needed in European companies, and which are expected to be the most demanded in the near future focusing on issues such as emotional regulation and intrapersonal skills. In order to achieve this aim, we will design a prospecting process; study the results for characterization and dissemination; get a final Catalogue about Soft Skills more requested (O1). After having prospected soft skills, we'll create a new methodology (O2) to teach Soft Skills and design, implement and evaluate training activities, on-site (O3) and on-line (O4).

Our target groups : teachers and VET teachers and trainers, disseminating our results through our teacher training centres.

Our participating organizations are European references of new learning methodologies, soft skills and psychology applied to work:

1. Professional Education Teacher Unit, HAMK University of applied sciences, Finland, world leader in teacher education.
2. University Jaume I, Spain, has two research groups dedicated to the topic.
3. STOAS University of Applied Sciences has managed recently several successful soft skills training programmes worldwide known.
4. University of the West Timisoara is widely engaged in teacher training, work psychology, and cognitive teaching methodologies.
5. Stuttgart University, known for his research in occupational pedagogy.
6. Coordinator: CEFIRE FPEAD, Teacher Training Service, Conselleria de Educaci3n, Cultura y Empleo is a regional authority with a wide network of teacher training.

We will create and develop an innovative methodological approach based on a holistic view of education, addressing and reproducing the different dimensions of human beings, including physical, emotional, intersubjective and cognitive dimensions.

The main problem that we have found when teaching soft skills is that we are dealing with phenomena of emotional regulation, emotional bonding with others, emotional interpretation of some other intentions,

confidence, responsibility, creativity, ability to self-generate positive emotions and positive work environments. We propose starting with a multidimensional methodology, based on experience, learning by doing through the body and emotions, self-awareness to change behaviour, dialogic exchange, and finally a cognitive frame, including a gender and diversity perspective.

Objectives:

Fostering the assessment of transversal skills

Create innovative educational methodologies.

Develop training and learning activities.

Approach education and employability skills.

Intellectual Outputs (O):

01 Soft Skills and e-Soft Skills Catalogue

02 Emet pedagogical methodology

03 On-site Emet training programme & activities

04 e-Learning training programme & activities

Target groups of The Emet-project Soft skills for life and employment:

1. Teacher trainers.
2. Teachers and VET-teachers.
3. Education consultants, counsellors and advisors.
5. Education inspectors.
6. Education policy makers.

Project and budget management and evaluation:

Work Packages

ISO 21500

Kirkpatrick assessment method

Duration: 2014-2016

COORDINATOR:

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CONTACT:

Jordi Santamaria Davila

PARTNERS:

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UNIVERSITAT JAUME I DE CASTELLON, ES;
STICHTING AERES GROEP, NL;
UNIVERSITAET STUTTGART, DE

GRANT AMOUNT:

97 794 EUR

CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Overcoming skills mismatches (basic/transversal)
TOPIC 3:	Pedagogy and didactics
CLUSTER(S):	Teaching & Training; Employability

PROJECT NUMBER:

2014-1-ES01-KA203-004367

TITLE:

SOCIAL OPEN LEARNING ENVIRONMENT IN HE.

DESCRIPTION:

This project is intended to develop an innovative methodological approach for distance learning studies. We want to create a maximum of opportunities for students and course participants of high professional studies and higher education. A versatile service for Higher Education Students that will act as an umbrella for various types of good practices, tests, contents, digital learning materials, open resources.

SOLE is an space for social networking for High education students, teachers, and various types of experts in which users can establish working groups, share files, engage in discussions, send messages, take tests, do surveys, do assessment tasks and rubrics, learn at their own pace and find a great variety of OER. A potential site for learning in which team teaching will allow collaborative planning, working together and share professional development strategies.

It will offer interdisciplinary themes based on students interests and accessible resources for students online to access in their own time.

The importance of including open materials in the field of GeoTourism, Geoparks and Sustainable Tourism is shared by all partners.

In the context of knowledge, appreciation, enjoyment, respect and preservation of nature, while biological aspects have gone already quite far, geological, and in general Earth Science issues have remained behind. Only recently new concepts like those of geosite, geodiversity, geoparks and geotourism have been defined and have begun to be used by the scientific community, but they are still almost completely unknown to the large public.

WHO: This partnership involves institutions providing Higher Professional Studies, VET , representatives of working life, and non-profit organizations responsible for innovation for public benefit.

The target group are the teachers, trainers or other staff from the mentioned organizations, specifically Higher Education students and staff.

WHAT & HOW: This project will create an online tool with OER in the field of sustainable tourism, using the language of today's students. Nowadays, students are used to turning to the web and social media for information and interaction but it has been showed that they do not often find results of quality. There is a ton of awesome information on Internet but if you are not an expert it's difficult to distinguish the good from the bad quality information. This project will develop a virtual social environment promoting active methodologies and a type of flipped classroom approach. It will enrich teaching in Universities and colleges by providing a social media tool that is safe to use and easy to implement. It is a recognized feature of the partners that working in collaboration with European organizations which provide distance learning and ICT-based methodologies can have benefits in the short term and in the long term, changing students and teachers' idea of education. In this project, the teaching-learning process of the target group will suffer an expected change. The student will take the responsibility of their own learning process and together with the trainers will develop materials and tests. Through the benefits of social networks and a more active methodology, the students will learn at their own pace, speed through content provided, review content, share knowledge, share opinions and discuss about the content and the learning process. This project will create visual representations as OER and a test maker tool providing benefits to high education students and a student's engagement. One of the partners will be in responsible of technically implementing the virtual environment. Besides participants will make observations and research good examples organised in partner countries. At the end of this project the participants will have prepared the SOLE online tool for higher educational purposes applying a change of methodology in high education, increasing interactions and communications, providing active feedback. A test piloting will be finished by the end of the two-years project involving real students (200 in total) in order to observe the increase of opportunities for feedback and the improvement of the student learning and the level of engagement. Moreover it is intended to organize conferences and seminars with the support of the Regional Government of High Professional Education in Valencia , exploiting results and disseminating the good practice and results. Participants will go beyond this project and its results and products will be exploited.

A memorandum of understanding has been signed between all partners in order to follow up and update the multimedia material and use this SOLE online tool as an useful resource in a blending learning environment.

WHEN & WHERE: The project will start in September 2014 and ends in July 2016. In 2 years time there will be flows to 4 partner countries to maintain the partnership and implement the project activities efficiently.

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GRANT AMOUNT:	97 665 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 3:	Open and distance learning
CLUSTER(S):	Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER:

2014-1-ES01-KA203-004496

TITLE:

DEVELOPING ALL -ROUND EDUCATION DARE +

DESCRIPTION:

Developing All -Round Education (DARE+) is an innovative project in the context of the European Higher Education Area and student-centred competence-based learning. It proposes the design and piloting of multiple instruments for the acquisition, evaluation and accreditation of six generic competences, grouped in two tracks: the education of cooperative citizens and communication, and designed to be used in both formal and non-formal contexts.

The competences chosen for their centrality to personal development in higher education are the following:

Track 1. The development of cooperative citizens, able to work collaboratively and to take an active part in the society they live in. In the early stages of the project, emphasis will be on team work and leadership (considered necessary in the higher levels of team-work development). Thereafter, this track will concentrate on project organization and management, and social entrepreneurship, in an attempt to develop the capacity to analyse with others societal problems, to offer solutions and plan and manage projects, with the ability to analyse the impacts.

Track 2 deals with communication. During the early stages, the project will centre on communication, the capacity to listen and convey messages, to debate and to present a case. It will then move on to intercultural communication and conflict resolution. The aim is to strengthen the capacities of the students to be able to contribute in multicultural societies where conflicts of understanding and values are a significant obstacle to growth and development.

The project will firstly identify and systematise the approaches to these generic competences already in place in the different partner universities; the team will then proceed to jointly design stronger pedagogical proposals for the development of each of the competences in different educational and national contexts.

Methodologies and activities to complement the formal educational approach with an extra-curricular or non-formal approach will be explored. In particular, the role of halls of residence, which offer excellent opportunities for developing generic competences, will be incorporated. Some universities (notably including project partners) have been trying to complement in-class education with extra-curricular activities through residential activities for centuries; yet, the full potential of these environments has only rarely been exploited or even appreciated.

The project will then address the assessment, certification and recognition of learning in extracurricular environments.

The multiple instruments to be designed include: collection of best practices already in place; fine-tuned and detailed definition of competences and levels; joint trainer training seminars; a wide variety of blended learning instruments to be used locally in formal and non-formal contexts during the academic year; joint intensive summer study programmes; design of evaluation instruments. Accreditation of the levels reached in each competence during the project will be given by the International Tuning Academy. All instruments will be published and made fully available as open educational resources throughout and after the project. Dissemination and multiplier events will also be organised, notably through international university networks.

The project has brought together a prestigious and complementary group of partners, including leading world experts in the fields covered.

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GRANT AMOUNT:	246 502 EUR
CONTRACT DURATION:	30 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Recognition (non-formal and informal learning/credits)
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2014-1-ES01-KA203-004735

TITLE:

HEALTHCARE ENGLISH LANGUAGE PROGRAMME

DESCRIPTION:

The consortium brings together language training departments of higher education centres dedicated to the training of medical and care staff. As common challenge the partners have identified the lack of a modular, adequate, homogeneous, media supported training programme, based on CEFR standards to satisfy demands of learner-centred formal and informal learning approaches for the English levels B1/B2 and development of intercultural competences for training centres and learning at the workplace.

These competences are required for students and staff in health and care for research, learning exchange and mobility in Europe.. New requirements for quality (medical) tourism and services require adequate language and intercultural skills Target group is also the pedagogical staff itself. Analyses of partners when preparing this project have shown that no one could identify adequate material on the market that meets the requirements for the specific needs to develop professional foreign language and intercultural skills at the level B1/B2 of CEFR. The practitioners have also analysed results of EU-projects (most are not accessible any more) and have come to the unanimous statement that those neither meet current needs.

The partners have chosen English as target language because it is lingua franca and training is common with all European healthcare training centres . The IR partner assures linguistic correctness, as well as provides the consortium with specific information from hospitals and care centres. All partners bring in relevant intercultural aspects. The inspirations for audio-visual teaching materials will be mainly gathered in professional real-life situations and from feedback of practitioners, composed for scripts, cases and scenarios and professionally recorded in ES.

To overcome the inadequate situation to use self-made materials composed of different sources, partners apply for this project in order to produce a free and high quality reference material for the English education for healthcare students and professionals in European countries, based on the experience and needs from institutions that really work on the subject and know the gaps. Secondly, it is commonly recognized that foreign languages contribute to better recognition on the European labour market, especially among healthcare professionals. The project's aim is to overcome linguistic barriers and improve chances for students, medical and care professionals for active efficient use of the potentials that the European community offers for learning and working. We will offer innovative linguistic support in the area of English for Medical Purposes by providing an easily accessible, flexible and media assisted learning programme to those who wish to volunteer, carry out specialist trainings, study or work professionally in English speaking healthcare environment.

The consortium brings together the necessary expertise to meet the challenge: pedagogical staff directly and daily(PL, CZ, LT, SK) working in healthcare education, professional enterprise experienced in media supported learning (ES), an institute of applied research for innovative learning approaches with expertise in foreign language and intercultural training (DE) and a provider of a wide range of specialist English trainings (IE)will cooperate. Key actors and stakeholders from education will be involved to assure practical focus, reach wide dissemination, sustainable use and acceptance within English training in healthcare in Europe.

The project will make its contribution to innovativeness in vocational training with respect to development of foreign language and intercultural competences for the work place. In order to meet the needs, it will offer computer assisted pedagogical material available for learners and trainers and a learning platform for media based cooperative learning in formal learning settings based on CEFR. The free platform will also link to social networks of professionals and contain learning support for informal learning. The consortium wishes to preserve national qualities and at the same time create a unified value and generally recognized course on English for Medical Purposes, thus the challenge to create a completely new learning approach for the English training of healthcare professionals in five East European countries will be met within this European perspective.

The project's long-term aim is to improve employability, competitiveness and entrepreneurship in the view of new European employment possibilities for healthcare professionals by giving them a tool to more successful integration into foreign and national labour markets. Other envisaged short and long-term

benefits are connected with development of intercultural competence, professional and long-lasting synergy of organizations active in the field of education, training and work and cross-sectorial cooperation to attract non-traditional learners, mostly adult healthcare workers.

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SLOVENSKA ZDRAVOTNICKA UNIVERZITA V BRATISLAVE, SK;
KLAIPEDOS UNIVERSITETAS, LT;
Fast Track into Information Technology Ltd., IE

GRANT AMOUNT:

339 945 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Supporting the production and adoption of Open Educational Resources in diverse European languages

PRIORITY 2:

Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda

TOPIC 1:

Health and wellbeing

TOPIC 2:

New innovative curricula/educational methods/development of training courses

TOPIC 3:

Teaching and learning of foreign languages

CLUSTER(S):

Health & Medicine; Teaching & Training

PROJECT NUMBER: **2014-1-ES01-KA203-004740**

TITLE:

INNOVATIVE PRACTICES IN RENEWABLE ENERGIES TO IMPROVE RURAL EMPLOYABILITY

DESCRIPTION:

CONTEXT/BACKGROUND

The potential of renewable energies is widely accepted. In fact, one of the EU 2020 targets consists of obtaining 20% of energy from renewables. Jobs related to this field cover a wide range and it is foreseen that new possibilities will be created in rural areas. Nevertheless, the experts highlight that green energies are immature and subject to contradictions. Thus, its reorientation is required.

In this context, IN2RURAL emerges from common goals and needs of the partners, and it is in the frame of the local, national and European agendas. Thus, it is seen as a part of a long-term collaboration that started with the ongoing Erasmus Intensive Programme "IT-Forest and will provide the incomes for new joint initiatives.

OBJECTIVES

The general objective of IN2RURAL is to promote innovative practices in the renewable energies sector to improve the employability of university students in the rural areas of Bacau (Romania), Castellón (Spain) and Gyöngyös (Hungary). To achieve it, specific goals have been established:

- To increase the applicability of the learning processes by strengthening the relationship between universities and SME.
- To identify and improve the key-competences for the employability in the sector.
- To introduce educational improvements and innovations.
- To strengthen the internationalization, project management procedures and sustainability of the organisations.
- To promote the active participation of geographically disadvantaged groups.
- To improve the preparation of the students for the professional world.

PROFILE AND NUMBER OF PARTICIPANTS

IN2RURAL partnership integrates public universities and SMEs: Universitat Jaume I and Heliotec (Spain), Universitatea Vasile Alecsandri din Bacau and General Electric (Romania), Karoly Robert Foiskola and Geolin (Hungary).

The direct beneficiaries of the project are the university students involved in degrees related to renewable energies and rural development. Efforts will be done to attract students coming from rural areas. Concerning the staff, three target groups have been identified: professors, technicians and administration personnel in both universities and SMEs

Furthermore, the project will count with the participation of relevant stakeholders, such as vocational education centres, local governments and social enterprises.

The estimated number of participants (apart from the indirect beneficiaries):

- 240 students
- 80 staff
- 270 stakeholders/general public

ACTIVITIES AND METHODOLOGY

The project activities are organised in interrelated stages:

- The preparation includes administrative, legal and financial arrangements to facilitate the activation of future activities. During this phase it will take place the first transnational meeting.
- The implementation will consist of intellectual outputs (learning material, studies, open on-line courses, etc.), multiplier events and learning activities (intensive programmes, blended mobility for students).
- The follow-up will be developed through monthly monitoring reports and transnational meetings.
- The dissemination will take place before (dissemination plan), during (newsletter, website, videos, social media, etc.) and after the project (contact with media).
- In the closure stage, final reports will be prepared and a final evaluation will be conducted.

RESULTS AND IMPACT

In reference to the students, it is estimated that the project will result in:

- Increased technical competences in the field of renewable energies for rural development
- Improved employability by a closer relation between academic formation/enterprises in an international environment
- Higher skills for active job search, including opportunities in the EU.

The staff of the organisations will obtain different benefits, such as better knowledge about the application of ICT to education and the entrepreneurial practices. For both, universities and enterprises, IN2RURAL will strengthen the competences to work at European level, reinforcing their language skills and facilitate the encounter with partners for future collaborations.

Regarding other relevant stakeholders, the project foresees to support the networking among stakeholders and promote the internationalization of local organisations.

POTENTIAL LONG TERM BENEFITS

It is expected that the effects of IN2RURAL will continue after the project end date. Some of these benefits will be:

- Better competences of the students will facilitate their integration in the labour market.
- Improvements of academic curriculum by fitting industry needs
- The project website will be maintained in the official server of Universitat Jaume I, allowing free access to the OER generated by the project
- The professional development of the staff will remain in the mid and long term, resulting in the institutional strengthening and internationalization
- The collaborations generated by the project among other stakeholders will create future synergies

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UNIVERSITATEA VASILE ALECSANDRI DINBACAU, RO;
GENERAL ELECTRIC, RO;
KAROLY ROBERT FOISKOLA, HU;
Urbanisme i Medi Ambient Nebot i Segarra S.L., ES

GRANT AMOUNT:

238 336 EUR

CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Energy and resources
TOPIC 3:	Enterprise, industry and SMEs (incl. entrepreneurship)
CLUSTER(S):	Employability; Education for Sustainable Development

PROJECT NUMBER: 2014-1-ES01-KA203-004782**TITLE:**

TRANSFORMING EUROPEAN LEARNER LANGUAGE INTO LEARNING OPPORTUNITIES

DESCRIPTION:

How can adult learners use their own language output (text and voice) to further acquire language skills? How can adult learners use their critical thinking, analysis and awareness skills to improve their communicative competence across different CEFR levels? How can learners take advantage of their own mobile devices to input their own language and gain further communicative competence?

The use of learner and native language information presents opportunities to look at human language in a different light, both quantitatively and qualitatively. While pedagogical innovations in the field of ICT have fostered the implementation of a myriad of language learning e-learning experiences, the exploitation of language information for the teaching and learning of languages is restricted to scattered areas of linguistics, corpus linguistics and applications of data mining. Thus, experts in corpus linguistics use language data and convert them into information to research language use in specific contexts and derive generalizations on the nature of language and language communication. Similarly, natural language (NL) processing experts, among other aspects, research methodologies that facilitate the use of NL in communication and information systems.

TELL-OP is a Strategic Partnership that seeks to promote the take-up of innovative practices in European language learning by supporting personalised learning approaches that rely on the use of ICT and OER by bringing together the knowledge and expertise of European stakeholders in the fields of language education, corpus and applied linguistics, e-learning and knowledge engineering in order to promote cooperation and contribute to unleash the potential behind already available web 2.0 services to promote the personalized e-learning of languages in the contexts of higher and adult education, in particular, through mobile devices.

The outputs of the TELL-OP include (1) a report of the state-of-the art technologies and services that process learner and native speaker language data into language information, (2) a survey of the knowledge and current use of open educational resources and services among higher and adult education language teachers in the realm of learner data-driven learning, (3) an app where a selection of these services is streamlined and teachers can be trained, (4) a European workshop on the integration of learner language information in higher and adult education institutions, (5) an online training initiative for HE staff in the use of the ICT and OER tools advocated by the TELL-OP SP and (6) the constitution of a European SIG to promote the use of learner language information for language learning and teaching in the context of mobile learning.

In our context, language information is defined as language data which have been gathered to portray properties or characteristics of language. Examples of language information in highly specialized research and academic contexts include quantitative measures such as frequencies of occurrence of discrete language items (from characters to words or string of words), other text stats like, among many others, the Fog index, the Flesch index or the Flesch-Kincaid index, Part of Speech Tagging, or different measures of complexity. While average language learners should benefit from these insights, it is beyond any doubt that they should avoid all the technical aspects and associated jargon.

The mission of TELL-OP is to exploit the expertise and good practices of the consortium in order to allow European language educators in higher education and adult education institutions to integrate learner language information into their teaching and thus transform the existing wealth of Open Educational Resources in language processing into knowledge that can ultimately be used by language learners across the EU as a resource to improve their e-learning skills in the context of both autonomous and personalized learning experiences.

We expect that by the end of the project at least 500 students and 200 HE and AE language teachers have received both face-to-face and distance training in the possibilities to use learner language processing in order to empower learners with the competencies and the skills to further exploit these ICT-driven OE resources.

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PARTNERS:	BATH SPA UNIVERSITY, UK; MELIKSAH UNIVERSITY, TR; JUSTUS-LIEBIG-UNIVERSITÄT GIESSEN, DE; UNIVERSITE CATHOLIQUE DE LOUVAIN, BE
GRANT AMOUNT:	281 966 EUR
CONTRACT DURATION:	30 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Teaching and learning of foreign languages
TOPIC 3:	Open and distance learning
CLUSTER(S):	Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER:	2014-1-ES01-KA203-004798
TITLE:	EUROPE ENGAGE - DEVELOPING A CULTURE OF CIVIC ENGAGEMENT THROUGH SERVICE-LEARNING WITHIN HIGHER EDUCATION IN EUROPE
DESCRIPTION:	<p>The 'Europe Engage' Project seeks to embed the concept and practice of the civic university through service-learning and student engagement with community. The overall aim of 'Europe Engage' will be to promote Service-Learning as an innovative pedagogical approach that embeds and develops civic engagement within higher education, students, staff and the wider community. Europe Engage will support universities in Europe to share knowledge and build capacity to embed service-learning across the curriculum in higher education in Europe for improving significant learning and professional competences, social responsibility and active citizenship. It will act as a regional hub from which to consolidate and articulate the extent of service-learning from universities within Europe. It will achieve this, significantly, through the sharing of knowledge, the development of resources and case studies, the training of leadership, academic staff and students; an interactive and knowledge rich website and through interaction with project partners and the building of relationships. Key stakeholders are academic staff and researchers directly involved in the project, students doing service-learning practices, academic tutors from the participating universities and mentors from the social entities where the services are provided, beneficiaries of the service-learning practices, and academic authorities and local, regional, national and international authorities who play an important role in the institutionalization of service-learning.</p>
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GRANT AMOUNT:	340 247.93 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Stimulating active participation of young people in democratic life
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Youth (Participation, Youth Work, Youth Policy)
CLUSTER(S):	Teaching & Training; Youth Empowerment

PROJECT NUMBER:

2014-1-ES01-KA203-004814

TITLE:

#EUROPEHOME

DESCRIPTION:

Entrepreneurship education and entrepreneurial skills are high on the EU agenda and it is widely recognised that investing in entrepreneurship education is one of the highest return investments Europe can and should make. Europe 2020 advocates for smart, sustainable and inclusive growth, and recognises the need for well-educated graduates with the right types of knowledge and the right type of skills including transversal skill, e-skills and solid understanding of their chosen field.

Europe needs relevant higher education and education should help students to prepare for life and work, nevertheless employers increasingly report mismatches and difficulties to find highly qualified employees.

#EuropeHome aims to contribute to the above-mentioned priorities and proposes a model of a win-win cooperation and a structured framework which involves three target actors (Universities, Employers and Students). The goal of the #EuropeHome project is to address the challenge of student employability and the need of increasing the relevance of education. #EuropeHome will place a particular focus on :

- Employability and entrepreneurial education to foster entrepreneurial mind-sets, as well as address the entrepreneurial skills in line with the Higher Education Modernisation Agenda.
- Employability and mobility via part-time placements at home country and abroad to implement a mechanism for matching graduate skills with the labour market's needs, as well as maximize the impact of studies and student mobility by offering to merge both experiences (academic and professional).
- Employability and internationalisation at home via involving non-mobile students in a part-time placements together with international students (tandems).
- Relevance of education via close collaboration between academia and the world of work thus paving the way towards concrete actions in order to address the identified challenges.

The #EuropeHome project is based on a pilot project carried out by EUF-CE network and introduces significant innovations. Firstly, close University and Business collaboration on the basis of Local Hubs established at each partner University to ensure dynamic cooperation, coordinated interventions in the academic curricula and knowledge exchange. Secondly, the learning material, E-module for students and Guidelines for academic staff aim to foster entrepreneurial attitudes and will showcase a comprehensive model of University-Business cooperation and propose ways how to integrate it in the study process.

#EuropeHome aims to stimulate the development of entrepreneurial skills in all disciplines and promote innovation in higher education through more interactive learning environments and strengthened knowledge-transfer infrastructure. The proposed scheme aims to ensure favourable circumstances for students to earn competences, which are highly valued in the labour market and thus considerably increase the employability of prospective graduates.

The impact of the project will go far beyond the project life-cycle and it will be prolonged through the creation of Local Hubs which will continue intensive university-business cooperation on a local scale. The capacity of EUF-CE network will enable to promote the established collaboration structure among the partners potentially reaching 500 000 students within the 21 partner universities and then placing stronger focus on partner beyond the consortium and the Campus Europae network.

Developing this initiative further with the support from the EU funding of the Erasmus+ program will allow to add new dimensions to the scheme and encourage the partners to undertake a holistic approach on the entrepreneurial education as well as will speed up the practical collaboration between universities and business partners.

The general outcomes of the project will not be field specific and will be usable and adaptable for any field.

The project #Europehome will therefore seek to maintain most of its activities within the framework of the existing network of universities (e-module, entrepreneurial lectures, part-time placements, tandems

between exchange and local students), since one of the goals of the network is to provide meaningful and in-depth mobility experiences to its students. The other Intellectual Outputs (learning material and guidelines) will be maintained online alongside the e-module and will be freely available to students and academic staff.

The ultimate vision of the project is to create a structured, favourable and mutually beneficial ecosystem for University-Business cooperation and study models that require students to act across traditional boundaries. #EuropeHome intends not only to have a direct impact on participants, but also trigger changes on the long-term among Universities and companies and reach out a wider impact by addressing relevant stakeholders and policy-makers on the local, regional, national and European levels.

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GRANT AMOUNT:	199 906 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Overcoming skills mismatches (basic/transversal)
TOPIC 2:	Quality Improvement Institutions and/or methods (incl. school development)
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Employability; Improving the Quality of Education / Training Systems

PROJECT NUMBER:	2014-1-ES01-KA203-004880
TITLE:	DECISION SUPPORT SYSTEM FOR THE TRIBOLOGY OPTIMIZATION IN FORGING PROCESSES
DESCRIPTION:	<p>DOST - Decision suppOrt System for the Tribology optimization in forging processes The main objective of the project is to develop a Decision Support System to ease the training of students of Master and School of Engineering and masters from Technical VET in metal forming in the complex field of tribology. The DDS will be developed thanks to the research experiences of the project partners in the field of tribology in metal forming. The ICT web-based DSS platform will support technician, students and expert in the selection of tribological testing procedures and models for forging processes. Through a web interface the user will be interfaced to a Decision Support System (DSS) that will support the decision process thanks to: a) available testing procedures: experimental procedures and laboratory facilities for the investigation of the tribological conditions typical of forging processes (both cold- and hot-forging) will be collected to provide a comprehensive database; b) available tribological models: analytical, numerical as well as experimental models to describe the tribological conditions typical of forging processes (both cold- and hot-forging) will be collected to provide a comprehensive database; c) development of the decision support system: it has to support the decision approach of technicians, linking the parameters of industrial processes to (i) the laboratory tests for the characterization of the tribological conditions and (ii) to the models for their description and, eventually, implementation in FEM codes. d) Collection of technical specifications of lubricants used for different operation in industrial processes (both cold- and hot-forging). One of the most important part of the project will be to support the features of the DSS with appropriate training material which will be developed describing the processes in terms of i) the general characteristics, the influencing parameters and the typical lubrication policies that are used in industry; ii) the laboratory tests iii) the tribological models. All the project will be carried out in collaboration with forging companies which will lead to create synergies between industry and education. Finally a network of tribology tests and models will be created. Within the network, there will be represented laboratories capable to deliver tribological testing and models for forging processes to link final users (SMEs, university and VET students, and the RTD performers though: (i) providing contact details of laboratories and research centres, (ii) possibility to provide trainings on specific topics, (iii) organization of webinars on topics related to tribology in forming processes. Forging companies and industrial associations and potential users of the DSS tribology platform will be invited to join the network. It is expected that DOST will contribute in the innovation and development of SME's by the inclusion of new generation of environmentally friendly lubricants for high performances in severe conditions in their forging processes as well as the specific trainings for their better understanding.</p>
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PARTNERS:	UNIVERSITA DEGLI STUDI DI PADOVA, IT; UNIVERSITE DE VALENCIENNES ET DU HAINAUT-CAMBRESIS, FR; TECHNISCHE UNIVERSITAT DARMSTADT, DE
GRANT AMOUNT:	187 735 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	ICT - new technologies - digital competences

TOPIC 2:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 3:	Research and innovation
CLUSTER(S):	New Technologies & Digital Competences; Employability; Research & Innovation

PROJECT NUMBER:

2014-1-ES01-KA203-004892

TITLE:

HANDS ON ENTREPRENEURSHIP

DESCRIPTION:

The need of entrepreneurial mind-set and action oriented European citizens is taken for granted. In this scenario educational sector is a key player and being aware of this Educational Institutions are implementing programs and actions to answers this social and economic demand. The project addresses the following needs:• The need to boost entrepreneurial and innovative competences and capabilities.• The new way of teaching entrepreneurship at university and postgraduate education on business studies and other studies (sciences, engineering, arts, etc..)The aim of the project is to create a Master on Entrepreneurship, Leadership and innovation for the development of entrepreneurial skills in HE post graduate students with an innovative action learning methodology approach with a new curricula and contents and to implement and test a post graduate pilot program. The project consortium is composed by 3 Universities: Deusto Business School, Budapest Business School and Tiimiakatemia -the entrepreneurship centre of excellence of the JAMK university of applied sciences in Jyväskylä- and one Research and Technological Centre . Tecnalia. Tiimiakatemia has 20 years of experience in entrepreneurial education with innovative learning by doing methods and experiential and reflexive learning approaches . A key point in this approach is the creation of an enterprise with all its implications as a tool for students learning. Budapest and Deusto Business School are looking for more innovative methodology in their educational programs and Tecnalia is committed with entrepreneurial movement: Tecnalia has a Venture unit and Team Academy Euskadi (<http://www.teamacademy-euskadi.com/>)programs for post graduate (not official) to connect students with Technologies opportunities to launch new business. An also Tecnalia as industrial partner will connect students to industry, or better said to connect students to industrial and technological needs to solve them in a creative and innovative way .The methodology to carry out the project is similar to Lean Start-Up approach. Project will start with several pilot actions to assess their value and impact. The methodologies to design actions will be Design Thinking as a proven approach to observe, understand and propose meaningful solutions oriented to customers. So students will be engaged those actions and give consortium their feedback.. Finally an innovative master will be designed and tested as a First Edition. This master will have ECTS approach for its official approval. During the project Deusto Business School and Budapest Business Scholl will take all the steps for the official recognition after the project. The project is organised in the following lines of action:• Exchange practices and approaches about entrepreneurial training to create, develop and organize training and experiential activities. Also with a deep look into what is currently happening in the educational sector at all levels from school to VET and HE. • Design, implement and asses a set of activities in HE environment to facilitate alumni to gain entrepreneurial awareness and competences to co-create their personal and team business ideas and personal brand. This set of activities will be part of a postgraduate Master degree. Evaluation of the pilot program(s) by using indicators and an evaluation system according to the type of innovative program. • Dissemination of project results and involvement as far as possible to all the stakeholders of the university, educational and institutional level. • Analysis of the sustainability of the concept developed. Feasibility of implementation of the program continuously. The results and impact expected are: • O1 Partners' current practices on entrepreneurship education. • O2 Study on current innovative practices on entrepreneurship education around Europe. • O3 Master in Entrepreneurship and innovative Leadership. • O4 Hands on Entrepreneurship methodology and Training material. • O5 Main learnings and conclusions. • O6 Dissemination and exploitation. also The project will organise several dissemination and multiplier events as stakeholders and expert workshops in the three countries involved. Learning activities as Intensive international experience of students will also assure the transfer of innovative methodological approach. The first impact is on post graduate students that will develop or improve their entrepreneurs and leadership skills to lead projects and teams with the ability to create innovations in his/her future companies and a better employability. Universities involved will have a new offer for their students: under and post graduate students. The real beneficiary is society in general and specifically Europe. Europe is good at managing knowledge but has to face up the entrepreneurial challenge that society is demanding.

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GRANT AMOUNT:	206 050 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning – entrepreneurship education
CLUSTER(S):	Employability; Teaching & Training

PROJECT NUMBER:

2014-1-ES01-KA203-004956

TITLE:

STRATEGIC PARTNERSHIP FOR THE DEVELOPMENT OF TRAINING WORKSHOPS AND MODELING CLINIC FOR INDUSTRIAL MATHEMATICS

DESCRIPTION:

There is a very close link between higher education and development. Universities are key institutions that help to create new knowledge, to develop new skills, and in that respect contribute very directly to economic growth, and productivity. Apart from developing the skills and knowledge necessary for economic growth, they also play a key role in the building of democratic societies.- Adriana Jaramillo, World Bank Senior Education Specialist. Progress of industry and novel engineering solutions are increasingly depending on computational approach, modelling and simulation. Mathematical technologies are needed to produce effective design processes, accelerate test cycles, spur innovation, support systems integration schemes and control the production models. Industrial mathematics is among the next generation methodologies in R&D and knowledge management. This presents a challenge for university education, curriculum development, training practices and research collaboration. With the main aim to contribute addressing these challenges, the project develops and integrates a research training course and a problem solving workshop, for the challenging mathematical and computational problems from industry and applied sciences, every year, during a period of three years. The strategic objective of the partnership is to make effective use of the pool of special expertise and experience in the network. Problems of industrial mathematics are multidisciplinary even within mathematics itself. Combining skills and interaction between groups is often a key to solutions. Our network will facilitate exchange between the partners and set up a basis for sustained collaboration. The project will concentrate on practical problems representing crucial technological challenge and will deal with questions like novel energy solutions, challenges having impact on environmental sustainability and employment. The purpose is to train each year a group of 30-35 PhD and advanced undergraduate (MSc, BSc) level students, addressing six industrial problems from leading edge technological development. The topics addressed will be different every year, although all of them will be focused on mathematical modelling of industrial problems and the training of future researchers through intensive courses and problem solving. Focused on young people, the project prepares them for professional life, through supervised real life problem solving and oriented academic environment. The project boosts professional skills of engineers and mathematicians and improves their employability in home countries. One of the outcomes is modernizing engineering higher education with novel training methods, i.e. modelling workshops for solving real life problems, led by expert young researchers in the chosen fields. The project concept is a novel approach that assimilates features from prior European experience and successful innovative models overseas, like RIPSs model from USA. It will result in development of research capacity in applied mathematics, spur science and technology education and inspire curriculum updates. Moreover, these results will contribute to promote technological development in the participating countries and modernize the education and applied research agenda in the participating departments. For students, the project will open more career and employment perspectives. The project introduces into European higher education a novel concept in academic research training and education of industrial mathematics by combining elements from earlier successful ideas tested worldwide. The suggested strategic partnership will generate a model case and template for similar arrangements. There are many universities and hundreds of industries in Europe and neighbouring partner countries that could implement a similar configuration in order to establish a bridge between academic mathematics, computational technology and the real world R&D.

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Nada Khoury-Nassour

PARTNERS:	UNIVERSITAET KOBLENZ-LANDAU, DE; POLITECHNIKA WROCLAWSKA, PL; INSTITUTO SUPERIOR TECNICO, PT; LAPPEENRANNAN TEKNILLINEN YLIOPISTO, FI; UNIVERSITY OF BRISTOL, UK; UNIVERSITA DEGLI STUDI DI CATANIA, IT; UNIVERSITAT AUTONOMA DE BARCELONA, ES; DANMARKS TEKNISKE UNIVERSITET, DK
GRANT AMOUNT:	188 873 EUR
CONTRACT DURATION:	28 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Research and innovation
CLUSTER(S):	Teaching & Training; Research & Innovation

PROJECT NUMBER:

2014-1-ES01-KA203-004962

TITLE:

INNOVATION IN TEACHING, TRAINING AND DISSEMINATION OF VIROLOGY

DESCRIPTION:

Like viruses themselves, the scientific discipline of Virology has evolved from the study of viruses, to overlap and intertwine with many other scientific disciplines, both traditional and contemporary. As these developments into new areas of science such as gene therapy in treating cancers, reverse genetics in biotechnological assay development and nanotechnology in vaccine design continue to grow, so too does that gap in what knowledge being transferred to students working in the traditional fields of virology and these emerging fields.

The objectives of this project are to build on a network of European virologists, teachers, trainers and experts in their respective fields of virology, to consolidate all of the training material and techniques that are currently being used. Novel material provided by the partners will contribute to online Virology courses, social and interactive applications and educational games for teachers and the general public, and the establishing of a European diploma of virology.

The eight participants involved are from different training institutions across Europe each with world leading expertise in their respective areas of Virology. The partner countries are Spain, UK, Italy, Belgium, France, Germany, Poland and Serbia.

The activities included in the project are logically and chronologically defined. An initial preparatory stage of building an extensive list of teachers and trainers in Europe that can directly benefit from the project outcomes. The cataloguing of existing Virology training material used by the partner institutions and the putting in place of a memorandum of understanding regarding the free and open sharing of this material with the partners. Development of a European Virology training website and a platform for partners to upload newly developed material based on what field of Virology they are responsible for contributing, eight in total. The consolidated material will be reviewed, collectively improved and added to the website, before being translated in the EU official languages. These contemporary training materials will then be presented in a novel and relevant platforms for teachers, students and the general public to avail of.

The main outcomes of this project will include:

Formation of a European Network of Virology Trainers and Educators

Establishing of a European Virology training and educational Virology Website

A European laboratory training manual for teachers and trainers

Online Virology Courses

Quarterly partner-hosted Virology webinars on a topical area of virology for the Public

An educational smartphone app

A collaborative textbook for training in Virology

A facebook and a blog on Virology.

The impact of this project is far reaching, but most importantly includes an improvement in the quality of teaching Virology and optimization of the training resources from the EU. Additionally, developing novel strategies in teaching and disseminating information to students will modernize the way the Virology will be taught.

The longer term benefits are an improvement in the motivation of students as they will be using technologies more in line with modern day developments in the field, as well as capitalising on social media as a tool for educating. This will result in better prepared professionals able to confront more effectively the

challenges posed by viruses in our society and the impacts that has on public health, the environment, and on the economics of disease burden and the relevance in agricultural, veterinary and medical aspects. A final and important long term benefit will be an improvement to the general public's general knowledge of what viruses are and an enhanced understanding on how they affect us and what we can do to prevent their spread.

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GRANT AMOUNT:	187 853 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	New Technologies & Digital Competences; International Cooperation; Teaching & Training

PROJECT NUMBER:

2014-1-FI01-KA200-000893

TITLE:

LEARNING TOURISM: CREATING INNOVATIVE AND PERMANENT METHODS AND PRACTICES FOR MULTIDIMENSIONAL EDUCATION COLLABORATION

DESCRIPTION:

Background: International tourism has a significant impact on the economies of the European Union and its member states. More than 5 % of the EU's GDP are generated by the tourism industry. Regardless of the global economic crisis, the EU remains the number one tourism destination in the world. An increase in growth of 6 % in international tourist arrivals in Europe was experienced in the years of 2010 and 2011. Forecasts suggest that the number of international arrivals will have almost doubled in Europe between the years 2000 – 2020. Nevertheless, also other regions outside Europe are competing for the growing trade. In order for Europe to remain in a strong position as top tourism destination it is crucial for it to have well trained and educated tourism workforce. As the tourist experiences a whole range of tourism services, from the receptionist welcoming him to his accommodation to the country's advertisement created by its tourism developers, the quality of tourism education in all its breadth is crucial. Cooperation among the different levels of tourism education as well as with the industry's different sectors, however, is still in its infancy.

Objectives: The project aims at strengthening the partnerships between education and working life by involving actors from the tourism industry in research and teaching activities; improving both teaching staff's and students' proficiency in ICT technologies, in turn using these technologies for better and easier cooperation with the employment sector; and the acquisition of practical entrepreneurial experience through internship placements – both of HEI as well as VET students.

Number and profile of participants:

The project's partner consortium consists of 7 partners from Finland, Germany and the Netherlands.

- Finland: The Multidimensional Tourism Institute (MTI): consisting of the University of Lapland, the Lapland University of Applied Sciences and the Lapland Tourism College
- The Netherlands: NHTV Breda University of Applied Sciences
- Germany: University of Applied Science Kempten, Chamber of Commerce Schwaben and Allgäu Marketing, Germany

Description of activities:

- Instigating a joint student research programme on working life case development to enhance students' knowledge of international tourism, increase intercultural competence and boost their entrepreneurial viewpoint while at the same time broadening their academic expertise
- launching interactive, mutually beneficial co-operation among the participating organisations facilitated through mobility initiatives and joint eLearning
- investigate and benefit from the participating educational organizations' and the working life partnership's structure, stakeholder cooperation practices and the utilisation of their operational model;

Results:

1 joint study programme resulting in three working life –based case studies

1 internet platform "Knowledge Network providing support to students, staff and enterprises before, during and after the internship

1 Internship Mentoring Scheme

1 structure for international internships for VET learners between Lapland and the Allgäu

2 analyses of the partner consortium's organisational structures, stakeholder cooperation practices, utilisation of their operational model and how this benefits future curricula and international activities

1 article collection on the project's results and best practices

Impact:

Students are provided with a more international learning environment, the opportunity to improve their language skills as well as the opportunity to increase their employability through added intercultural skills and entrepreneurial viewpoint gained through mobility measures or training placements.

Teaching staff's ICT skills will be improved, interaction with other professionals from the same area from different countries is fostered and input for curriculum creation and the involvement of working life in teaching activities is given.

The project will allow educational organisations to engage with other organizations from the same field with similar opportunities and challenges, engage with working life to add their viewpoint to the educational organisations' curricula, increase their attractiveness for future students and working life partnership creation.

Also, the project will increase the participating working life organisations' cooperation with the educational sector, giving them the possibility to influence curriculum composition suiting their needs better as well as obtaining international work force.

Long term benefits: The project allows its partner consortium to build lasting structures of cooperation and exchange of best practices on an organisational, local and regional level. This cooperation affects the curricula of the HEI's by providing them with jointly created case studies incorporating working life's viewpoint, permanent structures for international internships and their support as well as a network of tourism specialists.

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LAPIN YLIOPISTO, FI;
HOCHSCHULE FÜR ANGEWANDTE WISSENSCHAFTEN FACHHOCHSCHULE KEMPTEN, DE

GRANT AMOUNT:

375 450 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Promoting the take-up of practical entrepreneurial experiences in education, training and youth work

PRIORITY 2:

Developing partnerships between education and employment

TOPIC 1:

ICT - new technologies - digital competences

TOPIC 2:

New innovative curricula/educational methods/development of training courses

TOPIC 3:

Entrepreneurial learning - entrepreneurship education

CLUSTER(S):

New Technologies & Digital Competences; Teaching & Training; Employability

PROJECT NUMBER: **2014-1-FI01-KA203-000851**

TITLE:

COMMUNICATION IN MOBILE AND VIRTUAL WORK

DESCRIPTION:

The digitalization of communication has had a significant impact on business communication. The research firm IDC has estimated that the number of mobile workers accessing enterprise systems worldwide reach a number corresponding to more than a third of the world's workforce (about 35%) by 2013. Since the importance of mobile work is growing there is a need for developing adequate communication literacy in multicultural environments as a part of lifelong learning. The new communication literacy refers to the new communication and language skills needed in virtual and mobile communication as well as to cultural awareness, digital skills and knowledge, new media attitude. The integration of a joint digital competence description in curricula will enhance the uniformity of studies at the European level and facilitate the implementation of joint study units in Europe at the EQF levels 6-7.

The CoMoViWo project will focus on the communication literacy that both employees and managers need in virtual and mobile work communication at European level. The project partners will first conduct a review of current practices in their countries and define the new communication literacy. The consortium will produce virtual training modules (6 ECTS) in English and Spanish for teaching virtual and mobile working life communication. The virtual training modules will include the content, tools, design, methods and manuscript. The modules are piloted and, finally, a Teacher's Handbook is published in the project Wiki and on its website. The modules are common for degree students and staff training. The content and methods of the modules will be decided based on the research overview, survey and piloting feedback and collaboration with working life expert. All materials produced during the project are Open source educational resources.

The project aims to find out the level (CERF, Common European Framework of Reference for Languages) of communication literacy needed business life. In addition, the project focuses on exploring what kind of literacy training the enterprises and students need (content, communication technology, learning methods) and consequently the skills the teachers need to be able to prepare the students for virtual/ mobile communication in working life.

CoMoViWo project is coordinated by Turku University of Applied Sciences (TUAS). The partner HEIs are: Universitat Politècnica de Valencia (UPV) from Spain, Manchester Metropolitan University (MMU) from the UK and Politechnika Gdanska (GUT) from Poland. The partner responsible for the quality assurance and dissemination of the project results is an international language association International Certificate Conference e.V. (ICC).

The participants work in close cooperation with their local/regional/national associated partners (two associated partners/partner organization). The consortium will use the communication channels and methods chosen together to support multicultural virtual communication. The communication training modules will be based on collaborative learning and use of communication tools of real working life communication situations.

The active involvement of the associated partners at all stages of the project, especially in the module development, brings additional value to the project by ensuring the authenticity of the materials and communication practices. The associated partners will also have an important role in the dissemination and exploitation of the project results. The CoMoViWo project will provide novel, modernised training modules for HEIs and enterprises and suggest changes to curricula at EQF levels 6-7.

The project results and outcomes will benefit all the participants by increasing their competence in digital literacy, networking and collaboration. In addition, students benefit by improving their employability and possibilities for mobility in Europe. Teachers, on the other hand, can enhance their professional skills by updating their knowledge and understanding of the skills needed in business life today. Teachers' lifelong learning and professional development will be supported by describing the new communication literacy and publishing training modules and a Handbook for Teaching Virtual and Mobile Communication.

The impact of the CoMoViWo project on enterprises extends to all organizational levels from employees to management. The project benefits enterprises by providing them with staff whose skills meet the

requirements on multicultural communication skills in virtual and mobile working life and thus facilitates the enterprises' international business operations and enhances their productivity and success in the global market. This project will help working life representatives to develop their communication literacy in virtual and mobile communication according to the concept of lifelong learning.

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GRANT AMOUNT:	223 747 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Teaching and learning of foreign languages
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER:

2014-1-FR01-KA200-002362

TITLE:

EUROPEAN LITERACY AND CITIZENSHIP EDUCATION-PLUS

DESCRIPTION:

The development of nationalistic viewpoints and the growing lack of interest for the original European project show a need for an input in European literacy and intercultural, inclusive, approaches. The increasing difficulty for Europeans to face up to competition from other international countries and growing rates of unemployment in the EU show a need for more effective education and training environments.

If we look at the European 2020 strategic framework, we see the following challenges:

- Making lifelong learning and mobility a reality;
- Improving the quality and efficiency of education and training;
- Promoting equity, social cohesion, and active citizenship;
- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

Those are the priorities that our ELICIT+ project will address.

It is the result of a cooperation between two successful networks: ELOS and ELICIT and it will be enriched with input from the Centre for Studies on Inclusive Education (CSIE).

The main objective is to establish a sustainable and growing network of training modules and training locations for teachers, parents and other actors in education to educate a growing number of European pupils, students and adults to become responsible European citizens who can be competitive in the global community.

The project consortium is composed of 26 partners from 13 different European countries including universities, education institutes, associations, INGOs, schools, local authorities. The target groups are adults involved in education (formal, informal and non-formal) and students at all levels, from schools to universities.

The main activities will be the implementation of different training modules: training the trainers, initial and in-service training for teachers, long life learning for adults, training teachers, educators and parents in the principles and methodology of inclusive education, and the common European mention for universities. The modules and pedagogical material will be designed during the first year, based on the frameworks of competences elaborated at two levels by ELOS (CFEC) and ELICIT. During the second year, they will be tested and updated so that they can be implemented and evaluated during the final year of the project.

Products: For the different modules, Elicit + aims at developing toolkits which will be available not only in paper version but also as web-based tools, various dissemination products such as booklets, brochures, flyers, posters in all the partners' languages. A final dissemination conference will be held in a country which is not a project partner.

Throughout the project, the transnational working language will be English, but national languages will be used in all dissemination activities.

Expected results and impact: the network envisages a number of 14 in-service training modules to be developed and implemented at different venues in Europe. Initial training modules will be offered by each partner involved in initial teachers' education. A "train the trainers programme will be offered for parents and other adults. The training programme will be developed and tested by the project partnership consisting of organizations representing the different categories of the target group. As mentioned above, the results will be available in all partners' languages to support the dissemination and further exploitation.

At the end of the project, we will have an important number of people trained: parents, teachers, student-teachers, and pupils in a framework of recognized European and international competences. In addition, the project will follow a clear exploitation and sustainability strategy in order to guarantee the

transfer of the core project results into the mainstream such as by establishing regional round-table groups with relevant stakeholders or by linking the project to other relevant networks such as the Education Commission of the Council of Europe.

This ambitious project is rooted in a very strong partnership, which covers a wide variety of organisations and which spans a large geographical area.

After ELICIT+ is completed, it is envisaged to enter the Jean Monnet programme with Jean Monnet Modules, Networks and Projects.

The products will remain freely available on the dedicated website and ELICIT+ partners will be willing to accompany the dissemination of their training modules.

A research group will be set up to study and assess the longer-term impacts of the project.

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GRANT AMOUNT:	329 425 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Revising and strengthening the professional profile of the teaching professions
PRIORITY 2:	Stimulating active participation of young people in democratic life
TOPIC 1:	EU Citizenship, EU awareness and Democracy
TOPIC 2:	New innovative curricula/educational methods/development of training courses

TOPIC 3: Entrepreneurial learning - entrepreneurship education

CLUSTER(S): Inclusion & Tolerance; Teaching & Training; Employability

PROJECT NUMBER: **2014-1-FR01-KA200-008482**

TITLE:

PROFESSIONNALISATION AUX SAVOIRS AUTOUR DU GENRE ET DE L'ÉGALITÉ

DESCRIPTION:

MEETING THE CHALLENGE OF PROFESSIONNALISING GENDER & EQUALITY STUDIES

In the wake of the current economic crisis, the continuing promotion of gender equality and the recognition of occupations that contribute to that aim are of vital importance for the construction of a fair foundation for European citizenship. The PASSAGE project (Professionalizing Gender and Equality Studies) offers an innovative and pioneering contribution to meeting this challenge.

The 5 principal objectives of PASSAGE:

1 Improving the employment prospects of young people in the current economic context: The PASSAGE project aims to identify the competencies required for a successful professionalization in gender and equality related jobs; this knowledge will serve to enrich the course content of the EGALES Master and of its' associated continuing education modules.

2 The transnational validation of competencies: The PASSAGE project aims to promote the process of widespread recognition of competencies, specialisations and occupations in gender and equality related areas.

3 International mobility and linguistic diversity: The PASSAGE project favours the international mobility of students, as well as that of their trainers; thus contributing to the construction of a pan-European citizenship.

4 The modernization of higher education and research institutions. The PASSAGE project adopts an interdisciplinary, transnational and collaborative perspective, in partnership with public sector institutions, private enterprise and voluntary sector organisations, with a view to encouraging the social relevance of the European university system.

5 The consolidation of links with the labour market. The PASSAGE project adopts the principal of systematic consultation between academic and non-academic partners, in order to improve the content of teaching modules, the organisation of work placements and to bring higher education institutions closer to their economic and political environments.

The 5 main strengths of PASSAGE:

1 A network of European universities, experienced in collaboration and open to new partnerships: The 6 partners of the EGALES project (Abo Akademi, UAB, Bucharest Univ., Lyon 2, Toulouse Univ., York Univ.) have learnt to work well together and are delighted to welcome 2 new additional European universities (Brussels Free University, Goethe Frankfurt University), along with associated partners from Switzerland and America.

2 A network of well-established contacts and collaborations with a wide range of political and socio-economic partners, who will provide an undeniable boost to the effectiveness of the project outcomes.

3 An effective methodology, based on the synergy and pooling of available resources: The PASSAGE project benefits from the implication of academic institutions, students and professional bodies in the fielding of surveys and studies. Cooperation is optimized through regular international meetings and the publication of an internal Newsletter.

4 A tried and tested communications strategy, immediately available at the outset of the project.

5 A potential for lasting effects: The PASSAGE project has anticipated the need for long-term institutionalisation and has foreseen the need to multiply the sources of political support for the aims of the project, beyond the duration of EU funding.

The 5 tangible results of PASSAGE:

1 A European good practice guide to professionalizing gender equality within different socioeconomic areas: education & culture; health & gender violence; social policy; international development & migration; higher education and research.

2 A European Directory of occupations, specialisations and competencies related to gender equality, established on the basis of multidisciplinary surveys and case studies.

3 A Report on the current State of the Art in relation to the recognition of occupations, specialisations and competencies related to gender equality, based on the identification of the institutions and procedures involved in the certification of emergent fields of expertise.

4 A fine-tuning of the course content and teaching methods of the Master EGALES, and their extension to other universities (in Europe – Free University Brussels and Frankfurt University – and elsewhere), thanks to strengthened collaborations with policy makers and socioeconomic stakeholders.

5 Transferable course outlines for modules on professionalization, for the intensive modules and for innovative continuing education programmes.

The desired impact of PASSAGE:

Over and above the effects on the partners directly involved, the PASSAGE project aims to consolidate international academic networks in the field of gender and equality studies; to reinforce collaboration between universities, policy makers, private enterprise and voluntary sector organisations, in order to improve professionalization in the field of gender and equality studies, notably through the harmonization of competencies procedures.

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UNIVERSITATEA DIN BUCURESTI, RO;
UNIVERSITAT AUTONOMA DE BARCELONA, ES;
UNIVERSITY OF YORK, UK;
UNIVERSITE DE TOULOUSE II – LE MIRAIL, FR;
UPPSALA UNIVERSITET, SE

GRANT AMOUNT:

446 695 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Fostering the assessment of transversal skills

PRIORITY 2:

Developing partnerships between education and employment

TOPIC 1:

Gender equality / equal opportunities

TOPIC 2:

New innovative curricula/educational methods/development of training courses

TOPIC 3:

Recognition, transparency, certification

CLUSTER(S):

Inclusion & Tolerance; Teaching & Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2014-1-FR01-KA203-002425

TITLE:

DIGITAL RESOURCES AS A NEW STRATEGICAL FACTOR FOR A RENOVATION OF MODERNIZATION IN HIGHER EDUCATION

DESCRIPTION:

The (KA2) D-TRANSFORM program is a first attempt to set up a University Leader Program (addressed to university presidents and vice-presidents) at the European level on the role of e-Education in shaping University strategies. EU-ordered foresight studies on the issues raised by learning modernization in higher education in the 21st century clearly shows that the major bottleneck found is the staff competence and preparedness, more specifically at the institutional leadership and executive management level.

D-TRANSFORM, which gathers together specialists of e-Education from various institutions (University, higher education ministries, consultancy in learning innovation, e-Education networks) primarily considers that digital technologies, like Massive Open Online Courses, (MOOCs) and Open Educational Resources are an essential lever for transforming the higher education systems and adapting them to the new needs of youth and requirements of work-market (lifelong training). D-TRANSFORM intends to produce recommendations on various aspects of a university strategy based on the use of digital tools. The following questions will be addressed: (i) the role of MOOCs in enhancing competitiveness, international attractiveness and in strengthening the identity of universities; but (ii) also the possible disruptions that they may cause in the educational process and the educational body, and the solutions to be applied; (iii) the benefits in resource sharing capacity versus the need for "contextualization (by providing a "private space within the MOOC "public space); (iv) the necessary balance between online and face-to-face learning; and finally (v) the economic aspects (business models, cost-effectiveness, public and private funding opportunities).

Based on these recommendations, D-TRANSFORM will set up two "leadership schools, dedicated, for the 1st time in Europe, to the university governances. The D-TRANSFORM team (composed of representatives of the partner institutions, associated to external experts) will define the contents of the training program based on the issues faced by the attendees in their workplace (case studies) and focusing on the strategic responses. Using a compact format, that takes into account the time constraints of the university leaders, the leadership schools will be a place for informal exchange between university leaders, giving them the opportunity to create an interaction that will potentially persist beyond the sessions. Specific materials and tools (downloadable Guidelines, online training kits) will be produced and freely disseminated. The major highlights of D-TRANSFORM will be presented during three international events gathering the e-Learning community. Dissemination will also greatly benefit from the strong ties existing between the project participants, the national higher education ministries and the European e-education networks. The sustainability of D-TRANSFORM after completion of the three-year EU funding is also considered, so that it can contribute to the necessary change of scale in mobilizing all the key stakeholders in the field of digital higher education.

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EUROPEAN DISTANCE AND E-LEARNING NETWORK LBG, UK;
UNIVERSITE DE LORRAINE, FR;
FUNDACIO PER A LA UNIVERSITAT OBERTA DE CATALUNYA, ES

GRANT AMOUNT:

449 822 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Aligning VET policies with national, regional or local economic development strategies
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER: 2014-1-FR01-KA203-008505**TITLE:****COMPÉTENCES LINGUISTIQUES ET INTERCULTURELLES AU SERVICE DES ENTREPRISES EN EUROPE****DESCRIPTION:**

The COLISEE Project focuses on the linguistic, intercultural and enterprise skills needed by European businesses and seeks to enhance the employability of Masters' level graduates by providing education and training which answers the needs of businesses looking for these skills. Planned changes in training include a more extensive use of digital technologies by University teaching staff. Research carried out by partner universities, and supported by national studies, shows low levels of use of digital technology in university courses at Masters' level. Partners also note a growing demand for digital training from their staff. The objectives of the COLISEE project arise from these needs.

The first objective of the project is to improve the employability of Masters' level graduates by including periods of mobility in the curricula of the university partners. The starting point is the demand for skills from businesses and a desire to improve the quality of training by focusing on three types of competence:

- Linguistic competence in two European languages;
- Intercultural competence in two European countries;
- Business competence and knowledge of corporate culture in at least two European countries.

The second objective: the improvement of the quality of education and training through the use of digital resources will mean breaking in part with traditional methodologies. It implies:

- The adaptation of digital environments to the students' educational needs ;
- Increased use of digital resources;
- Staff training in the use of digital technology for education.

This second objective of the COLISEE project has led to a decision by the partners to develop a combined joint Masters' Programme, Multilingualism and corporate culture, the detail of which will be elaborated during the two years of the project. The three sets of competencies outlined above will be acquired by students enrolled at one of the partner universities.

A consortium of 10 partners from six European countries. The Université de Montpellier 2 Sciences et Techniques, project lead of the COLISEE project, is leading a consortium which brings together 7 comprehensive universities; the Universities of Montpellier 1, Paul Valéry; Southampton; Perugia; Linköping and the Balearic Islands, as well as two distance open universities, the Spanish National University of Distance Education and the Greek Open University. The consortium also includes an inter-university association, the Open Digital Space for the Mediterranean (E.OMED). This complementary partnership brings together the skills and human resources needed for a successful project.

The methodological approach to project management has been to share the responsibility for key activities among the partners, while ensuring the involvement of all partners in every activity. UM2 will provide financial and administrative management of the project. Project management will be carried out by Montpellier's Faculty of Education. A Steering Committee will oversee the running of the project and make any necessary adjustments. A Scientific Committee will ensure that the targets are appropriately met.

Five work groups, each led by a university with proven expertise in the field for which it is responsible, will plan the development, training and dissemination activities:

Group 1 « Digital infrastructures »: University of SOUTHAMPTON (United Kingdom);

Group 2 « Development of Digital Resources »: National University of Distance Education (UNED, Spain);

Group 3 « Training of Teachers in the use of digital technologies »: PERUGIA (Italy);

Group 4 « Development of the Joint Master's »: UM2, Faculty of Education, (France);

Group 5 « Internal and external dissemination and exploitation of results »: University of LINKÖPING (Sweden).

Teachers from all of the partner universities will participate in the work groups. Finally, the development and dissemination of a good practice guide on the use of digital technologies is a key element which will ensure the sustainability of the project outcomes.

Expected outcomes

Outcomes to be assessed during the project include positive changes in the professional practices of the teaching staff (300 teachers trained), improvement in the digital environment of each of the partner universities and better institutional recognition of the efforts of teachers. The training modules will be added to the continuing professional development plans of the partner universities and the joint Master's will become part of their educational offer. Through their various academic networks, the results of the COLISEE project will be disseminated within and outside Europe to teachers and students. Finally, in the longer term, the employability of graduates with the joint Master's degree will be evaluated.

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GRANT AMOUNT:	299 110 EUR
CONTRACT DURATION:	30 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Teaching and learning of foreign languages
TOPIC 3:	Open and distance learning
CLUSTER(S):	Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER:	2014-1-FR01-KA203-008520
TITLE:	PHDS ENHANCED FOR PROSPECTS- ERASMUS PLUS
DESCRIPTION:	<p>The PEP-UP project will identify the feasible features of PhD education programs that need to be emphasized to make engineering PhD graduates more prepared for employment in industry and more able to use their talents and training for the benefit of the economy, regions and society. Eight leading technical universities in Europe, with the contribution of two European companies and regional public authorities want to share experiences, create a task force and develop new tools to provide a more favourable context considering these alternative careers paths for PhD within companies. The anticipated results are curriculum design and its implementation. Moreover, we will have brought a new European dialogue together with universities and companies and increase the European awareness among individual participants.</p> <p>Bringing together students, teaching staff from participating organizations as well as other relevant experts and professionals from the private sector must contribute to a closer dialog and a better awareness of the environment, the labour context and its needs. Generally speaking, it is expected to facilitate the dialog between stakeholders, enlarge the European awareness and contribute to modernize higher education. Several dissemination actions such as the web-portal, multiplier events, workshops, journals and other published means will have a definitive impact on future curricula for PhD students and promote and sustain the results of the project.</p>
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PARTNERS:	<p>AALBORG UNIVERSITET, DK; Hilti Corporation, LI; RHEINISCH-WESTFAELISCHE TECHNISCHE HOCHSCHULE AACHEN, DE; TECHNISCHE UNIVERSITEIT DELFT, NL; INFINEON TECHNOLOGIES AG, DE; POLITECNICO DI TORINO, IT; LOUGHBOROUGH UNIVERSITY, UK; THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN, IE; UNIVERSIDADE DO PORTO, PT</p>
GRANT AMOUNT:	318 140 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching & Training; Employability

PROJECT NUMBER:

2014-1-FR01-KA203-008533

TITLE:

OPTIMISING TRANSLATOR TRAINING THROUGH COLLABORATIVE TECHNICAL TRANSLATION

DESCRIPTION:

The OTCT project will build on the results and recommendations of the OPTIMALE network, an Erasmus Academic Network of 70 academic and language industry partners in the field of professional translation. The OPTIMALE online survey of language industry employers' competence requirements showed that awareness of and the ability to implement professional procedures throughout the translation process are key factors in the employability of university translation graduates. This led to the definition of good practice in specific areas of translator training, in particular in the integration of professionally-oriented practices in the curriculum.

The OTCT project (Optimising Translator Training through Collaborative Technical Translation) aims to enhance the professionally-oriented content of university translation degree programmes via intensive collaborative technical translation sessions in simulated professional conditions (referred to as "Tradutech sessions"), and by exchanging good practice and resources on the implementation of project-based teaching and learning in the field of translator training.

The project will involve students and staff in advanced translation degree programmes from seven academic institutions (Rennes 2 University, France; HE Vinci, Brussels, Belgium; Swansea University, UK; Univerzita Karlova V Praze, Prague, Czech Republic; Universitatea Babeş-Bolyai, Cluj-Napoca, Romania; Università ta Malta, Malta; Universidad Pablo de Olavide, Sevilla, Spain). It will primarily involve 1st and/or 2nd year Master's degree students (i.e. 20-80 students in each institution) but may also involve students in the final year of Bachelor's degree programmes where relevant (i.e. Sevilla). Two to three members of the teaching staff from each institution will be directly involved, but a larger number will benefit from the outcomes of the project.

The project will centre on the "Tradutech intensive sessions, with preparatory activities leading up to the sessions and material from the sessions feeding into further resources for use in the classroom.

Four "Tradutech sessions will take place during the project. Each five-day session will involve students setting up simulated translation companies (i.e. teams of 5-10 students, with specific responsibilities and roles assigned to each team member), who will then carry out large-scale multilingual technical translation projects according to the specifications and deadlines set by their "clients. Source documents will be authentic technical manuals, reports or multimedia materials which will be translated into the main target language(s) of the partner institutions. The source documents will be in English or French as the case may be. Projects will be managed in turn by students from each partner institution, using collaborative software to exchange resource materials and files and computer-assisted translation software to carry out the translations.

Prior to the Tradutech sessions, students will receive training in technical translation, project management, quality control and translation technologies, using resources produced by different partner institutions and shared with the other partners within the project. Participants will be briefed on the conditions and implementation of the Tradutech sessions, using tutorials produced by students from Rennes and Cluj with prior experience of such sessions. A joint terminology project will involve students from all the partner institutions, in order to promote cooperation and familiarize them with the use of the collaborative platform set up for the project.

Output from the student "translation companies will be assessed according to professional criteria by language industry professionals and feedback will be provided to the students and used as learning materials in classes following the Tradutech sessions.

All students who have completed a Tradutech session (i.e. have successfully carried out the responsibilities and tasks allocated to them within one or several translation projects) and the preparatory work prior to the session, will be awarded 4 ECTS credits as part of their study programme.

Two of Rennes Tradutech sessions will be attended by teaching staff from the other partner institutions, who will take part in a parallel training of trainer session. Two other sessions will be attended by students from the other institutions, who will be integrated as full members of the Rennes teams.

Sustainability will be ensured by teaching and learning resource production and dissemination, the training of trainer sessions, and the production of a Handbook on the implementation of project-based translator training which will be made freely available to other institutions.

Participating students will benefit from the hands-on experience and professional feedback, while teaching staff will gain experience of project-based collaborative learning methodologies.

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GRANT AMOUNT:	175 457 EUR
CONTRACT DURATION:	28 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER:

2014-1-FR01-KA203-008540

TITLE:

INTERNATIONAL CREATIVE SOUNDTRACK STUDIES : PARTENARIAT STRATÉGIQUE POUR LE DÉVELOPPEMENT DUN PROGRAMME CONJOINT EUROPÉEN POUR LA COMPOSITION DE MUSIQUE POUR AUDIOVISUEL

DESCRIPTION:

ICSS (International Creative Soundtrack Studies) is a strategic partnership aiming to develop a joint programme of music composition for audio-visual.

The partnership consists of 4 institutions of higher education, each with its own expertise in teaching music composition for audio-visual and of 4 complementary professional partners whose main activity is focused on cinema and audio-visual arts with a particular interest in musical creation: CNSMDL, coordinator, and Institut Lumière in Lyon, School of Arts Hogent (KASK and conservatorium) and Film Fest in Ghent, Conservatorio GB Martini and Cineteca Italiana in Bologna, Music Faculty of the Montreal University and Films Denys Arcand in Quebec.

Mostly before ICSS starts to develop the joint curriculum, it will make a study to expose the existing links between the musical and the audio-visual scenes on one hand and the education sector and professional structures in the field of music for audio-visual arts on the other hand.

Besides the results shown in the report, this study will anyway be a success, by the simple, yet long-lasting effect of a strengthened cooperation between the educational institutes and the professional structures.

ICSS is both powered by its intentions and objectives as by its innovative structure (the balance between educational institutions and professional structures; participation of School of Arts Hogent (KASK & Conservatorium), training musicians in their Conservatory and filmmakers in KASK; representation of the North American continent by Montréal University and Denys Arcand's production company for their expertise and their specific network).

The forthcoming programme will have indeed the quite unique peculiarity in the concerned area to concentrate its training on the cooperation between composers and directors. Thanks to the partnership, involved students will be immersed in a high standard international network. ICSS will bring together education with the professional world, so helping to enhance the employment of its alumni.

The expertise of the partnership and the quality of the forthcoming joint programme resides in its members: leading figures of the international cinema scene as Bertrand Tavernier, Denys Arcand, Marco Bellochio, Dirk Brossé, Thierry Frémaux, researchers, teaching staff, highly skilled in music composition education and open to a large scale of possible experiments and administrative staff with the experiment and the expertise in European programmes and joint curricula.

ICSS will organise educational and artistic projects, supervised by professional experts, which will allow to confirm choices and decisions taken during the development of the joint programme and to implement it. These activities will maintain and strengthen constantly the relations between the partners.

The communication and dissemination schedule is very dense. The core will be a website with its diverse functions. Next to that, several events are planned during film festivals, known for their large audience and international dimension. In addition the various international networks, brought in by all partners, at both levels of education and film industry, will play a major role in this dissemination and communication plan.

During the 3 years of the strategic partnership, ICSS will communicate on its curriculum in development with educational institutions (management teams, teaching staff, students) and with future potential employers. In this way, ICSS aims to recruit the best students of the world from the start of the joint program on and to share good practice which allows to improve existing curricula and to develop new ones.

Calendar:

Feb - Sept 2014 (preparation) = compilation of information, meeting of 5 of the involved partners in Ghent, application to the EU programme

Academic year 2014-15 = study report on the relations between music and motion pictures, a round table and dissemination event n°1 in Film Fest Gent, creation of the website

Academic year 2015-16 = publication of the study report, creative workshop n°1 in Bologna focused on the relationships directors/composers, student mobility, dissemination event n°2 during the Cineteca Bologna festival, development of the website

Academic year 2016-17 = creative workshop n°2 in Lyon focused on the complete process of scoring and music production for motion pictures, student mobility, the dissemination event n°3 in FIFA Aubagne, development of the website, application for the joint programme ICSS to EU.

Start of 2017 academic year = preparation of the European joint program and first phase of recruitment

Start of 2018 academic year = first group of students

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INSTITUT LUMIERE, FR;
Services de libération de droits d'auteur Permission Inc., CA;
UNIVERSITE DE MONTREAL, CA;
INTERNATIONAAL FILMFESTIVAL VAN VLANDEREN VZW, BE;
ALCIME ASSOCIATION, FR

GRANT AMOUNT:

447 110 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda

PRIORITY 2:

Developing partnerships between education and employment

TOPIC 1:

Creativity and culture

TOPIC 2:

New innovative curricula/educational methods/development of training courses

CLUSTER(S):

Teaching & Training

PROJECT NUMBER: **2014-1-FR01-KA203-008560**

TITLE:

EUROPEAN PLATFORM FOR INNOVATION AND COLLABORATION BETWEEN ENGINEER STUDENTS

DESCRIPTION:

EPICES (European Platform for Innovation and Collaboration between Engineer Students) will allow developing a European collaborative at a distance project-based learning framework and method, based on already existing and still developing technical platforms, i.e. collaborative and engineering tools. A special focus will be made on teachers' role and students coaching, from the analysis of what a coach should be in project based learning to training packages for teachers and development of assessment methods.

There are two backgrounds for EPICES:

1. The French PLACIS project (September 2012 – August 2016), funded by the French National Agency for Research under the Investments for the future program with the reference ANR-11-IDFI-0029.
 - PLACIS is managed by SUPMECA, in the framework of the Collegium Ile-de-France (gathering 3 engineering schools : SUPMECA, ENSEA and EISTI),
 - PLACIS is a pedagogical research project,
 - In every sub-project, on a multidisciplinary subject submitted by a company, a team of students (from 2 institutions from different countries) is formed. Students work in their home university and use the latest collaborative and engineering tools.
2. The progressive change of the structure of engineering studies, switching from the trilogy courses – supervised practical work – lab work to a more complex and open teaching & learning way, including MOOCs and different types of projects, with a changing role for teachers and the need of new assessment methods and tools, especially in project based learning environment.

The main objectives of EPICES will be the development of PLACIS like sub-projects and the use of these sub-projects as study materials in order to:

- Analyse the coaching/facilitation in project based learning in European engineering education and, based on hypothesis, write the first model of what a coach should be,
- Enhance teachers' role as facilitators, teachers' competencies in project mode, with the development of methods and training packages for teachers, creation of a platform for the implementation of best practices in coaching, and test on sub-projects with teachers and students.
- Perfect assessment methods in project based learning, with the development of toolboxes/toolkits.

All the results of EPICES will be published online and presented during events.

EPICES project and the goals we aim to reach make us able to address 5 target groups:

Two main target groups:

1. Teachers participating in the project
2. Students participating in the project

Two secondary target groups:

3. Industrial partners, especially industrial tutors
4. Academic institutions partners of the project

A third general target group:

5. Non-EPICES European engineering academic institutions and teachers

Among many expected impacts, we can quote:

1. On teachers participating in the project :

- Enable them to change their traditional roles from teachers to coaches,
 - Make them fully integrate project based learning approach and guide them to successfully facilitate authentic and engaged learning outcomes for students in project based learning.
2. On students participating in the project:
- Make them fully integrate project based learning approach and enable them to enhance their roles as learners in a project based learning approach,
 - Demonstrate how they can use distance collaboration to work transnationally with peers during their studies and in their future jobs.

More widely, EPICES aims to provide data, results, guidelines on project based learning in engineering to the whole community, making easier, for institutions and teachers especially, the implementation of project based learning.

In order to carry out EPICES and make it efficient, EPICES partners were selected as following:

1. Non-PLACIS members adding their value, experience, points of view on pedagogical issues, project and problem-based learning issues, teachers' involvement and role, dissemination...,
2. PLACIS members,
3. SUPMECA, both PLACIS coordinator and EPICES coordinator.

SUPMECA, Aalto University, Riga Technical University, KU Leuven, Politecnico di Torino, Università di Napoli Federico II, Universitat Politècnica de València and SEFI (the only non-academic partner) will carry out this project, with the ambition to achieve the goals established, and, then, to go further and launch in September 2016 a Knowledge Alliance project to explore deeper some issues resulting from EPICES.

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GRANT AMOUNT:	299 439 EUR
CONTRACT DURATION:	29 months
PRIORITY 1 OR MAIN:	Promoting the professional development of staff and youth workers in ICT methodologies
PRIORITY 2:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER:

2014-1-FR01-KA203-008665

TITLE:

LIVESTOCK AND DAIRY PRODUCTION MANAGEMENT IN EMERGING COUNTRIES

DESCRIPTION:

In the contemporary globalized economy European companies purchase or build subsidiaries in emerging countries as part of their international development strategy. For companies in the agricultural sector the assurance of the security of their raw material supply areas is a key factor of a company's international success. It is very difficult for European agronomy graduates to transpose their know-how in emerging countries given the often enormous climatic, technical and cultural disparities which they face there. In addition, there are many obstacles to recruiting local people for this function. European regulations and standards are often seen as complex in emerging countries and local producers collaborate more easily with Europeans whom they perceive as legitimate in their demands to change long-held practices because they can guarantee stable contracts.

With this in mind this project has two primary objectives:

1. To develop a 10 ECTS teaching module to train cohorts of young European graduates in the knowledge and competencies necessary to assure the security of raw material supply areas in emerging countries
2. Using the livestock and dairy sector as a pilot this project aims to develop a methodology to assure the security of raw material supply areas in emerging countries which can be transposed to all agricultural sectors.

The project involves the participation of 3 European HEIs specialists in agronomy, animal science and livestock management (Groupe ESA , Angers, France, Stichting Aeres Groep, The Netherlands, Universitatea de Stinte Agronomice si Medicina Veterinara, Bucuresti, Romania) and a major European dairy company (Lactalis Group, France). The project will begin by the creation and running of a European-wide survey of dairy companies operating internationally to make explicit the knowledge and competencies required by those companies in order to assure the security of their raw material supply areas in emerging countries. Using the results of this survey the participating HEIs and company will construct a 10 ECTS teaching module in order to train a cohort of 15 students annually to take up positions of management in the milk collect business for European companies operating in emerging countries. The target student group includes vocational BSc and MSc level students, back-to- work unemployed people and professionals seeking career re-orientation.

The teaching module will begin with a one-week distance learning teaching unit in order to check and assure the necessary technical prerequisites. The 4-week in-house teaching will include the exploitation of a case-study to be developed in the preparatory phase in an emerging country. The module will be followed by a mandatory internship in one of the partner company's subsidiaries in order to apply the knowledge gained during the module.

The anticipated results of this project are:

- 15 - 20 European professionals in a niche that is essential to the international development of European agricultural businesses
- The development of a methodology to assure the security of raw material supply areas that is applicable to all agricultural sectors
- Closer understanding and cooperation between European HEIs and companies in terms of developing the skills necessary for the future job market
- Closer interaction and network development between 3 European HEIs

The conceivable long-term benefit of this project is to help strengthen the global activity of European agricultural companies. It is this global activity which creates the profit margins that assist the mother company to further develop at home – a guarantor of maintaining employment in Europe. Thus European HEIs active in this project will play an important role in helping partner companies to secure their market

position and to therefore not only accompany companies in their international development but ultimately to help to maintain employment in Europe.

COORDINATOR:	GROUPE ESA RUE RABELAIS 55 49007 ANGERS CEDEX 1, France http://www.groupe-esa.com
CONTACT:	Stéphane Brochier
PARTNERS:	UNIVERSITATEA DE STIINTE AGRONOMICE SI MEDICINA VETERINARA DIN BUCURESTI, RO; LACTALIS GESTION PLANIFICATION ORGANISATION, FR; STICHTING AERES GROEP, NL
GRANT AMOUNT:	263 208 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Agriculture, forestry and fisheries
TOPIC 2:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Employability; Teaching & Training

PROJECT NUMBER:	2014-1-FR01-KA203-008800
TITLE:	EURO-MED YOUTH TRAINING AND NETWORKING PROGRAMME
DESCRIPTION:	<p>In a world marked by ongoing tensions and increased interconnection, ensuring harmonious interactions between young people with plural cultural, religious and ethnic identities remains more than ever a priority. The Euromed youth training and networking program seeks to address this challenge by instilling a culture of peace and respect for diversity in tomorrow's leaders and by gradually building a network of vibrant entrepreneurs who act for social transformation and promote values of mutual respect and dialogue through civic engagement.</p> <p>The project aims at achieving several key objectives :</p> <ul style="list-style-type: none"> (a) Promote intercultural learning, the respect of diversity, and the values of solidarity, equal opportunities and human rights among young people in Europe. (b) Contribute to the personal, socio-educational and professional development of young people through intensive summer course and mobility projects (c) Equip young students with the knowledge and intercultural skills required for a pursuit of a successful career in today's culturally diverse and globally-connected work environments ; (d) promote entrepreneurship education to develop active citizenship, employability and new business creation (including social entrepreneurship), supporting future learning and career paths for individuals in line with their personal and professional development. (e) increase cooperation and transnational partnership between the world of academia, business, research, and youth <p>With a multidisciplinary approach - through intensive summer course, workshops, debates, joint research projects, group activities - the program will enable young students from diverse origins to be immersed every year in a dynamic and though provoking academic environment which stimulates dialogue and enables them to learn from each other and reflect together on complex issues relating to democracy and human rights, peace and conflict, cultural diversity, racism and discrimination. In that context, they also develop their communication, leadership, listening and interpersonal skills with students from different cultures. As part of the program, the participants are also given the opportunity to receive support and develop social entrepreneurship project.</p>
COORDINATOR:	Projet Aladin 8, rue de Prague 75012 Paris, France www.projetaladin.org
CONTACT:	Clémence DAUDON
PARTNERS:	BAHCESEHIR UNIVERSITESI FOUNDATION, TR; SCHOOL OF ORIENTAL AND AFRICAN STUDIES, UNIVERSITY OF LONDON, UK; University Mohammed V-Agdal , MA
GRANT AMOUNT:	122 465 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Developing partnerships between education and employment
PRIORITY 2:	Stimulating active participation of young people in democratic life
TOPIC 1:	EU Citizenship, EU awareness and Democracy

TOPIC 2:	Ethics, religion and philosophy (incl. Inter-religious dialogue)
TOPIC 3:	Intercultural/intergenerational education and (lifelong)learning
CLUSTER(S):	Inclusion & Tolerance

PROJECT NUMBER: **2014-1-HR01-KA200-007181**

TITLE:

EH-CMAP: ADVANCED TRAINING ON ENERGY EFFICIENCY IN HISTORIC HERITAGE

DESCRIPTION:

The proposal is for the preparation of a knowledge tool and start-up of an advanced training path on the subject of energy efficiency in historic buildings. The training process envisaged focuses on a specific question of the complex subject matter dealt with: up to what point is it possible to preserve historic-cultural characteristics while, at the same time, improving the buildings involved from the energy standpoint? The question does not concern the mere energy improvement of existing buildings, but the drafting of flexible indications which, by means of a cognitive-performance type of approach, make it possible to define the most suitable actions, through a process based on an in-depth knowledge of the building and its relationship with the context.

At the international level, in particular for Europe and the Mediterranean, this topic is recognized as being of central interest and topicality, as demonstrated by a growing number of studies being conducted internationally: 3ENCULT (2010-2014); GOVERNEE (2010-2013); SECHURbA (2008-2011); New4Old (2007-2010); BRITA in PuBs (2004-2008); RECITE/REBUILD (1993-1995). A common factor of these experiences is that they highlight the logic of integration of the various pieces of knowledge, as the main strategy for dealing with the enhancement and regeneration of the historic identity and energy and environmental qualities of settlements. What is more, there is a call for the training of scientific and professional figures as a first, fundamental step toward dealing with the various matters being discussed, with the highlighting of the following:

1. the lack of teaching paths specifically oriented toward the interdisciplinary training required by the topic in question;
2. the incompleteness of a systematic study on the topics of conservation and sustainability capable of developing research paths that are innovative from both the theoretical and operational standpoints;
3. the insufficiency of tools capable of facilitating orientation within complex professional themes, capable of making the best use of the techniques and technologies for building the integrated project.

In order to deal with these inadequacies, the idea is to prepare a tool based on conjunctive learning, strongly oriented toward the operational aspects of the specific thematic matter, applied to specific geographic areas. For this purpose, the tool used will be that of "conceptual maps: a device considered valid for supporting an open, never mechanically determined, cognitive process, capable of fostering the interactions and connections among known subject matters, while at the same time ready to tap into new information and new connections. The tool is used in various fields of scientific research, and is also an indispensable tool for transferring complex mental elaborations in the field of artificial intelligence and multi-agent systems.

The use of complex maps and their elaboration will be the subject of study during the first year of work. During the second year, the maps prepared will be discussed and compared among the various participants and discussed in dedicated workshops.

The potential targets of the training programme are:

- teachers, working in university and post-university education on conservation and energy efficiency subjects, for whom the complex map may be a teaching tool;
- researchers, working on the definition and optimization of coded or experimental operating methods, tools, and techniques, for whom the complex map may be a study tool, to be expanded and updated;
- students and professionals, learning and knowingly applying state-of-the-art methods, tools, and techniques, for whom the complex map may be a tool of support and technical-vocational guidance.

The expected results of the project are:

- a. proposal of a cognitive model as well-structured and relevant to experimented situations as possible, capable of supporting the critical transfer from general characteristics to specific local needs;

b. drafting of a knowledge tool, for the purpose of developing a continuous learning of the skills for mediation between energy requirements and the historic and aesthetic values of historic buildings;

c. construction of a single expandable and modifiable framework of methods, technologies, and techniques, as a facilitating tool for a constant updating of the possibilities for managing interrelations between energy efficiency strategies and the conservation of historic buildings;

d. innovation of the process envisaging the hybridization of the methods and tools of programmed conservation with a series of energy aspects to be monitored, directing toward differentiated solutions depending on the local geographic characteristics;

e. development of highly professional skills, for an ability to work easily within complex and transdisciplinary thematic areas.

COORDINATOR:	IRENA Rudarska 1 52220 Labin, Croatia www.irena-istra.hr
CONTACT:	Dalibor Jovanovic
PARTNERS:	PATRONATO DE LA ALHAMBRA Y GENERALIFE, ES; MALTA INTELLIGENT ENERGY MANAGEMENT AGENCY, MT; UNIVERSITA DEGLI STUDI DI ROMA LA SAPIENZA, IT; UNIVERSIDADE DO ALGARVE, PT
GRANT AMOUNT:	249 835 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Energy and resources
TOPIC 2:	Environment and climate change
CLUSTER(S):	Education for Sustainable Development

PROJECT NUMBER: **2014-1-HR01-KA203-007203**

TITLE:

PRACTICING DESIGN

DESCRIPTION:

The project Practicing Design is promoting the work based learning and development of transversal and entrepreneurial skills in the design education by testing and developing a set of innovative trainings. The aim of the project is to find new and innovative design education practice in order to bridge the gap between education and professional working and to upgrade designers' skills necessary for the better socio-economic outcomes.

The main project output is Design Training Course that foster the development of transversal skills and promote the take-up of practical entrepreneurial experiences. This course can be implemented in a curriculum of Design Faculties or as a VET course through sectors associations and organisations in the context of life-long learning and up-skills of young professionals.

The Design Training Course will be developed through the exchange of good practice between 8 regional partners organisations from 3 countries coming from the field of education, business and sector alliance in order to improve the quality and efficiency of design education and make it correspondent to the social and economic needs of the design sector in the region. The project expert team involves range of experts from partners organisations like professional designers, design managers, design and economy professors from design academies and faculties, business managers, PR experts and marketing and sale managers that will carry out project activities.

The professional design sector in partners countries do not have developed quality VET systems and analyses show that design professionals do not have the necessary entrepreneurial skills to run a successful business and that they do not have the necessary skills to communicate effectively with the business sector. To address these needs the project is developing activities to: enhance the business and entrepreneurship skills of designers; support designers in engaging with business; encourage designers to engage in continuous professional development and up-skill.

Regional Higher Education Institutions share the similar problems as the European ones: students emerging from design higher education institutions do not always possess the necessary skills for employment. To address these needs the project is developing activities to: integrate development of transversal and entrepreneurship skills into education course; encourage collaboration projects between design students; make internships in industry and design agencies as a part of design course.

So the project objectives are:

- to enhance the quality and relevance of the learning offer in education and training by developing new and innovative approaches
- to reinforce links between education and training with the world of work
- to promote take-up of innovative practices in education and training by supporting personalized learning approaches, collaborative learning and critical thinking, OER, open and flexible learning, virtual mobility
- to promote structured inter-regional and cross-border cooperation
- to improve the capacities of organisations active in the fields of education, training and youth in the areas of organisational management and quality of learning provision
- to promote entrepreneurship education to develop employability and new business creation

The result of the first phase of the project activities will be Study Rethinking Design Education consisting of 3 analyses of educational shortage in regional context. On the base of the Study that detected skills and knowledge needed for employability and not provided by design curriculum the project team of experts will develop guidance framework for the second output Design Training Course that is addressing these skills mismatches. The Course will be developed through series of training workshops with experts relevant for the needed topics and group of design students as to course meets learners' needs.

Envisaged impact of the project and longer benefits on the participating organisations are that they can implement the Design Training Course and enhance the quality and relevance of the learning offer in their education and training organisations. Also this project offers them a possibility to be relevant stakeholders in international discussions about rethinking education topic and be able to collaborate in more international projects.

The project will promote the rethinking and take-up of innovative practices in education and training on the national and regional level thus raising the awareness among all stakeholders and public about needed enhancement of the quality and relevance of the learning offer in education and training and the needed links with the world of work

COORDINATOR:	CROATIAN DESIGNERS ASSOCIATION BOSKOVICEVA 18 10000 ZAGREB, Croatia https://dizajn.hr
CONTACT:	Mirjana Jakusic
PARTNERS:	SVEUCILISTE U ZAGREBU ARHITEKTONSKI FAKULTET, HR; UNIVERZA V LJUBLJANI, SI; Zavar Company DOO Skopje, MK; Evropski Univerzitet - Republika Makedonija, Skopje, MK; ZDRUZENIE ZA KULTUREN I EKOMSKI RAZVOJ I POVRZUVANJE JAVNA SOBA SKOPJE, MK; Prostoria d.o.o., HR; VELEUCILISTE VERN, HR; designaustria, AT
GRANT AMOUNT:	202 815 EUR
CONTRACT DURATION:	30 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Overcoming skills mismatches (basic/transversal)
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching & Training; Employability

PROJECT NUMBER:

2014-1-HU01-KA203-002366

TITLE:

THREE LAYERS OF TELLING A STORY: CREATION OF JOINT CURRICULA IN THE HIGHER EDUCATION OF CINEMATOGRAPHERS, PUPPETEERS AND APPLIED THEATRE PRACTITIONERS

DESCRIPTION:

The 2011 EU Modernisation Agenda outlines that „education, and in particular higher education, plays a crucial role in individual and societal advancement. Moreover, the international mobility of students, researchers and staff, as well as the growing internationalisation of higher education, have a strong impact on quality and affect the key areas.

Our project replies to these statements and is in line with the aim of „Strengthening quality through mobility and cross-border co-operation. It helps to realise the target “to double the proportion of students completing a study or training period abroad to 20% by 2020.

There are 138 Erasmus Mundus Masters Courses registered, but none of them is in the field of cinematography, puppetry or applied theatre. The project is innovative, targeting joint curriculum in new fields of higher education. Also the structure of the programme has an added value: experts of the different fields can share their experiences in the process of curricula development and help each other to achieve the best output possible with the help of continuous feedback coming from test teaching of international students.

What are the three layers of storytelling? Cinematography is the art and craft of translating a story into images. Puppetry translates a story into animating objects. Educational Drama and Applied Theatre itself is an innovative method that uses theatre as a tool to achieve pedagogical and social impact, translates a story into action, talk, theatre and drama.

The planned consortium consists of 8 partners from Ireland, Estonia, United Kingdom, Norway, Czech Republic, Poland, Slovakia and Hungary. The University of Theatre and Film Arts Budapest is member of three key umbrella organisations (CILECT, E:UTSA and IDEA), so we have connections to hundreds of art educator organizations and have selected our potential partners very carefully from them. Our main concern was to select universities of high quality educational work and experience in international cooperation.

The general structure of the project:

- Members of the consortium will form three working groups, each for a field of art: cinematographer, puppeteer and applied theatre. The working groups will work parallel for 3 years. They organize teaching practice for host teachers with mixed nationality group of students, testing curriculum module, collecting feedback from students and building in the development of the curriculum, repeated cycle of curriculum improvement.
- All three working groups will create an intellectual output, a joint curriculum during the three years.
- After the creation of their intellectual output, members of the working groups will continue working together on the dissemination of the output.
- During the project period, leaders of three working groups are in constant contact in order to share their experiences with each other. Representatives of all partners will meet four times during the project period at the transnational project meetings.

Results / direct beneficiaries

- 84 learning mobility for students
- 42 learning mobility for teachers
- 88 mobilities at management meeting
- 2 conferences with at least 265 participants

- 14 test teachings for cca. 420 students from different nations
- Intellectual outputs: 3 joint curricula, detailed quality plan
- Detailed dissemination plans (8 national)
- Semi-structured interviews with teachers and students (minimum 20 / 5 countries)
- An accepted interim and a final evaluation report
- Media appearances (90: at least 10 national /country and 10 European instances of media coverage)
- 4 project meetings

Indirect beneficiaries:

- 8 universities – increasing professional knowledge, reputation and experience in international cooperation
- cca. 1.000 teachers and cca. 50.000 students from the 8 universities (teachers attending project meetings, test teachings and working groups will multiply the knowledge and experiences at their host university)
- cca. 900 students in ten years from all around the world (30 students per new curriculum per year), who will take advantage of the new international trainings – multiplying what they have learnt in the whole world, either as teachers or professionals
- stakeholders of the three professional fields (multiplying and mushrooming around the world)

As a result of the project we will create joint training programs of different complexity in three fields of arts education (potentially but not necessarily three joint MA programs). The established partnerships may also form the basis of a future network for international artistic higher education. The ERASMUS+ Joint Master Degree program is a main target of the partnership for future cooperation. This grant for this project can be considered as a SEED MONEY that leads to (in best case) three self-sustaining educational program in the long run. So the cost-benefit ratio is very effective.

COORDINATOR:

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CONTACT:

Rita Titkos

PARTNERS:

AKADEMIE MUZICKÝCH UMENÍ V PRAZE, CZ;
TALLINN UNIVERSITY, EE;
DUN LAOGHAIRE INSTITUTE OF ART, DESIGN & TECHNOLOGY, IE;
AKADEMIA TEATRALNA IM. ALEKSANDRA ZELWEROWICZA W WARSZAWIE, PL;
UNIVERSITY OF KENT, UK;
Høgskolen i Bergen, NO;
Vysoká škola múzických umení v Bratislave, SK;
UNIVERSITATEA DE ARTE DIN TARGU MURES, RO

GRANT AMOUNT:

380 730 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda

TOPIC 1:

Creativity and culture

TOPIC 2:

International cooperation, international relations, development cooperation

TOPIC 3: New innovative curricula/educational methods/development of training courses

CLUSTER(S): International Cooperation; Teaching & Training

PROJECT NUMBER:

2014-1-HU01-KA203-002367

TITLE:

INTERNATIONAL SOCIAL INNOVATION COMPETITION FOR STUDENTS AND ADULT LEARNERS

DESCRIPTION:

According to the EU's definition "Social enterprises seek to serve the community's interest (social, societal, environmental objectives) rather than profit maximisation. They often have an innovative nature, through the goods or services they offer, and through the organisation or production methods they resort to. They often employ society's most fragile members (socially excluded persons). They thus contribute to social cohesion, employment and the reduction of inequalities.

We are surrounded by a number of urging social issues today: social exclusion, poverty, high unemployment rates, aging population, deteriorating environment and many more. These problems are unfortunately present everywhere in the world, and we are faced with them in our immediate vicinity as well. Our project aims at raising the awareness of university students to the most important problems of their regions, and at urging them to think in a socially responsible way, so that they become active and committed actors of their homelands.

The main objective of our project is to - based on the co-operation of universities, regional and sectorial development organisations - create a multipliable methodology that continuously provides new social innovation solutions for Europe. In order to accomplish this goal, we are to introduce an International Social Innovation Competition for Students. Through this initiation we further aim to:

- promote the concept of social entrepreneurship and social innovation
- draw the attention of university students to various social issues
- urge students to think in a socially responsible way
- encourage them to find solutions to social issues using entrepreneurial concepts
- create a competition concept that can easily be replicated anywhere in Europe
- improve entrepreneurial skills of students
- enhance international cooperation between students

For the elaboration of the proposed activities, a well experienced Consortium is formulated from six expert groups, representing five countries from the European Union. Two universities, one adult education provider, two non-governmental and one public organisation responsible for regional development, teamed up for this work.

The Partnership will elaborate the following activities:

- Compilation a set of best practices of enterprise and student competitions,
- Adaptation of social entrepreneurship and social innovation workshop materials,
- Organising pre-selection regional and one International Social Entrepreneurship Competition for Students,
- Compiling the International Social Entrepreneurship Competition Kit for the support of universities and other organisations interested in joining our initiation.

As a main result, we expect:

- the concept of social entrepreneurship to be more widely distributed,
- the emerge of creative, new social innovation / entrepreneurship ideas and
- the continuation of our initiation with educational institutions and development bodies joining our contests, organising their events with the help of the Competition Kit.

On the longer term, this initiation could help to widely disseminate the concept of social innovation and encourage young people to use their talents for the support of disadvantaged groups.

COORDINATOR:	UNIVERSITY OF PANNONIA EGYETEM U 10 8200 VESZPREM, Hungary www.uni-pannon.hu
CONTACT:	Beáta Fehérvölgyi
PARTNERS:	CVO Antwerpen, BE; UNIVERSITAT ROVIRA I VIRGILI, ES; EUROPA CONSORTIUM Regional Development Non-profit Limited, HU; Regionalna razvojna agencija Slavonije i Baranje d.o.o. za medjunarodnu i regionalnu suradnju, HR; BIC GROUP, spol. s r.o., SK
GRANT AMOUNT:	230 409 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Employability; International Cooperation

PROJECT NUMBER:	2014-1-IE02-KA200-000123
TITLE:	THE DEVELOPMENT AND DISSEMINATION OF METHODOLOGIES FOR LOW-COST MOOC PRODUCTION AND DELIVERY.
DESCRIPTION:	<p>LoCoMoTion is a project on the development and dissemination of methodologies for Low-Cost Mooc Production. Its purpose is to increase activity in the development of MOOCs in Europe. By investigating and verifying the cost-effectiveness of a range of techniques, it will increase the capacity of institutions to develop MOOCs and the number of institutions and individuals that can afford to develop MOOCs. By reducing the cost of development and delivery, it will improve the sustainability of MOOCs and increase the range of topics available from those of general interest to more specialised audiences, minority languages and topics that change quickly over time.</p> <p>The project leader is Institute of Technology Sligo, Ireland, a higher educational institutional with over twelve years experience in online distance learning using low-cost development methods and more recent experience in MOOC production. Technical University of Delft in Holland is very active in Open Education being a key member of the Open Courseware Initiative in Europe and active in the production of MOOCs for Coursera and edX. University of Girona in Spain is active in the development of MOOCs and has recently run training courses on DIY MOOC production. Fachhochschule Bielefeld in Germany is active in the rapid low-cost development of e-learning content. University of Leicester, an institution with extensive experience in distance learning and e-learning research is carrying out evaluation on the cost effectiveness of the techniques identified as part of this project.</p> <p>The core methodology for both the identification of low-cost methods and their dissemination is a MOOC in itself. This primary MOOC will be based on the experiences and knowledge of the core team, and will also use constructivist and connectivist techniques to harness the efforts of the participants to identify and test techniques for their cost-effectiveness, and use the knowledge generated in a second delivery of this MOOC. This MOOC will be accredited and delivered continuously beyond the end of the project and subject to continuous improvement using this approach.</p>
COORDINATOR:	ITS BALLINODE - ASH LANE SLIGO, Ireland www.itsligo.ie
CONTACT:	Brian Mulligan
PARTNERS:	BATH SPA UNIVERSITY, UK; UNIVERSITAT DE GIRONA, ES; TECHNISCHE UNIVERSITEIT DELFT, NL; FACHHOCHSCHULE BIELEFELD, DE
GRANT AMOUNT:	152 494 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Recognition, transparency, certification

TOPIC 3:

Open and distance learning

CLUSTER(S):

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

PROJECT NUMBER: 2014-1-IE02-KA203-000125**TITLE:** #DARIAHTEACH

DESCRIPTION: The DARIAH-RC Strategic Partnership presents a unique new approach to curriculum development: an international consortium consisting of 7 institutions from 7 European countries will join forces to establish an open source, freely-available modular reference curriculum and key benchmarking criteria in the rapidly expanding field of Digital Humanities along with an extensible collection of high-quality, internationally-vetted multilingual training materials.

While there may be many millions of digital objects available on the World Wide Web, the integration and exploitation of these objects in educational settings, using new research methodologies to pose and answer new research questions about them, is still embryonic. There are only a handful of HEIs offering degrees in these new methods, theories, and tools throughout the world, most commonly known as Digital Humanities (DH).

Digital Humanities is a fast growing field that brings innovative and cutting-edge ICT methods to the humanities. It is interdisciplinary in nature, spanning not only the various fields of the humanities, but computer science, engineering, information studies, design, and the social sciences. Because of its digital underpinnings, traditional print textbooks, while adequate for teaching theory, are less suitable for teaching methods (including coding, mark-up, visualization, and modelling) in which there is a strong practice-based component.

Humanities students taught via traditional methods (some dating back as far as the 19th century) are left out of acquiring the skills and digital competencies necessary to participate in the knowledge economy of the 21st century. Digital Humanities bridges that gap by using cutting-edge ICT methods integrated into a humanities curriculum, providing students with transversal digital skills, and as such, provides a valuable route for students to increase digital competencies and skills, to improve their employment prospects, and to provide professional development opportunities for HEI educators.

The deliverables of this project will be freely available online through the infrastructure associated with the European-wide Digital Research Infrastructure for the Arts and Humanities, ensuring its long-term sustainability. It will be designed in such a way that curricula can be localised both for multiple languages and traditions. This will allow learners across Europe to learn in their own language using examples from their own traditions, while providing a methodological template so that instructors can avoid wasteful duplication of effort.

In addition to creating the first-ever European-wide Digital Humanities reference curriculum addressing key competencies and skills necessary for the use of computational methods in the study of the Arts and Humanities, DARIAH-RC will highlight the role of cultural diversity in European education by offering examples of and encouraging further adaptation of training materials to specific linguistic/cultural contexts. In doing so, DARIAH-RC will dispel any notion that the use of ICT methods leads to abstract representations of culturally impoverished outputs. On the contrary, we will show how the use of digital technologies can help us identify, analyse and promote the unique contributions that individual languages and cultures have made to Europe and the world as a whole.

The impact of DARIAH-RC will, however, not only be symbolic. In very practical terms, this strategic partnership will enable the meaningful, project-oriented and policy-relevant exchange of know-how between the participating institutions. In addition, it will raise the profile of Digital Humanities in participating and other countries by bringing an accessible and highly visible educational resource to our primary stakeholder audience: traditional humanities scholars, instructors and students who have not yet made the use of computational methods part of their intellectual portfolio. Moreover, since all our intellectual outputs will be publicly and freely available through an open access portal, other potential stakeholders will be reached: the general public, life-long learners and cultural heritage professionals. By embedding the curriculum and training materials in the DARIAH-EU infrastructure, this strategic partnership can guarantee the long-term sustainability of the project outputs beyond the project period.

Without an Erasmus+ grant, it would be impossible to gather, exchange and develop the technological know-how and the multinational pedagogical expertise necessary for lifting this project off the ground. The Erasmus+ framework presents an ideal opportunity for realizing the goals of the DARIAH-RC strategic partnership and for supporting innovative practices in the field of Digital Humanities training and education in Europe.

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PARTNERS:	UNIVERSITE DU LUXEMBOURG, LU; INSTITUT SUISSE DE BIOINFORMATIQUEFONDATION ISB, CH; ERASMUS UNIVERSITEIT ROTTERDAM, NL; ATHENA RESEARCH AND INNOVATION CENTER IN INFORMATION COMMUNICATION & KNOWLEDGE TECHNOLOGIES, EL; UNIVERSITE DE LAUSANNE, CH; OESTERREICHISCHE AKADEMIE DER WISSENSCHAFTEN, AT; Centar za digitalne humanisticke nauke, RS; AARHUS UNIVERSITET, DK
GRANT AMOUNT:	299 290 EUR
CONTRACT DURATION:	30 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Supporting the production and adoption of Open Educational Resources in diverse European languages
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER:

2014-1-IS01-KA203-000172

TITLE:

QUALITY ASSURANCE AND ENHANCEMENT MARKETPLACE FOR HIGHER EDUCATION INSTITUTIONS

DESCRIPTION:

Improving European education and training system quality has been set as a key target in Europe's strategy to become a smart, sustainable and inclusive economy by 2020 (Council of the European Union, 2010). These objectives are more specifically defined in the so called Modernisation Agenda (EC 2011). More specifically it sets a goal to improve the quality and relevance of higher education. In this process external evaluation and self-assessment are seen in a key role!

Although there are plenty of methods for both self- and cross-evaluation, there is a lack of models for a comprehensive approach, taking account the needs to increase international collaboration and improve international comparability in HEIs. There have been many European projects on QA, but they do not cover still existing problems with accreditation such as required resources, complexity, delays between the evaluation rounds, poor feedback, poor quality loop and distance from continuous education development. There is a need for more flexible evaluation models and processes with peers to reduce the inertia of heavy accreditations/evaluations in HEIs. Contemporary processes are too laborious and increasingly demanding, binary evaluation lacks feedback on how to improve, and moreover, more and more reporting is demanded.

QAEMarketPlace4HEI -project proposes a flexible and collaborative method, processes and tools for degree program / higher education evaluation, as a complement for weighty/ponderous accreditations. The innovativeness of the project lies in the collaborative model of quality assurance that can complement accreditations and existing QA systems. The project promotes and strengthens the European cooperation in quality assurance while designing and piloting new kind of continuous, accessible, cooperation based model, tools and a virtual platform (the Market Place) supporting so called cross-sparring between institutions. Cross-sparring is to be understood as a process to make feedback more collaborative, concrete and objective, thanks to critical, but discreet brainstorming sessions, where strategies can be discussed, repeatedly contributing to the quality assurance with a critical external view. As in sport, a sparring partner helps to keep eyes on the objectives, learn from experience and stimulate reflectivity. This approach is beneficial both for the institution evaluated, which will get a more objective view on its strengths and potential improvements, and for the sparring partner which may identify best practices that can be useful for his own institution. The Market Place serves as a tool for finding the best possible sparring partners as well as a forum for networking, sharing experiences, information and best practices.

The project consortium consists of eight European higher education institutions: Reykjavik University, Iceland; Turku University of Applied Sciences, Finland ; Aarhus University, Denmark; Helsinki Metropolia University of Applied Sciences, Finland; Umeå University, Sweden; Telecom Bretagne, France; Aston University, United Kingdom and Queens University Belfast, United Kingdom.

The project implementation is based on the circular model of quality assurance. The first phase of the project focuses on the self-evaluation and how to ensure the results from different self-evaluation methods provide the right kind of information to enable the best possible pairs for the cross-sparring. Pilot HEIs are supported in this by kick-off workshops. During the second phase, this information is entered to a virtual platform built in this project, the Market Place, where the actual pairing is conducted. Later also the results from the cross-sparrings are entered to the Market Place. Thus the most common development themes can be identified to arrange special theme workshops open for all interested. The Market Place also serves as a database for QA methods, best practices etc. The third phase is about the defining, piloting and refining the cross-sparring method. The continuity of the quality enhancement process after the cross-sparring is supported by collaborative workshops.

The project derives from the experiences and actual needs distinguished in the participating institutions to develop the quality assurance process. As a result the degree programs, which are selected for piloting the self-evaluation and cross-sparring processes, are able to exploit the project results directly during the project in their quality assurance and development processes. The beneficiaries of the project are equipped with innovative tools of quality assurance in higher education that can be directly exploited and applied to the every-day life of the HEIs in practical, concrete level.

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PARTNERS:	THE QUEEN'S UNIVERSITY OF BELFAST, UK; INSTITUT MINES-TELECOM, FR; AARHUS UNIVERSITET, DK; ASTON UNIVERSITY, UK; METROPOLIA AMMATTIKORKEAKOULU OY, FI; TURUN AMMATTIKORKEAKOULU OY, FI; UMEA UNIVERSITET, SE
GRANT AMOUNT:	213 359 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 2:	Quality Assurance
TOPIC 3:	Quality Improvement Institutions and/or methods (incl. school development)
CLUSTER(S):	Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2014-1-IS01-KA203-000177

TITLE:

SMALL STATES IN EUROPE: OPPORTUNITIES AND CHALLENGES

DESCRIPTION:

The project will create a consortium of key strategic partners involved in innovative teaching, research and publishing in the field of small state studies and European integration. Small state studies is an under-developed research field best suited for development through the collaborative efforts of higher education institutions in small states. The strategic partners in this project are academically recognized leaders focusing on specific aspects of small state studies. Transversal synergy and cross-fertilization will be created by pooling capacities from the partners. The overall objective of the project is therefore to address the challenges concerning the need to develop the field of small state studies. This will be achieved by utilizing innovative practices in education with the strategic use of information and communication technologies (ICT), open educational resources (OER), promoting awareness and close cooperation. The project will ultimately improve the capacities of the participating institutions and promote cross-border collaborative learning, teaching and research.

The objectives of the project are linked to the following activities:

- i. intensive study programmes,
- ii. blended mobility,
- iii. multiplier events,
- iv. new open-access online courses and curricula, and
- v. new academic publications.

These activities will be developed in close cooperation between the strategic partners and will be based on four interlinked key teaching and research pillars. These pillars are built on the specific expertise of the partners and jointly create new inter-regional synergies fostering the development of the field at the European level.

Pillar 1: The role of small states in European integration

Pillar 2: Good governance, innovation and entrepreneurship in small states

Pillar 3: Foreign policy and security challenges of small states

Pillar 4: Promoting sustainable development in small states

To fulfil the objectives of the project, the Centre for Small State Studies at the University of Iceland and the strategic partners will:

1. Organize an annual intensive study programme in Iceland where participants from all strategic partners (teachers and students) meet. A second programme will be hosted at Vilnius University in Lithuania each year. These study programmes will promote structured transnational cooperation linked to the above mentioned four pillars.
2. Blended mobility activities will be utilized to promote the professional transversal engagement of staff and students. This will contribute to the removal of artificial boundaries and promote capacity building and cross-national synergies, as well as promote inter-European collaboration on small states studies.
3. Open access on-line teaching material will be created jointly by all partners in the consortium and made available to all. Furthermore, teachers from different universities within the consortium will jointly develop new courses that students from the partner universities can actively participate in. Software such as Moodle will be utilized with the emphasis that the students, and not just teachers, can contribute to the virtual educational experience. Using on-line technology, students will be supervised in their final dissertations by academic staff from across the partner universities, facilitating

access to expertise and insight that may not be necessarily available at their home university. The consortium thus truly aims at inter-European integration vis-à-vis the delivery of knowledge about small state studies.

4. With the new forms of cooperation listed above, the consortium will develop multidisciplinary research projects, deliver scientific publications in the field, drawn from the four pillars, and increase public access and knowledge by offering open seminars aimed at disseminating the intellectual output realized by the project.

Each strategic partner brings a particular strength to the consortium linked to the four pillars.

The partners, in addition to the Centre for Small State Studies at the University of Iceland, are:

- University of Copenhagen (Denmark)
- Vilnius University (Lithuania)
- Tallinn University of Technology (Estonia)
- University of St. Andrews (Scotland/United Kingdom)
- University of Malta (Malta)

As a whole, the consortium aims to trigger the further modernization and internationalization in the involved higher education institutions and to remove artificial boundaries set by geography. All of this to be delivered in the realm of small state studies – an under-developed research field and one which, to date, has not established an active and vital transnational collaboration effort such as envisaged by this project.

The future goal of the consortium is to develop a joint Masters programme in small state studies. This initial collaborative project should thus be seen as a first step in that ultimate direction.

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GRANT AMOUNT:	227 649 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Research and innovation
CLUSTER(S):	International Cooperation; Teaching & Training; Research & Innovation

PROJECT NUMBER:	2014-1-IS01-KA203-000179
TITLE:	NAIP: INNOVATION IN EUROPEAN HIGHER MUSIC EDUCATION
DESCRIPTION:	<p>This strategic partnership is based on years of collaboration of several European conservatoires where the music masters programme for New Audiences and Innovative Practice, NAIP, was developed and implemented. The partnership does also include new partners, which have in the recent years witnessed the progress of the NAIP programme and thus gained interest in its methodologies and ideology. This partnership project consists of several events over two years period aimed at further development, improvement and promoting of methodology and joint curriculum using mobility in the form of two intensive study programmes, three working groups, two joint staff training events and two periods of staff development. The core of the NAIP programme is creative collaborative learning, where mentoring and practice based research play a major role. The aim is to be a platform for professional integration, entrepreneurship, collaborative practice, cross-arts and cross-sector practice and community engagement within the domain of higher education. This is particularly relevant as the music world is increasingly in need of more variety of skillful and flexible musicians capable of relating to society and finding new roles and carriers, at the same time as traditional employment opportunities are less and less accessible. The programme calls for creative musicians who have achieved a high standard of performance and show strong potential of entrepreneurship, leadership and communication skills. This project will strengthen the foundations of developing and promoting creative collaborative learning with enhanced quality, utilizing cross border collaboration and extensive dissemination and thereby making way for greater relevance of higher music education in Europe and beyond.</p>
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PARTNERS:	<p>METROPOLIA AMMATTIKORKEAKOULU OY, FI; Kungliga Musikhögskolan I Stockholm, SE; NATIONAL UNIVERSITY OF SINGAPORE PUBLIC COMPANY LIMITED BY GUARANTEE, SG; UNIVERSITÄT FÜR MUSIK UND DARSTELLENDE KUNST WIEN, AT; HANZEHOGESCHOOL GRONINGEN STICHTING, NL; Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen, BE; Norges musikkhøgskole, NO; Guildhall School of Music and Drama, UK; STICHTING HOGESCHOOL DER KUNSTEN DEN HAAG, NL</p>
GRANT AMOUNT:	246 623 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Research and innovation
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching & Training; Research & Innovation; Employability

PROJECT NUMBER: **2014-1-IT02-KA200-002591**

TITLE:

ELENE4WORK: LEARNING TO LEARN FOR NEW DIGITAL SOFT SKILLS FOR EMPLOYABILITY

DESCRIPTION:

Many reports issued by the European Union, by University researchers and human resources experts point out that the so called "soft skills are closely connected with employability of young people entering the labour market. Further studies argue that companies are in vital need of the digital skills the generation that grew up with the internet have.

OERs (Open Educational Resources) and MOOCs (Massive Open Online Courses) can play a crucial role in facilitating lifelong learning for all learners and in improving the quality of content and the distribution of both formal and informal education providers, and a digitally inadequate education system can hamper the development of learners' knowledge and skills.

eLene4work will help students develop the soft skills mostly required by companies and will help companies exploit the digital talents of new employers and young workers.

eLene4work then proposes a strategic partnership whose goal is to test and monitor the possibility offered by MOOCs and OER to fill the gaps between the university and the labour market.

The aim of the eLene4work project is to allow students to:

- autonomously identify their own:
 - o gaps in soft skills and competences, in order to develop or improve them;
 - o their potential in digital soft skill, to bring them into the companies/labour market;
 - autonomously learn how:
 - o to fill their skill gap using MOOCs (and other OERs)
 - o to include in their cv their soft skills and their digital soft skills in order to enhance the opportunity to enter the labour market.
- The project will involve:
- for the Focus Groups (Output 2)
 - o 8 students and young workers in Focus Group 1
 - o 8 teachers, HRs, managers in Focus Group 2
- for each country
- in the validation of the Self-Assessment Tool (Output 3):
 - o 10 students will be involved
 - training activities by MOOCs will involve 80-90 students from different countries.
 - the preparation of the Guide (Output 4) will involve a group of 10 students, the careers guidance unit, the university's community manager and the learning technology unit.
- Furthermore the project will involve 17 associated partner (including both Large companies and SMEs entrepreneurs)

The main activities of this project could be described as follows.

Sharing knowledge activity about the themes of the project among the different partners to put together studies, previous projects and researches on soft skills/ soft skills 2.0.

Qualitative data gathering (on soft skills and digital soft skills) through focus groups. The focus groups will be organised in each country with the participation of HR/Manager/Teachers, on a side, and with the participation of students (closed to graduation) and young workers, on the other side.

Development of tools to support student soft skills and digital soft skills development:

- Creation of a tool for the assessment of soft skills and digital soft skills in students, validated by Companies/HR/Manager;
- Creation of a MOOCs Orientation Guide for students and young workers;
- A personal Journal to support student learning and the evaluation of their experiences.

Students Training Activities. There will be a set of training activities with two different student samples:

1 - a country-based sample of student (8-10 students for each institution involved), that will follow their own University's MOOCs or any kind of MOOC available (on soft skills/soft skills 2.0).

2 - an international sample, transversal to all the institutions, belonging to EUCA network (20 students coming from different countries). This sample will follow any kind of MOOC available (on soft skills and soft skills 2.0).

The evaluation and the training will be the same, using the same standard of evaluation (05 Personal Journal), and the same methodology of (06 Field evaluation of the students learning and experience).

For EUCA the project will include training and teaching activities that will require the blended mobility of students and trainees/teachers.

The projects builds on an innovative methodology, i.e. the use of MOOCs and OER to help students develop soft skills and digital soft skill. The project recognises the importance of traditional ways of teaching and learning, and will contribute further research into the question of whether and how OERs and MOOCs can enhance individuals' learning outcomes in addition to, or as an integral part of, traditional teaching methods. The lessons learnt will then be reversed into a Toolkit (LLK, Lesson Learned Toolkit), with a set of publications targeted to different groups.

The project will furthermore contribute to the change/improvement of teaching/learning approaches connected to soft skills and digital soft skills in the involved countries, at the end of the project, and in other countries in the long term.

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UNIVERSITY OF DUNDEE, UK;
HELSINGIN YLIOPISTO, FI;
SOMATEIO EPIXEIRIMATIKOTITA NEON/ JUNIOR ACHIEVEMENT GREECE, EL;
UNIVERSITE PARIS OUEST NANTERRE LA DEFENSE, FR;
UNIwersytet Marii Curie-Skłodowskiej, PL;
EUROPEAN DISTANCE AND E-LEARNING NETWORK LBG, UK;
European University College Association, BE

GRANT AMOUNT:

419 353 EUR

CONTRACT DURATION:	34 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Promoting the professional development of staff and youth workers in ICT methodologies
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Recognition (non-formal and informal learning/credits)
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2014-1-IT02-KA200-003402

TITLE:

COMMONS

DESCRIPTION:

Academic institutions and other higher education and training bodies worldwide are producing a wide range of educational content that is made available to other educational actors and students as Open Educational Resources (OER) that can be freely shared and re-used. Edx, Coursera, OER Commons, Connexions, the Khan Academy are only a few examples of the diverse actors proposing open content in various formats (from Massive Open Online Courses to university video lectures, to training webinars, etc.).

The CommonS partners are part of this OER revolution, but believe that some issues need addressing:

- the difficulty to share and reuse open resource knowledge chunks due to language barriers
- the difficulty to find and retrieve educational content, especially for lifelong learning purposes
- the need to adapt such knowledge chunks from a cultural point of view (localisation)
- the lack of adequate social and collaborative features in e-learning contexts (online communities)
- the lack of active involvement of participants in the online learning process

The CommonS (Common Spaces for collaborative learning) project is aimed at the development of a co-learning and e-mentoring Virtual Community of Practice (VCoP) devoted to improving the employability skills and opportunities of participants and reducing the gap existing between the academic world and the labour market, by means of appropriately remixed and localised OERs.

The participants (university lecturers, graduate and postgraduate students, young and senior professionals, vocational trainers) will take on different and flexible roles (mentor, mentee, tutor, supervisor) within the VCoP, in which they will collaborate in various activities, all aimed at the improvement of employability:

- categorisation of available OER content (especially for foreign language, information technology and entrepreneurship skills)
- reuse and remix of categorised OER content
- translation and localisation of categorised and remixed OER content
- participation in open courses made available through the Community

Initially, a small number of participants from universities in Italy, United Kingdom and Portugal (around 150 students and 10 lecturers) will beta-test the online platform developed by the CommonS partners. A small group of senior professionals and trainers (around 20) will also take part in this initial Community.

Through adequate dissemination activities, participation in CommonS will then be extended gradually to other students in universities taking part in the project and in the main three partner countries. Other participants, young and senior professionals, will be recruited thanks to professional organizations and trade unions that have expressed interest in the lifelong learning features of the project. In the third year the VCoP will also be opened to corporate stakeholders who intend to use the platform for training, placement and recruitment purposes. The expected overall community membership is expected to rise to a 800-1000 participants by the end of the project period.

The main expected results are the following:

- Greater availability and more exchange opportunities of OERs for European universities and lifelong learning agencies
- A greater integration of employability skill OERs within European university curricula
- Improved integration between online and traditional classroom teaching in higher education environments
- Adoption of mentoring and e-mentoring practices aimed at improving the quality of learning, particularly for disadvantaged learners

- Improved employability at a European level for post-graduates and participants in post-university lifelong learning activities
- A change of attitude by university students with regard to online training activities, to be considered as opportunities to build knowledge in an active, interactive and social manner

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Alfabeta srl, IT;
Médias - Technologies - Conseil / MTC sprl, BE;
Link srl, IT

GRANT AMOUNT:

443 452 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Supporting the production and adoption of Open Educational Resources in diverse European languages

PRIORITY 2:

Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda

TOPIC 1:

ICT - new technologies - digital competences

TOPIC 2:

Teaching and learning of foreign languages

TOPIC 3:

Entrepreneurial learning - entrepreneurship education

CLUSTER(S):

New Technologies & Digital Competences; Teaching & Training; Employability

PROJECT NUMBER:

2014-1-IT02-KA200-003689

TITLE:

URBAN GREEN EDUCATION FOR ENTERPRISING AGRICULTURAL INNOVATION

DESCRIPTION:

The project URBAN GRen Education for ENTteRprising Agricultural INnovation (URBAN GREEN TRAIN) will create an innovative training path in the field of Urban Agriculture (UA) entrepreneurship.

The project consortium includes excellence Higher Education Institutions (HEIs), innovative SMEs and NGOs of high level expertise on different and complementary fields: UA, education, dissemination, innovation in HE and University-Society- Business-Cooperation (USBC), with partners from France, Germany, Italy and the Netherlands.

The project, that will last 36 months, will create a model of training curriculum on 5 key areas affected by UA:

- 1) Food and non-food production of UA;
- 2) Ecology, environment, resource management;
- 3) Resilience, social inclusion and sustainability;
- 4) Entrepreneurship, innovative business models and modes of financing;
- 5) Societal needs, market analysis and value chain development.

These macro areas have been provisionally identified during the proposal preparatory phase and will be re-designed according to the results of the initial project phase (leading to the development of Output 1-New urban agriculture initiatives toward a mind-set change).

Within this phase, partners will undertake a survey aimed at identifying new entrepreneurial models, training opportunities and needs, as to update the state of art of UA entrepreneurship and entrepreneurship education, also carrying out a comparative analysis of the results as to have a picture of what is going on in Europe on UA.

As result of this work two inventories will be created and made available on line, respectively of business and training opportunities in UA, with a focus on identifying existing modules and resources to be further adapted and developed to respond to the target group's needs, and those missing to be developed ex – novo.

The training path (Output 2 – URBAN GREEN TRAIN educational modules and resources) will be composed by a set of 5 modules, each composed by 30 h structured in 14 h at distance courses + 16 hrs in presence (8 h frontal + 8 h practical). This will result in a training offer of 150 h (70 h as e-learning, 80 h as two-weeks intensive course).

The full set of modules will be tested in a joint international demonstrative blended course, that will involve 60 participants from partner countries representing HEIs, SMEs staff and Public Authorities (PA).

The part of the course to be realized in presence will be implemented through a blended mobility action in Bologna (IT) aimed at strengthening knowledge and methodological exchanges.

After testing the course, the curriculum will be improved and standardized according to partner HEI regulations and included in already existing BSc and MSc degree courses (Output 3 – Model and recommendations for an urban agriculture entrepreneurship curriculum). The model of curriculum will be accompanied by a set of policy recommendations for the validation and recognition of competences with reference to the European Credits Transfer System (ECTS) and the European Qualification Framework (EQF).

Cooperation between HEIs, SMEs, NGOs and PA will be the basis for the development of improved and new SMEs covering the whole agriculture set of services (food system, urban planning, natural resources management, ecosystem and social services provisioning, etc.) in the urban environment.

The project will adopt a participatory approach with active involvement of stakeholders in the different project phases.

Furthermore, by creating and validating in the test blended course a set of collaborative modules, URBAN GREEN TRAIN will serve as an example of transnational USBC that may be adapted to any other course subject, providing long-term sustainability of the project outcomes.

URBAN GREEN TRAIN dissemination will raise awareness on UA across Europe, opening the path for innovative and sustainable cities. Dissemination will be ensured by a dedicated website and use of social networks, a promotional video, and an eNewsletter to be distributed every three months in partner countries and all over Europe.

Furthermore, a strong link with relevant scientific societies (International Society for Horticultural Sciences and more specifically the commissions on Landscape and Urban Horticulture – LUH – and on Education, Consultancy, Research and Training -ECRT) and international programmes on UA (FAO-Food for the Cities) will enable long-term sustainability and accessibility of project outputs.

Within the projects, three national events will be realized in Germany, Italy, and the Netherlands and a final international conference in France, where a EU CLUSTER on Urban Agriculture will be launched.

The EU CLUSTER will involve all partner organizations from the project and further members from partner countries and other EU countries, representing different key actors and stakeholders in UA: HEIs, SMEs, NGOs, PA, etc. promoting knowledge and innovation exchange on different aspects of UA.

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GRANT AMOUNT:	447 684 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Agriculture, forestry and fisheries
TOPIC 2:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Employability; Teaching & Training

PROJECT NUMBER: 2014-1-IT02-KA200-004105**TITLE:****LEADER - LEARNING AND DECISION MAKING RESOURCES****DESCRIPTION:**

Job search and career management will become the main future challenges for most of people, at any age.

Career guidance is an essential component of modern education and training systems to (re-)orientate younger and older generations towards the acquisition of 21st century skills. Lifelong guidance has been receiving increasing attention at both European and national levels. Two Resolutions of the Education Council (in 2004 and 2008) have highlighted the need for strong guidance services throughout the lifespan to equip citizens with the skills to manage their learning and careers and to lead the transitions between and within education/training and work.

The Resolutions drew attention to four priority areas: 1. the development of career management skills (CMS); 2. accessibility of services; 3. quality assurance and evidence base for policy and systems development; 4. co-ordination of services.

Member States were invited to take action to modernise and strengthen their guidance policies and systems, but in many countries CMS frameworks has not been yet developed. Also previous EU projects provided evidences of this differences of approaches and remarked a great need of a shared framework and related training materials and resources, to improve learning and decision making skills, but also entrepreneurship, at any age.

This project is named LEADER to underline the need of people to learn this strategic skills for managing and driving their own careers in a more and more changeable world. Following the report of ELGPN (2012) "Lifelong Guidance Policy Development: A European Resource Kit, is based on some crucial questions on CMS:

1. What are the competences that citizens of all ages need in order to effectively manage their career in a lifelong perspective?
2. How can such competences be organised within a framework that is meaningful in their substance and in developmental terms?
3. How can such competences be taught in educational and other contexts, in ways that, while effectively catering for all citizens, are also sensitive to different life development challenges, and the specific concerns of groups and individuals with diverse social, economic, cultural and other needs?
4. How can different providers work together to offer CMS programmes more effectively, in ways that make the best use of their specialised knowledge of the worlds of education, training, and employment?
5. Which pedagogical strategies and resources are most effective in enabling the mastery of career management competences, and how can such mastery be assessed and accredited in ways that support career development across different life stages?

The implementation of this projects aims at the following actions:

- 1 - identify and develop teaching and learning approaches, methods and resources that effectively support the development of CMS as transversal key competences ;
- 2 - develop assessment and evaluation methods and practices that improve the quality of learning of Career Management Skills
- 3 - identify and develop the integration of the European dimension in teaching and learning CMS.

This project also aims at providing the whole professional community of career guidance practitioners with useful tools to implement CMS, even with a coherent and consistent use of mod

Starting from some positive experiences already tested from the consortium, this project aims at improving the quality in the learning and guidance processes, developing key skills of practitioners and experimenting innovative tools and methodologies with the use of new technologies. More than 300 users and 200 guidance practitioners from education, high adult education, adult education and Employment

services will be directly involved in a wide participatory action-research process for develop this new CME framework.

The needs of students are at the base of the process, taking into account the specific conditions and cultural backgrounds of each region involved in this project.

The project plan includes:

- analysis of guidance needs and CMS frameworks in 6 Countries in different geographical contexts in order to define a shared model;
- adaptation of ICT tools in order to meet the specific needs of practitioners and users, starting from successfully tools and models already used by the partnership;
- testing the best resources and promote dissemination and exploitation activities;
- development of training pathways for guidance practitioners/teachers based on cooperative learning approaches;
- creation of an on-line platform for cooperative learning.

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INSTITUTO ANAPTIXIS EPICHEIRIMATIKOTITAS ASTIKI ETAIREIA, EL;
ATHENS UNIVERSITY OF ECONOMICS AND BUSINESS - RESEARCH CENTER, EL;
UNIVERSITY OF DERBY, UK;
UNIVERSITY OF CUKUROVA, TR

GRANT AMOUNT:

425 000 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Fostering the assessment of transversal skills

PRIORITY 2:

Supporting the production and adoption of Open Educational Resources in diverse European languages

TOPIC 1:

Labour market issues incl. career guidance / youth unemployment

TOPIC 2:

Entrepreneurial learning - entrepreneurship education

CLUSTER(S):

Employability

PROJECT NUMBER: **2014-1-IT02-KA200-004150**

TITLE:

PLAY4GUIDANCE: A EUROPEAN BUSINESS GAME TO TRAIN AND GUIDE STUDENTS AND UNEMPLOYED ON ENTREPRENEURIAL, TRANSVERSAL AND MATHEMATICAL SKILLS.

DESCRIPTION:

Entrepreneurship has never been more important than it is now: Entrepreneurs are the driving force of Europe's economy and a cornerstone to sustainable recovery.

Europe needs to create an entrepreneurial culture that permeates our schools and universities. After all, 37% of Europeans want to be their own boss, but only 10% actually are. If this potential could be tapped, millions of new businesses could be added to the current 20.8 million small and medium-sized enterprises (SMEs) in the EU. New businesses would help reducing EU unemployment (15-74 years old), which 2013 rate is 11.9%, with a youth unemployment (15-24 years old) rate of 22.6% (2012 4th quarter). Education and training play a crucial role in cultivating entrepreneurial mind set but need to be adapted and linked more closely to the world of work.

The EC communication Rethinking Education: investing in Skills for better Socio-Economic Outcomes emphasizes that, in order to build skills for the 21st century, efforts are needed to develop transversal skills such as entrepreneurship and highlights "the ability to think critically, take initiative, problem solve and work collaboratively. These entrepreneurial skills should be given particular attention, since they not only help to achieve concrete entrepreneurial activity, but also enhance the employability of young people.

PLAY4GUIDANCE (P4G) aims for boosting entrepreneurial culture in young Europeans and putting in close contact the world of education/training with the world of work, in order to update students' curricula to companies' real needs.

PLAY4GUIDANCE involves two different sets of beneficiaries: P4G direct target group, that consists of high school students, university students and young unemployed (15-35 years old), and P4G indirect target group, which comprehends guidance centres for students, employment centres, companies and SMEs.

During P4G development phases, indirect target becomes aware, informed and more and more involved so to get close to the direct target and to be able to be an active part towards students and young unemployed in the outstanding phases of PLAY4GUIDANCE.

P4G involves at least 1.200 potential users among direct and indirect targets, distributed in:

- Surveys, at least 300 people;
- Focus groups, at least 100;
- Pilots, at least 500;
- National conferences, at least 200;
- 1st edition of the international P4G competition, at least 100.

P4G is about realizing a European entrepreneurial training model, based on the use of a Business Game, with the specific objectives of:

- support students and young unemployed in developing basic math and economic skills and entrepreneurial transversal skills with a strong focus on problem solving and leadership ones;
- support students and young unemployed to self-evaluate their skills;
- support several institutions such as guidance centres, job centres, SME, companies and universities in training and building skills of their beneficiaries;
- support several institutions in evaluating beneficiaries skills and guiding them.

P4G Games arises from an initial assessment of economic, math and entrepreneurial transversal skills of people belonging to partner Countries direct target and is about managing several aspects of a

manufacturing company, from supplies to sales. It's a simulated team competition where each team represents a company of a given market.

P4G Game takes advantage of an effective self-evaluation tool that helps participants understand what their level of skills is, what was done well and what to improve.

P4G Game is placed in an Educational Platform that gives the participants all they need to best take part in their entrepreneurial training pathway.

P4G Game and all related documents and multimedia contents, as well as P4G communities, are open, free and available on P4G Platform, during project time and for the following three years (up to 2020).

In terms of results, P4G lets direct target (school students, university students and young unemployed) participants:

- develop basic business economics, mathematical, problem solving and leadership skills;
- increase digital competences, as it is all web based, it requires basics of spreadsheets, and teaches the useful way of using social networks;
- self-evaluate their entrepreneurial skills;
- have a support in guidance.

P4G lets indirect target (centres for students, employment centres, companies and SMEs) participants:

- get close and join education and training world;
- gain an effective European entrepreneurial skills evaluation tool;
- gain an effective support tool for guidance.

PLAY4GUIDANCE takes advantage of an excellent dissemination plan to involve project associated partners and all relevant stakeholders such as companies, local associations, industrial associations and labour consultants, trade unions, institutions dealing with unemployment and entrepreneurial and business training, national educational policy makers.

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GRANT AMOUNT:	451 252 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment

TOPIC 2:	Overcoming skills mismatches (basic/transversal)
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Employability

PROJECT NUMBER:

2014-1-IT02-KA200-004169

TITLE:

EUROPEAN NETWORK OF COMPETENCES FOR ENTREPRENEURSHIP TRAINING AND EDUCATION

DESCRIPTION:

Entrepreneurship has been highlighted as a key action by the European Commission as a powerful driver of economic growth, job creation and innovation. Recent communications from EU are clear: Europe needs more entrepreneurs. However, entrepreneurs still lack the basic cultural and educational conditions to compete on a worldwide market, and more investment in entrepreneurship education is needed. To reach these goals, formal education is not enough. Ideas are put into action when learning is supported by direct experience of the economic environment.

A new educational/training program should be designed in order to: promote ambition (think big); stimulate market globalization and resource globalisation (think global and act local); support fast growing and resilience to overcome the so-called "Valley of Death of business development; grow continuously; and reinforce entrepreneurship support networks at European level.

The EU-COMPETE Strategic Partnership is an innovative approach for the education and support of new entrepreneurs aimed at increasing resilience and competitiveness of European start-ups.

Academies and companies will work together to face the challenge of reducing probability of failure in start-ups, helping existing enterprises grow quickly and overcome the "Valley of Death.

To achieve these aims, the EU-COMPETE objectives and activities are:

(i) To design and test a new program for Entrepreneurship Education, Training and Support. Methodologies and activities will be:

- Opportunity scouting: to develop new methodologies for the investigation of new opportunities with a high business potential in high risk environments;
- Technical and economic assessment of ideas: to develop/adapt business intelligence and technology foresight techniques for the technical and market potential assessment of the ideas;
- Viability Analysis: to develop/adapt a method for the viability analysis of a business venture able to face highly dynamic environments;
- Technology and Business pre/prototyping: to exploit the new emerging paradigms of prototyping and rapid prototyping of products and business models for decreasing the uncertainty and reducing the risk.

(ii) To design and test new training initiatives, through the following activities:

- Coaching: to identify the most effective coaching solutions;
- Strategic Field Support: to support new start-ups by hosting them in existing successful companies for a strategic win-win collaboration;
- Virtuous cycle: to develop a virtuous spin-in and spin-out process involving university start-ups and private companies.

(iii) to prepare homogeneous and multilevel didactical materials (Manual; Guide; Toolkits) available for target stakeholders to be replicated and transferred in different EU programs.

The consortium created to achieve the EU-COMPETE objectives is composed by 3 universities and 4 companies, from 3 different countries. The University of Pisa is strongly committed to promoting entrepreneurship training activities to develop an entrepreneurial mind-set among students and academics. The main objective of SDU-IDEA Entrepreneurship Centre is to transform the University of Southern Denmark into an entrepreneurial university. The University of Surrey has an international reputation in realising the practical application of its research at a local (Surrey Research Park) and European level.

Polo Navacchio is an Italian accelerator and incubator hosting over 60 SMEs for which the creation of resilient start-ups is a primary objective. The company Blue Ocean Robotics aims to bridge ICT and Robotics from the academic-based research and development environment into the business and market world. Start-ups training and support is one of the key missions of the company iVeridis, that operates to support leading innovative companies and incubators to access to both in-market and pre-market innovations. Finally, the company CEDIT aims at disseminating a new modern and entrepreneurial culture in supporting business development at a regional and international level.

The test of EU-COMPETE educational and practical tools within a European network of academies and business players will allow short term benefits and impacts to more than one hundred students and start-uppers, as well as to involved universities, companies and public bodies.

The educational and training materials will be available for target stakeholders to be transferred in different programs, as well as to be used at different stages of the start-up growth.

Thus, the EU-COMPETE project intellectual outputs will allow longer term benefits impacting on:

- EU citizens interested in start-ups creation
- EU Faculty members, laboratories and organizations (Universities, Enterprises, Business Associations, Public Bodies, investors) that aim to provide effective education, training and support in the entrepreneurship field
- EU entrepreneurship networks, contributing also to shaping regional, national and European policies.

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GRANT AMOUNT:	449 752 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Employability; Teaching & Training

PROJECT NUMBER:

2014-1-IT02-KA203-003482

TITLE:

TEACHING BIOTECHNOLOGY FOR HUMAN HEALTH: FROM THE BENCH TO THE MARKET

DESCRIPTION:

Graduate programmes in Medical Biotechnology have their foundations in providing scientific knowledge and related technical skills, to be applied in research or professional laboratories. Existing MSc/DSc course-works are poorly homogeneous with no attitude to serve as a bridge between Industry and Academia. Medical biotechnology has been a major industrial sector in expansion during the 21st century and future biotech professionals should be capable to navigate with confidence through an increasingly complex business environment. However, although corporate biotechnology is a great employment opportunity for young graduates, today these degrees are not widely accepted in the European business arena. And this is because MSc/DSc teaching is scarcely oriented in exploring activities past the bench work, such as industrial management of biotechnology products. The main goal of this proposal is therefore to organize a group of European partners including Academia and Industry that will be able to improve health biotechnology degrees and make them valid in more than one country. The realisation of the project will entail the creation of multinational European Master programmes in the medical biotechnology field, implemented in close communication with partners from industry and other non-academic partners, all with missions in higher education. This innovative project will offer European-wide degrees, capturing the best of both traditional university course-works and also providing solid cross-training contents for successful achievements in business or corporate environments. -These degrees should supply academic biomedical training with the resources needed to aid graduate students and post-docs enter a workforce in private biotech companies. In these programmes, hard skills will be strictly linked to the acquisition of basic notions in areas such as management, marketing, intellectual property, communication, regulatory affairs, and business ethics. that will favour work placement in European Industry. The project partners are from the Academia (University of Bologna, Italy; Oviedo, Es; Pau, France; Pecs, Hu; Aberdeen, UK), from the Industrial world (Bioindustry Park, Italy) and from the Italian National Research Council (ISTEC-CNR). The academic partners have been selected due to their participation in previous European projects strictly related to the present project's aim such as IP LLP Erasmus 2012-13 and 2013-14 -Summer School "Innovation and Technology Management in Medical and Pharmaceutical Biotechnology. Cooperation and communication among project partners will be facilitated by the presence of an established network of collaborations created during the previous, successful Summer School project and the existence of the binational Master degree program. The current project will represent the logical follow-on from the previous project, with one specific additional objective: to improve relationships between the academic world in the medical biotechnology field and the job market in the industrial and private sectors. The results will yield to the creation of a European network. This fundamental network should recognise at least three operative levels: the first is the teaching staff, the second is the institutional staff (university offices responsible for the didactic organisation and internationalisation and departmental offices), the third is the level created on the relationships between the industrial partners of the project. Another network level also exists, which is formed by the participation of the end-user of the project, the students. During the preparatory phase, the students will be able to benefit from knowledge and cultural exchanges aimed to the acquisition of the necessary transferable soft skills. This final level will be created at the end of every year of activity during the intensive programme. The results of the present project have the potential to be transferred and exploited in other European Countries. Indeed, they derive from an in-depth debate during project implementation, between international academic and industrial partners about Europe's future in the global biotech-healthcare sector, and whether Europe is equipping itself with the an efficient policy framework to encourage innovation, and importantly, retain it. In particular, the project will provide a wide spectrum of career advice to MSc/DSC students of Biotech, offering the participating fellows the opportunity to meet people from business development organizations. Once the new biotechnology courses have been accepted by partner universities, the impact will be assessed by measuring the satisfaction of the graduate students during academic training and by tracking down new graduates for their employment situation after studies have been completed, i.e. how many go on to find employment and where.

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GRANT AMOUNT:	297 374 EUR
CONTRACT DURATION:	30 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching & Training; Employability

PROJECT NUMBER:

2014-1-IT02-KA203-003486

TITLE:

WELFARE FOR IMPROVED SOCIAL DIMENSION OF EDUCATION

DESCRIPTION:

At EU level there are no homogeneous mechanisms to track students in Higher Education lifecycle (Entry, Education, Exit) nor models to anticipate students' needs that take into account subjective elements. Seldom HEIs assess relevance and impact of their student support services. Such gaps are best captured by "Report to the EU Commission 2013 High Level Group on Modernisation of HE" "a still underdeveloped area in EU is the tracking of students. The report urges HEIs to "establish counselling, guidance, mentoring and tracking systems to support students. The EU Commission "Report on Progress in Quality Assurance in HE 2014 confirms that better tracking of students and anticipating their needs is a priority, but that "at present only 40% of HEIs do so. The "Agenda for Modernisation of EU HE Systems identifies the answer to those challenges in" tailored guidance to inform study choices and reduce drop-out. Against this background WISE aims at enhancing the welfare of students as a means to improve their performance, personal and professional development through improved tracking systems and student support services. The objective of WISE is to develop an innovative methodology to track students in the educational life-cycle taking into account both objective and subjective elements so as to better assess their needs and provide tailored support services.

Six partners representing HEIs, HEIs associations and student support service providers bring together complementary experiences and knowledge to devise innovative student tracking and needs' identification mechanisms. The partnership is representative of EU HE ecosystems, reflecting the various connotations of EU's diversity: large and small Member States; Eastern, Nordic and Mediterranean realities; various size of HEIs and student bodies. Directly and indirectly, the partnership represents 15 universities (3 as partners, 12 as members of P1 and P2) in 4 countries. WISE will involve directly at least 600 students in the pilot stage, ensuring the student-centered approach of the innovative model. WISE immediate target groups are the students (on the demand side of tracking and support services) and the support service providers within HEIs (on the supply side). The long term beneficiaries of project results are primarily the students enrolled in the HEIs represented in the partnership, amounting to a total of 340.000. Other potential beneficiaries are students enrolled in other HEIs throughout Europe who will be specifically targeted by the Valorisation Plan, which includes activities for at least two more years after EU funding.

Partners will carry out research and analysis to identify drivers and inhibitors in the area of student tracking and needs identification. The research results will allow partners to pinpoint indicators, variables and response mechanisms that in the modelling activities will be embedded into the multidimensional WISE model and matrix. The partners will run pilots of WISE model and matrix in real-life case scenarios to test and validate with the target groups of users (students) and providers (HEIs' support service providers) of tracking and needs identification mechanisms in higher education. The pilots will be crucial to fine tune and validate the WISE model and matrix that in its final version will be disseminated and exploited at EU level by the partners.

WISE main results:

- report on "Students' Welfare and Social Dimension of HE: Demand and Supply Side Perspectives for Improved Tracking will detail the research approach and consolidate findings and analysis on the various dynamics of students' tracking, needs anticipation and welfare
- Validated WISE Model and Methodology: will allow to track more accurately HE students, assess and anticipate their needs taking into account also subjective elements, and provide more relevant, timely and appropriate tailored support services.

Specifically, WISE will produce the following impacts

1. HEIs are better equipped to properly track students throughout the entire educational lifecycle
2. HEIs can assess students' needs taking into account also subjective factors
3. HEIs are able to anticipate students' needs with more relevant support services
4. Students – especially disadvantaged groups – have better access to education
5. Increased educational attainment, performance and retention

WISE is poised to achieving long-term benefits in terms of students retention and performance and quality assurance at HEI levels. The partnership is strongly committed to long-term benefits of WISE and its deployment across EU and other HEIs. The WISE model/matrix will be embedded in partners' management practices and operations. The innovative multidimensional tracking and needs assessment methodology can be flexibly adjusted to other EU Realities.

Tanks to the structure of the consortium and to existing networks, and to sound Valorisation Plan, project results will be disseminated to more than 340.000 students and more than 130 HEIs.

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GRANT AMOUNT:	252 842 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Inclusion - equity
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 3:	Quality Improvement Institutions and/or methods (incl. school development)
CLUSTER(S):	Inclusion & Tolerance; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2014-1-IT02-KA203-003520

TITLE:

HOUSE OF BRAINS

DESCRIPTION:

Since the early 2000s, the European Union has returned several times to deal with the problem of the relationships between universities and businesses that not always ensure an effective transfer of innovation and proficiency from the graduate to the company, and even less to encourage the integration of the young graduates into the labour market. In the many further considerations that have occurred, the importance of dialogue between universities and the many players in the world of work has been repeatedly emphasized. The problem is long-standing and well recognized.

This proposal wants to reverse the training process by setting as starting point the knowledge of the business world adding the universities knowledge and their capacity of training management, in order to turn the businesses know-how of the entrepreneurs into specialized courses. Therefore, House of Brains will be an on-line educational platform that will offer masters and high training of excellence for graduates where teaching will be provided not only by academics, but also by leading figures of the European business reality. The rift of the project from the traditional training system will be mainly given by the fact that the training catalogue will be the product of a careful evaluation process of suitable arguments, resultant of the consultation between the participating universities and the business organizations. This process will help preventing the gap between what the university provides - in terms of knowledge and skills - and what the labour market demands.

The basic idea of this project proposal has been formulated on assessments that are the result of several years of cooperation and mutual understanding of most of the organizations member of this partnership. In all participant countries there is a local binomial partnership: a research institution and a business representative Unit or a technological park.

The lead partner, Unioncamere Veneto has a strong experience in managing large EU-funded. The University of Verona is one of the most advance in Italy regarding the cooperation with businesses. Two newcomers organization, but with a highly skilled staff, will complete the Italian partnership: the Consorzio 609 and the CONSEF; both are members of AGCI - General Association of Italian Cooperatives.

The German participants, the University of Fulda and Inter.Research have a wide experience of the Dual Training System and run high training paths where companies have already high influence.

The Spanish partners have a relevant experience in boosting research activities and transferring the results to the business sector.

The Slovenian partners, the University of Primorska and the Technology Park Ljubljana are leading entity and key national stakeholder in the development of innovative and knowledge-based entrepreneurship.

The tasks and responsibilities have been divided among the partners by mutual consent with reference to the specific competences of each partner.

For the implementation of the project 3 integrated transnational Working Groups will be established that will run the following activities:

Activity 1: contest analysis and good practices detection. In each country a country report will be done and joint report will be produced by the WG.

Activity 2: definition of the training offer. Each participant university will develop at least one specific training path following the indication of the Scientific Committee.

Activity 3: definition of Training methodologies and harmonization of the communication style of the trainers that will be partly from the universities and partly from the entrepreneurial world.

Activity 4: definition of the technical feature and ICT support tools.

Activity 5: realization of the HoB Platform, recognition and validation of the qualifications with a EQF approach, creation of the environment for the start-up of an new enterprise to ensure the running, the maintenance and the promotion of the HoB system.

Activity 6 : communication and dissemination.

The main result will be the setting up of Virtual Learning Environment that will offer masters or high specialized training path for graduates developed on the basis of real needs of the enterprises, with a relevant component of entrepreneurial dimension, managed with a blended teaching system; teacher will be academics and leading figures of the European business reality.

The project will impact on the relationship between universities and industry strengthening their cooperation and its long term benefits will be:

- the spreading of best practices of co-operative (dual) training systems
- the flowing of new ideas in productive systems
- the creation of new job and business opportunities
- the development of innovative start-ups
- the orientation of young people into the labour market
- the cultural exchange between European Union countries by promoting international mobility.

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GRANT AMOUNT:	377 703.80 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Employability

PROJECT NUMBER:

2014-1-IT02-KA203-003653

TITLE:

INDIVIDUAL CAREER DEVELOPMENT

DESCRIPTION:

The need for a better skilled and creative workforce for the European labour market has been identified as one of the strategic goals in EU policy statements and recommendations. The aim is to raise the level of education throughout Europe and to foster forward-looking and innovative citizens with ability for divergent and visionary thinking. The best result for enhancing these skills would be proactive game-changers able to explore and create new opportunities and jobs. Among transversal competences needed for life-long learners and "workers 2020, the sense of initiative and entrepreneurship, as ability to turn ideas into action, includes the capability to assess themselves, owned competences and talents, and the context of work to seize opportunities that arise. Self-awareness on owned skills and self-development skills are a key competence that is to be acquired by young people. Both educational guidance – in the choice of studies, and career guidance – in the choice of professions and labour market field, can greatly contribute to improve employability of young people. Career centres at the higher education institutions provide support and guidance to this respect, both as educational guidance and career guidance: transition periods, particularly between university and the labour market, should be supported, and the effectiveness of this support would be enhanced if the students have already acquired career development skills.

ICARD aims therefore at developing a European Career Development Programme, addressed to individual students in higher university, by designing and developing a programme tailored on the European educational and cultural system.

Results of ICARD include:

- an update state of the art of the available programmes, modules or practices fostering self-awareness and self-learning of higher education students on professional development, including education guidance, ongoing guidance and career guidance, covering then the entire study cycle at the university;
- the European Career Development Programme, a transversal learning programme aimed at fostering acquisition of professional awareness and career management skills in higher education students which will include the learning architecture (programmes composed by modules, learning materials, evaluation and assessment tools);
- min. 4 learning pathways activated, at least covering one full programme, in four countries in Europe;
- guidelines and recommendations for the adoption of the programme by further universities;
- a raised awareness on the need of a more aware and skilled young workforce.

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Gilda Rota

PARTNERS:

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KATHOLIEKE UNIVERSITEIT LEUVEN, BE;
UNIVERSITEIT MAASTRICHT, NL;
MELIUS SRL, IT;
MILITOS SYMVOULEUTIKI A.E., EL;
UNIVERSITATEA ALEXANDRU IOAN CUZA DIN IASI, RO

GRANT AMOUNT:

299 503 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda

TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
CLUSTER(S):	Employability

PROJECT NUMBER: 2014-1-LI01-KA200-000021**TITLE:**

EDUCATION FOR FUTURE - PARTNERSHIP DEVELOPMENT FOR A JOINT AND SUSTAINABLE INTERNATIONAL MASTERS LEVEL PROGRAM FOR EDUCATION PROFESSIONALS

DESCRIPTION:

This project aims to develop a sustainable partnership between three universities and an educational authority in four different countries. This partnership creates a context for supporting teachers, school leaders and other educational specialists to strengthen their leadership capacities and their expertise with respect to school development and innovation. Key focus of the partnership is development, testing, implementation and evaluation of the joint international Masters level in-service program for teachers, school leaders and other educational specialists. This program will be integrated in Master's programs in Estonia, the Netherlands and Switzerland and accessible for participants from all four countries. The program consists of 12 ECTS and covers both national and joint international activities.

Aim of the program is to strengthen the leadership of teachers, school leaders and other educational innovators, by focusing on the possible impact of international trends in society on schools and by studying and reflecting on differences in educational systems in different European countries. Key elements in the program that stimulate this are three exchange visits focused on school visits (individual and group) and collaborative reflection and analysis. In the time between the exchange visits participants from different countries work collaboratively (via platform) on assignments that focus on school development. Final result of the program is participants' increased understanding of reasons for changes in society and their impact in schools. Additionally, the participants are able to understand and estimate the role of teachers and school leaders and other educational innovators in preparing schools for these changes. Concrete, small-scale innovation projects will be implemented within the schools of the participants in the program.

The program is unique by bringing together teachers, school leaders and other educational innovators as partners in innovation, by stimulating international exchange at a Master's level program stimulating intensive reflection about national systems and school practices, by combining both individual professional development of the participants and school development of the schools through small-scale innovation projects at local level.

The development of this joint Master's level program will be done through a design approach in which a cycle of (re)designing-running-evaluating will be repeated three times. Through this cyclic approach, the project outcomes involve a full tested and implemented program, strengthening the sustainability of the program after ending the formal project.

The design approach is also the ground on which the partnership within each participating institution and between four institutions will be developing. Namely, the areas of educational innovation, especially in the context of school leadership, are evolving continuously. Hereof, the partnership will develop by extensive inclusion of competences that need to be introduced to a contemporary educational leader and innovator.

Evaluation of the program in each cycle will be done through evaluative research.

COORDINATOR:

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CONTACT:

Rachel Guerra

PARTNERS:

TALLINN UNIVERSITY, EE;
STICHTING HOGESCHOOL VAN AMSTERDAM, NL;
Pädagogische Hochschule Zürich, CH

GRANT AMOUNT:

333 941 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Research and innovation
CLUSTER(S):	International Cooperation; Teaching & Training; Research & Innovation

PROJECT NUMBER:

2014-1-LI01-KA203-000025

TITLE:

CRAFTING THE FACADE: REUSE, REINVENT, REACTIVATE

DESCRIPTION:

The strategic partnership „CRAFTING THE FACADE: Reuse, Reinvent, Reactivate is directed and coordinated by the University of Liechtenstein, Prof. Urs Meister and DI Carmen Rist-Stadelmann. The aim of the partnership is to establish an intensive cultural and social exchange between the participating students and teachers of the three partner Universities, the Academie van Bouwkunst in Amsterdam, the Mackintosh School of Architecture in Glasgow, and the University of Liechtenstein, concerning the subject of building envelopes and the concerned architectural traditions.

The project „CRAFTING THE FACADE: Reuse, Reinvent, Reactivate fosters an interdisciplinary approach that enriches the focus on architectonic and constructive notions with cultural, social and economic issues that promote the discussion on structural and material aspects within the European building tradition.

With the definition of three terms reuse, reinvent and reactivate, a clear emphasis is placed on the existing and future building culture. Reuse analyses existing constructions, components and building materials. Reactivate is concerned with traditions in craftsmanship and technical aspects. With reinvent, we learn from existing buildings and try to take advantage for the future. Against the background of the climate change and the current need for resource efficient building, these fields of research allow defining the design of building envelopes in an innovative way and to meet the targets of the strategy 2020 of the European Commission.

The programme consists of three parts: education, research and results. In the participating Universities, existing teaching modules are combined with new elements that create a whole new environment. In education, design studio are supplemented with the joint workshop that is dedicated to prototyping in scale 1:1. In research, a parallel topic is explored and documented on the interactive e-learning platform. During the whole project, results of the design studios, workshops and excursions are linked in an annual symposium and gathered in a series of publications. This allows to call attention internationally towards our building culture which is of utmost importance in teaching architecture, for the building industry as well as in politics.

The program is open to twelve Bachelor- or Master students per Partner University per year. Knowledge of the general background, a thematic focus on the content in the previous studies, the amount of study semesters, language skills as well as the attendance of the design studios and courses in the respective University are requirements for the participation in the programme.

All products resulting from the design studios, research activities, workshops, excursions and symposia are gathered in a series of three annual publications and documented on the e-learning tool. These sources serve as a unique library of knowledge for a general public as well as students, teachers and professionals in the realm of architecture. This will enrich the professional discourse about facades and the importance of the building envelope in a technical, cultural and social context and therefore be of enormous interest for the development of the building culture within the European community.

COORDINATOR:

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CONTACT:

Urs Meister

PARTNERS:

THE GLASGOW SCHOOL OF ART LBG, UK;
Stichting Amsterdamse Hogeschool voor de Kunsten, NL

GRANT AMOUNT:

343 175 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	Creativity and culture
TOPIC 2:	Energy and resources
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Education for Sustainable Development; Teaching & Training

PROJECT NUMBER:	2014-1-LI01-KA203-000027
TITLE:	DOKONARA
DESCRIPTION:	<p>The aim of DOKONARA - doctoral colloquium in sustainable spatial planning - is to provide scientific debates and an interdisciplinary dialogue on ongoing dissertations, including their research questions, theoretical backgrounds and empirical designs. Submissions from PhD candidates working in sustainability dimensions of Regional Development and Planning, Urban Design, Architecture, Urban and Regional Planning, Landscape Planning, Regional Science, Geography, Sociology, Social and Cultural Anthropology and related field.</p> <p>In addition DOKONARA offers an integrated definition of sustainability studies and planning studies, which</p> <ul style="list-style-type: none"> a) supports PhD candidates with their dissertations in the field sustainable spatial planning b) helps PhD candidates understand what it means to work in the field of sustainable spatial planning in terms of cognitive abilities, values, and traits and skills that exposure to sustainability studies fosters c) introduces candidates to important controversies and recent advances in the field d) facilitates candidates ability to think critically about real-world problems and intellectual questions that span a range of disciplines and interdisciplinary fields e) introduces an environment that enables Candidates to assess the quality of work in the field of sustainable planning work by others as well their own f) integrates discussions concerning intellectual autobiographies, PhD candidates portfolios and service learning g) presents material that is consistent with a constructivist and pragmatic approach to researching and h) prepares PhD candidates for future challenges
COORDINATOR:	<p>FURST FRANZ JOSEF STRASSE 9490 VADUZ, Liechtenstein www.uni.li</p>
CONTACT:	Peter Droege
PARTNERS:	<p>UNIVERSITAET KASSEL, DE; UNIVERSITAET INNSBRUCK, AT; HAFENCITY UNIVERSITAT HAMBURG, DE</p>
GRANT AMOUNT:	214 849 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Aligning VET policies with national, regional or local economic development strategies
TOPIC 1:	Energy and resources
TOPIC 2:	Environment and climate change
TOPIC 3:	Research and innovation
CLUSTER(S):	Education for Sustainable Development; Research & Innovation

PROJECT NUMBER:

2014-1-LT01-KA200-000547

TITLE:

REFLECTION AS CORE TRANSFERABLE COMPETENCE IN HIGHER EDUCATION AND ADULT EDUCATION

DESCRIPTION:

The project is in line with the major projects for competences development methodologies in the EU, which emphasize student-centred approach. Student centred approach means a learning culture that, first of all, encourages willingness to unlearn and change mental frameworks, an open, objective attitude, time for reflection and questioning.

The major topic of this project is reflection of learners and teachers in higher education and adult education. The project will analyse and answer the question, - how can a lecturer or trainer help learners to reflect more appropriately in both formal and informal education? As research indicated, there is a clear need in both fields for better understanding how reflection works (and how not), how one can change by means of reflection a person's awareness and his ability to act. Moreover there's a clear methodological need how to integrate all this understanding in ways to assist and stimulate good quality reflective practices (both classical and ICT-based methods). Therefore project REFLECT aims to develop an adequate problem and need analysis why reflection often does not work in higher and adult education (in order to know what to avoid), an on-line learning platform for lecturers and trainers about the 'why & how & when to reflect properly', including the guidelines, methods and materials for using individual and group reflections, and an adequate assessment guidelines for reflection as a core transferable competence. The main target groups of project REFLECT will be lecturers in higher and teacher education and adult educators in non-formal education, the project intends to involve about 1280 people (including learners) and involve in the discussions more than 1000 lecturers in higher and teacher education, adult educators and learners via dissemination events.

The project activities include a thorough analysis of different resources on the topic, development of methods and materials for reflective practices in higher and adult education, testing of the materials created in combination with training events and valorisation activities. On an on-line open-access platform of the project lecturers, trainers and stakeholders will be able to find the following products of the project:

- Analysis of existing practices, crucial sources and research on reflection in higher and adult education.
- Publication on reflection and inner readiness. It will consist of three main parts: firstly, a framework with guidelines and principles for reflection (why, how and when to use reflective practices in order to design and deliver study programs and adult training programs; this part will also include examples on how reflective practice should be used), secondly a toolbox with best methods and practices (including a description of ways how the theoretical concepts on reflective practices can be applied in practice), thirdly a description of an adequate assessment method for reflection.
- ICT-methods for reflection. We will create some ICT-methods for reflection, mainly based on already existing e-tools and websites with open-source content. This methods will explore different strategies to give input for reflection assignments and will be applicable to both higher and adult education.

During the project the above mentioned products will be discussed with a large community of lecturers and trainers via an on-line open-access platform of the project, training and testing events and dissemination events. The learning/training activities will serve for dissemination purposes and for the assuring the quality of the materials and methods which will be developed. Moreover, by the activities we will create a large community of reflective practitioners which will cooperate and share after the project is over, in this way assuring the sustainability of the results of the project.

In addition to this for the dissemination plan we choose explicitly to use the already existing and broad networks of the partner organizations. This will ensure a rapid and broad dissemination of the results of the project. All partners will organize internal meetings and/or workshop in their organization to communicate about the ongoing and final results of the projects. This will further the integration of project results in the delivery of new courses, curricula and training modules. All partners will organize a seminar, masterclass or similar activity on reflective practices for lecturers and adult educators from other organizations in Belgium, Iceland, Italy and Lithuania. We will also organize 2 multiplier events outside Italy, Iceland, Belgium and Lithuania. This multiplier events will be organized as an extra day of already existing

conferences and workshop. In each country we will plan a meeting with the National Agencies for Quality in Studies.

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PARTNERS:	VIESOJI ISTAIGA KITOKIE PROJEKTAI, LT; A.S.D. Kamaleonte, IT; Áskorun ehf, IS; Landelijke organisatie Outward Bound België, BE; LUCA SCHOOL OF ARTS VZW, BE; HASKOLI ISLANDS, IS; UNIVERSITA DEGLI STUDI DI PADOVA, IT
GRANT AMOUNT:	248 905 EUR
CONTRACT DURATION:	29 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Pedagogy and didactics
CLUSTER(S):	Teaching & Training

PROJECT NUMBER: 2014-1-LT01-KA203-000550**TITLE:****OPENING UNIVERSITIES FOR VIRTUAL MOBILITY****DESCRIPTION:**

The project addresses the key innovations highlighted in the Communication adapted by the European Commission in September, 2013, which are also inevitable conditions for modernization of higher education: open educational resources (OER), technology enhanced learning (TEL) curriculum designing, and virtual and blended mobility forms.

The aim of this project is to open university studies for virtual mobility by training teachers and academic staff on how to design master study program curriculum using OER and applying correct licensing, how to establish collaborative trusted relationships in curriculum designing for multicultural exchange and how to integrate these opening education innovations in every day practices.

In order to reach this aim, the following objectives will be met in the project:

1. Training material for teachers and university staff will be developed on VM curriculum designing using, OER and Creative Commons (CC) licenses.
2. Staff from consortium universities will be trained during short - term mobility visits on virtual mobility curriculum designing, on creation and adaptation of OER and CC licenses.
3. Consortium universities will develop virtual mobility curriculum (modules) for a Master degree program (field - Education sciences) in a collaborative way by teachers from consortium universities. Each partner will lead the development of at least 2 modules. In total we plan to have a master level study program in Education science composed of 10 modules. The modules will be developed using the best experience from the partners' universities in the field of education, ICT, management and etc. which means that the program will be interdisciplinary, covering modules from the field of education, IT, management, etc. It will be used as a unique on-line program or splitted and used by modules. It could be implemented later by each partner individually or in cooperation with one or two partners. During the project period, the partners will decide and agree on the intellectual property rights, further implementation of this program and other related issues.
4. Curriculum developed for master program will be implemented in virtual mobility mode with Master students from consortium institutions.

The most important result of the project is the development of a strategic partnership of universities working in virtual mobility mode in Master program settings. Consortium will agree upon virtual mobility curriculum recognition scheme and sharing among universities, as well as on virtual mobility exchange organization among their students and staff.

34 teachers and university staff members will be trained during short term mobility visits in the project. However, the training material developed will remain open and will be used for numerous training sessions organized at consortium institutions and professional networks.

Finally, Master program curriculum with virtual mobility option (using OER and CC licenses) will be developed for university studies. Collaboration on the program development and recognition will establish the critical and necessary conditions for university collaboration in inter-disciplinary and dual degree programs in the future.

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GRANT AMOUNT:	277 455 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting the professional development of staff and youth workers in ICT methodologies
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	New Technologies & Digital Competences; International Cooperation; Teaching & Training

PROJECT NUMBER:

2014-1-LT01-KA203-000645

TITLE:

GRADUAL: INCREASING STUDENTS/GRADUATES EMPLOYMENT READINESS

DESCRIPTION:

Given the unprecedented unemployment challenge in the EU and multiple commitments to get back European youth into work, it is of utmost importance of closing the skills gap between learning provisions and the universe of work. This would assist both, enterprises to employ new hires having relevant knowledge/skills and students in making their bumpy road from education to employment less challenging. In this light, a better cooperation between universities and businesses through provision of innovative education, international mobility, knowledge transfer, entrepreneurial education and secured placements is considered a cornerstone for the modernisation of higher education in Europe.

The objective of the Project is to maximize organisations impact in terms of speed, quality and innovative services provided to universities and business for improving employment readiness (students and graduates internships schemes and other measures).

The Strategic Partnership that brings together partners from EU-15 having solid experience in promoting university and business cooperation/entrepreneurial education and EU-25 that were breaking ice in the same areas only for a couple of years and ensures well calibrated geographic balance (Spain, UK (Scotland) and Lithuania) will employ in-house knowledge and skills to achieve the articulated objective. The partners engaged were previously cooperating in bilateral formats.

The Strategic Partnership will be established between:

- 1) 3 intermediary organisations (Fundación Universidad-Empresa-FUE (Madrid), Saltire Foundation (Glasgow) and LPK/Partners 4 Value (Vilnius) being prominent actors in promoting business and universities cooperation, early investment in human capital for business leadership in their respective countries,
- 2) Universities (the Spanish university that has a solid experience in developing academic modules for graduate internship programme jointly delivered with FUE and 5 lead Lithuanian universities willing to learn from good practices on how to prepare Curriculum for graduate programmes to be delivered jointly with Partners 4 Value under the financing instruments programmed at national level);
- 3) Global Lithuanian Leaders - the NGO willing to learn and share on how to best engage professionals from diaspora to investing in young talents (placements/mentoring services).

The joint work will be organised creating a learning/experience/expertise exchange network to interact, codify and exchange information on good practices, produce tangible outputs to address common challenges/promote expansion of effective practices and build closer working relationships that will go beyond the Project. The outputs based on codified knowledge will be used for knowledge transfer and fuelling national/EU level debates and facilitating evidence based policy making. The intellectual outputs developed will be shared via relevant OERs for prompting global learning.

Main planned activities will entail:

- 1) Preparation of peer learning methods;
- 2) Delivery of 2 Joint Staff Training Events/Study Visits and the Intensive training Programme for participating Lithuanian universities teaching staff;
- 3) Development of Guidelines on Establishing and Effectively Running Students/Graduates Internship Programmes;
- 4) Multiplier Event in Brussels aimed at presenting intellectual outputs developed to prompt expansion of effective practices while bringing together potential promoters of similar initiatives, representatives from lead business associations, EU policy makers;
- 5) Identification of Lithuanian Business needs for graduates skills;

§) Preparation of Curriculum as an integral part of graduate internship programme to be commenced in Lithuania.

Triangular cooperation modality will result in:

A. The established and operationalised learning/knowledge exchange and management platform for promoting greater students/graduates employment readiness/business leadership through intensified university-business cooperation.

B. Codified practices on students/graduates internship schemes. Intellectual outputs ready for knowledge transfer.

C. Strengthened capacity of participating organisations to provide quality and innovative services that would increase employment readiness.

The Project will impact on advanced professional development of the staff of participating organisations, modernised organisations to effectively address the challenge of skills gap by developing and delivering students/graduates internship programmes nationally and across Europe. At national/EU level the Project will impact on evidenced based Education to Employment (E2E) policy formulation, intensified collaboration among stakeholders, greater EUs involvement in helping the most successful E2E interventions to reach bigger number of students within the EU.

In the long run, the project will impact on improved students employment prospects and job satisfaction contributing to more competitive Europe.

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GRANT AMOUNT:	150 457 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Overcoming skills mismatches (basic/transversal)
TOPIC 3:	Quality Improvement Institutions and/or methods (incl. school development)
CLUSTER(S):	Teaching & Training; Employability; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2014-1-LU01-KA203-000034

TITLE:

PARTNERSHIP IN INFORMATION SECURITY

DESCRIPTION:

Information technology is all around us – at work, home and on our mobiles. Communication networks and software systems are becoming more and more interconnected as we expect to access services and applications anywhere and anytime. Scientific and technological advances are therefore required to develop secure, reliable and trustworthy information and communication technology (ICT) systems and services. The goal of this strategic partnership is to respond to this challenge and to the increasing demand for specialists in the area of security, reliability and trust in information technology by developing an international joint Master's programme in information security between the participating HEIs, all of which are leading institutions in this field.

In order to reach this goal, the project leaders will closely collaborate in designing and adapting a common curriculum, focusing especially on the employability of future graduates, the use of ICT methodologies and the recognition procedures between the participating HEIs. Regular transnational project meetings will be held to this effect, alternately in Luxembourg, Warsaw, Lisbon and Kiev. In addition, regular virtual meetings (e.g. through Skype) will ensure the continuity of the collaboration and regular short-term staff exchange through Erasmus + Key Action 1 will help strengthening the relations between the project partners and fostering an improved mutual understanding of each HEIs teaching environment.

In addition, a five-day Intensive Study Programme will take place every year with the participation of Master students and teaching staff from all the European partner institutions. These ISPs will offer participating students the opportunity to benefit from the specific expertise of teachers/researchers from the partner HEIs and to work together in multinational groups. At the same time, they will allow teaching staff members to exchange views and put some elements of their jointly developed curriculum into practice, thus ensuring immediate student feedback.

A joint workshop at the end of the project will act as a multiplier event, allowing the project partners to present the jointly developed curriculum but also to initiate further future cooperation, in particular through joint research activities in the field of information security and in related areas.

In order to improve the employability prospects of future graduates and ensure that the newly developed curriculum meets the requirements of the labour market, partners from the private sector will also be associated, in particular through the University of Luxembourg's Interdisciplinary Centre for Security, Reliability and Trust (SnT), which works in close cooperation with industrial partners and the existing partnership programme for the Master in Information Security at the Universidade de Lisboa.

COORDINATOR:

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PARTNERS:

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NACIONALNIY TEHNICHNIY UNIVERSITET UKRAINI KIIVSKIY POLITEHNICHNIY INSTITUT, UA

GRANT AMOUNT:

150 090 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda

PRIORITY 2:

Developing partnerships between education and employment

TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	New Technologies & Digital Competences; International Cooperation; Teaching & Training

PROJECT NUMBER: 2014-1-LU01-KA203-000043**TITLE:**

HERITAGE AND CULTURAL TOURISM OPEN RESOURCES FOR INNOVATIVE TRAINING SCHEMES RELATED TO THE CULTURAL ROUTES OF THE COUNCIL OF EUROPE

DESCRIPTION:

HECTOR project promotes a powerful transnational collaboration (Luxembourg, France, Italy, and Spain) among academic and research institutions of the highest international level, triggering dedicated actions in the fields of heritage, culture and sustainable tourism, incorporating innovative elements in its development and implementation.

Heritage management is a highly interdisciplinary field, involving methodologies and approaches from various disciplines: the capacity to predict future skills needed in this sector endowed with extraordinary potentialities and anticipate trends will allow to up-to-date competencies and professional profiles within a public and private context. In particular, the Cultural Routes of the Council of Europe represent the perfect opportunity to test and share good practices on innovative strategic skills related to Heritage Management and Cultural Tourism.

The HECTOR initiative aims at comparing practices and developing models to forecast the skills needs in cultural management related professions, as well as at designing, implementing and supporting effective coordination between the world of formal and not formal training (Universities, research centres, vocational institutions and organizations active in cultural heritage promotion). HECTOR intends to be in line with the EU general effort to invest on cultural and creative players with skills, competencies and know-how that contribute to strengthening the cultural and creative sectors, including encouraging adaptation to digital technologies, testing innovative approaches to audience development and testing of new business and management models. Moreover, the project addresses the complex issue of defining/identifying the strategic skills and reflect on transversal skills as an ability to apply knowledge and use know-how to complete tasks and solve problems (Cedefop 2010a: 109:110).

The transnational project will tackle this challenge by pursuing the following operational objectives:

01. Identifying emerging "hard and "soft skills set, related to the new challenges addressing Heritage Management in Europe.
02. Validate a cross-country and cross-sectoral methodology for participatory need analysis in order to better cope the learning outcome and the teaching methods to dynamic re/up-skilling requirements.
03. Integrate MOOC solutions involving both academic and professional sector in order to generate a permanent open repository for innovative self- training and self-assessment.
04. Test peer-to-peer training and skills evaluation, by generating software-based tool.
05. Consolidate a common understanding on how to mix not-formal and formal learning in order to upgrade the competencies of heritage professionals.
06. Create a Virtual Learning Hub for Heritage and Cultural Tourism based on the valorisation of the resources of the 29 Cultural Routes certified by the Council of Europe

Choosing the most appropriate vehicles for addressing learning and development needs involves an iterative process of research, consultation and analysis. HECTOR therefore envisages to develop, test and adapt innovation-led solutions, multi- and interdisciplinary approaches and methodologies with a dedicated focus especially on those delivering transversal competences, entrepreneurship mind-set and creative thinking, fostering at the same time a more strategic and integrated use of ICTs and open educational resources (OER) by the involved education and training systems. The project outcomes and results will be available not only for the target groups who will be directly participating, but also other potential beneficiaries will be reached (thanks to the impressive and fruitful networks of each involved partner) in order to build bridges and share knowledge between the different formal and informal education and training sectors.

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GRANT AMOUNT:	248 125 EUR
CONTRACT DURATION:	25 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Creativity and culture
TOPIC 2:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Teaching & Training

PROJECT NUMBER: 2014-1-LV01-KA200-000521**TITLE:****STUDENT INNOVATION LABS - A WAY TO SUSTAINABLE AND SOCIALLY RESPONSIBLE GROWTH****DESCRIPTION:**

Context/background of project

The EU has defined smart and sustainable growth as one of the priorities (EU Strategy 2020). An essential part for reaching these priorities is innovation. Innovation structures and support measures are being established and provided at the EU and at various levels in its member states. However, recently there is more attention to bottom-up rather than top-down innovation: for example, innovative, new business and project development which is based upon ventures from creative and business class: students from universities, polytechnics, art and business schools. This approach has been employed in several places and has a good innovation potential. The project is based on the knowledge transfer idea from countries where there are established efficient, bottom up innovation structures and platforms which address sustainable and social issues in society, such as in the Netherlands, and Denmark. The other partners who represent countries with lower innovation capacities (Latvia, Estonia and Cyprus) want to learn from this experience, test the approaches and establish similar labs in their countries, making long-term, interesting and innovative projects and businesses which are sustainable, socially responsible and are recognizable in the region where the innovation model is operating.

Objectives of your project

Project aim is to raise bottom-up innovation capacity for the benefit of sustainable and socially responsible growth in Estonia, Latvia and Cyprus, based on the experiences from Denmark and the Netherlands.

To reach the project aim, the project defines following sub-objectives:

- 1) To learn about student based innovation labs in the Netherlands and Denmark;
- 2) To transfer, mutually learn and disseminate knowledge about student based innovation labs;
- 3) To establish cross sectoral, student-based innovation platforms (Innovation labs) linking universities, intermediaries (innovation and sustainability agents), local industries and stakeholders;
- 4) To link education with practical innovation projects by engaging university students and teachers to work on practical, multidisciplinary sustainability and social issues on the selected practical issues, creating together new innovative projects or ventures which benefit the issues of sustainability or social challenges, as a part of their bachelor or master education;
- 5) To develop and carry out 4-5 student projects for Innovation labs in each partner university;
- 6) To disseminate project results.

Number and profile of participants

There are 8 organizations in the partnership: Foundation for Society (NGO, Latvia); SEI Tallinn (NGO, Estonia), Interfusion Services Ltd (SME, Cyprus); Vidzeme University (university, Latvia); Sticthing NHL (university, the Netherlands); Aalborg University (university, Denmark), Cyprus University of Technology (university, Cyprus) and Estonian Academy of Arts (university, Estonia).

Description of activities

The project will carry out preparatory, implementation and dissemination activities: carrying out feasibility studies, preparation of development plans for universities ; staff training and study visits to the NL and DK; putting innovation labs in operation via student projects (all universities); various dissemination and engagement activities (stakeholder workshops, presentation at conferences, final event in a form of summer campus; project website, student project contest and others). Methodological materials for Sustainable Innovation and Entrepreneurship and guidelines for intermediary innovation networks will be produced.

Methodology to be used in carrying out the project

The project methodology is based on a) understanding of the scene, stakeholders and innovation methods and tools; b) learning by doing by establishing innovation labs via practical, hand-on approach of student projects; c) evaluation of the work of the labs by producing methodological materials; d) dissemination of project activities and results.

A short description of the results and impact envisaged

- At local level, there will be increased innovation capacity, raising the competitiveness of organizations/ regions, local industries and other stakeholders;

-Benefits for wellbeing of local societies by innovative solutions;

- Regional competitiveness will be enhanced by new business opportunities, innovation and creativity;
- Students will increase their employment, creativity and entrepreneurship skills;
- Sustainable innovations - we should expect emergence of innovative products, services, initiatives that benefit society.

Potential longer term benefits:

We expect that innovation labs will continue to work in future and will result in new, innovative activities, products, services, spin-offs and start-ups, thus raising innovation capacities, economic attractiveness and sustainable development of local regions where they operate and stimulating bottom-up innovation for the EU organisations at international level.

COORDINATOR:

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CONTACT:

Ilze Pleša

PARTNERS:

VIDZEMES AUGSTSKOLA, LV;
CYPRUS UNIVERSITY OF TECHNOLOGY, CY;
EESTI KUNSTIAKADEEMIA, EE;
SIHTASUTUS STOCKHOLMI KESKKONNAINSTITUUDI TALLINNA KESKUS, EE;
INTERFUSION SERVICES LIMITED, CY;
AALBORG UNIVERSITET, DK;
STICHTING NHL, NL

GRANT AMOUNT:

285 408 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Promoting the take-up of practical entrepreneurial experiences in education, training and youth work

PRIORITY 2:

Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda

TOPIC 1:

New innovative curricula/educational methods/development of training courses

TOPIC 2:

Regional dimension and cooperation

TOPIC 3:

Research and innovation

CLUSTER(S):

Teaching & Training; Education for Sustainable Development; Research & Innovation

PROJECT NUMBER:

2014-1-LV01-KA203-000506

TITLE:

DEVELOPMENT OF MEDIATION NETWORK IN CIVIL AND CRIMINAL CASES TO FOSTER EUROPEAN WIDE SETTLEMENTS OF DISPUTES

DESCRIPTION:

Contents and background of the project: During the previous IP project "Mediation in Civil and Criminal cases to Foster European Wide Settlements of Disputes (2013 – 2014) the partner universities came to the conclusion that the students in EU countries and governmental and non-governmental organizations working in judicial sector lack academic and practical study materials and a comprehensive book on mediation. Therefore the project team decided to gather information on needs of involved benefiting institutions and bodies to be address during the particular project. The project team aims at drafting of widely used and publicly available study materials and e-book on mediation. The objective is to create a network of practitioners and academics of mediation, to address their education raising needs, to elaborate study materials and e-book, to organize disseminating seminars and conference in participating countries, to organize IP course on mediation for multinational group of students, to test the project results and to publish materials and e-book in the internet.

4 universities are participating in the project from Latvia, Lithuania, Estonia and Italy.

The following methods will be used during the project:

- direct interview and interactive discussion method (to be used with future beneficiaries of the project, to clarify their topical study needs);
- academic discussion method (to be used among project partners during preparation of the study materials, e-book and approximation of results);
- analytic method (to be used during research of study materials);
- practical pedagogical method (to be used during IP course with students and seminar participants);
- practically professional method (to be used in communication with governmental bodies and NGOs while disseminating study materials and e-book).

COORDINATOR:

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<http://www.turiba.lv/>

CONTACT:

Kristine Tihanova

PARTNERS:

UNIVERSITA DEGLI STUDI DI GENOVA, IT;
VILNIAUS UNIVERSITETAS, LT;
TALLINNA TEHNIKAULIKOOL, EE

GRANT AMOUNT:

95 362 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda

PRIORITY 2:

Developing partnerships between education and employment

TOPIC 1:

International cooperation, international relations, development cooperation

TOPIC 2:

New innovative curricula/educational methods/development of training courses

CLUSTER(S):

International Cooperation; Teaching & Training

PROJECT NUMBER: **2014-1-MK01-KA203-000275**

TITLE:

INNOVATIVE STRATEGIC PARTNERSHIP FOR EUROPEAN HIGHER EDUCATION

DESCRIPTION:

The overall objective of the project is to support the development of an innovative pathway by improving long-term strategic collaboration between Higher Education Institutions (hereinafter referred to as HEIs) and enterprises and enhancing the development of sustainable learning advancements in HEIs.

The specific objectives of the project are:

- To support and implement models for effective and practical learning, through raising the awareness for an innovation driven culture
- To establish a foundation for promoting innovation and various career paths among prospective students
- To develop cutting-edge technology platform

The overall and specific objectives address the following needs: strengthening the link between HEIs and the business sector, establishing joint contemporary educational practices based on existing curricula implemented separately in each partnering institution, raising innovation awareness of students and improving the intrapreneurial culture in existing businesses.

The project Consortium is composed of five organizations from four different Programme Countries: the Integrated Business Institute (IBI) – FYR Macedonia (Applicant Organization), The University College of Economics and Culture (EKA) – Latvia (Partner Organization), University of Pavia – Italy (Partner Organization), Riga Technical University (RTU) – Latvia (Partner Organization) and University of Ljubljana – Slovenia (Partner Organization).

The proposal will be composed of the following phases and activities:

I) Preparation phase

Developing a Project website

Promotion of the project

Kick-off meeting – Organized by IBI (Skopje)

Preparation of Inception Report

II) Implementation phase

Component 1: Strategic integration of learning modules (SILM)

SILM Needs Assessment Analysis

Working Group Meeting – Perspectives and Modernization of Higher Education.

Intensive Capacity Building Staff Programme –one week event organized at the premises of UNIPV.

Integrated Model for Fostering an Innovation Driven Culture and Learning Efficiency at HEIs – A pilot model will be designed, presenting an integrated teaching approach composed of the best practices shared by the HEIs.

Implementing the Integrated Model – The Model will be tested in each of the partner institutions for a whole semester.

Component 2: Establishment of a Consolidated Career Centre

Intensive Capacity Building Staff Programme—one week study programme organized at the premises of the UL.

Establishment of a Pilot Consolidated Career Centre

Component 3: Development of technological platform

Building BEP version 1.0

Testing and improving the BEP version 1.0

Building BEP version 2.0

III) Dissemination

IV) Follow up

V) Conclusion phase

The activity plan is addressed to the following target groups: Research and Higher Educational Institutions, Students, Business organizations, Public bodies and institutions and Chambers of Commerce.

The Consortium will devote its maximum effort in the implementation of the proposed project activities for the achievement of the following results:

- Increased and strengthened network of stakeholders and enhanced communication among the partnering institutions and stakeholders
- Enhanced public awareness for the project activities and expected results
- Enhanced capacities of staff - project team members from getting an in-depth introduction to the learning practices, administrative issues, innovative concepts and practical learning
- Developed an 'Integrated Model for Fostering an Innovation Driven Culture and Learning Efficiency at HEIs
- Raised public awareness by organizing a public Event for promoting the 'Integrated Model for Fostering an Innovation Driven Culture and Learning Efficiency at HEIs
- Increased capacities of staff - project team members to undertake advisory activities, pedagogical services and participatory approach in guiding students to most suitable prospective career paths
- Established and developed core operational capacities of a Pilot Consolidated Career Centre
- Created and maintained a fully operational Business Education Public (BEP) Integration Platform.

The proposal will produce the following impact:

- Provide a positive change in the currently implemented educational best practices
 - Improve the provision for prospective career choices by offering joint expertise from a team of internationally recognized experts in various fields
- The removal of communication barriers among the stakeholders of the project, positively affecting the long-term collaborative culture among them
 - Increase the involvement of the students and the business community in collaborative efforts with the educational sector.

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PARTNERS:	UNIVERSITA DEGLI STUDI DI PAVIA, IT; RIGAS TEHNISKA UNIVERSITATE, LV; Ekonomikas un kulturas augstskola, LV; UNIVERZA V LJUBLJANI, SI
GRANT AMOUNT:	255 255 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Open and distance learning
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching & Training; New Technologies & Digital Competences; Employability

PROJECT NUMBER: **2014-1-MT01-KA200-000327**

TITLE:

QUANTITATIVE TOOLS FOR SUSTAINABLE FOOD AND ENERGY IN THE FOOD CHAIN

DESCRIPTION:

The food chain comprises agricultural production, manufacturing, distribution, retail and consumption. The agro-food sector is not only one of the largest manufacturing sector in Europe but also has a direct impact on the (environmental) health and vitality of the population. Food security and energy sustainability worldwide faces increased challenges arising from the globalisation of food trade, intensive production systems and changing consumer preferences.

Predictive modelling and Quantitative (Microbial, Chemical) Risk Assessment plays a crucial part in food quality and safety around the globe, providing predictive tools which are used by the food industry, policy makers and managers to formulate and implement risk management policies and controls with the view to protecting human health.. In addition, Life Cycle Assessment is required in order to guarantee that the environmental vector is also included in the portfolio.

The specific objectives of this strategic partnership (thematic area of Predictive Modelling and Quantitative Risk Assessment) are outlined hereunder:

- (i) to develop each participants capacity to design and generate informative experimental data,
- (ii) to build skills in developing or selecting modelling structures appropriate to describe quantitatively chemical, microbiological and physical phenomena and develop capabilities for quantifying accurately the sources of stochasticity,
- (iii) to make participants familiar with optimisation software and model simulation in research, that can be exploited for developing decision-making and quantitative risk assessment tools.
- (iv) to open participants' minds to the holistic approach encompasses by LCA in order to guarantee that environmental impacts are also considered and that transfer of burdens among stages of the value chains do not occur.
- (v) to expose participants to industrial environments and involve them with realistic problem based scenarios
- (vi) to increase employability of the participants during the coming years

The target group of this strategic partnership are MSc or early stage PhD researchers working in the areas of public health, applied statistics, quantitative microbial/chemical risk assessment, food safety, process automation, food manufacturing. The programme will aim to promote an interactive participation, which will stimulate frank and open discussions between young and experienced postgraduate researchers.

The main activities will include theoretical lectures that will be alternated with problem-based learning (PBL), student placements and dissemination activities. Theoretical lectures will cover all the fundamentals and basic principles of predictive modelling. Additionally, PBL pedagogical tools will be used in which students will work in groups to solve realistic multifaceted problems with the use of computer programming software. These problems will include the construction of experimental designs, model development, regression analysis, sensitivity analysis and safety risk scenarios. Placements will be accomplished for a number of students and external industrial, stakeholders and other participants will be participate in a dissemination event of a conference.

By the end of the programme students will: (i) have attained a fundamental understanding of the substantial body of applied modelling, statistics and recent

developments in the field of Predictive Modelling and Quantitative Risk Assessment of foods, (ii) have exercised personal responsibility and autonomous initiative in solving complex microbiological problems that are solved in a rigorous and professional approach, (iii) have engaged in critical dialogue and learned

to criticise the broader implication of Applied Modelling approaches in Food Science through interactive teaching, (iv) have exploited available software

packages and quantitative approaches for enriching current studies in the field in order to communicate results and innovations of research to peers, (v) are aware of the professional environment and (vi) have identified or be able to propose niche employability actions.

The cooperation in the strategic partnership programme will result in a future knowledge transfer between participating institutions and facilitate the exchange of students for practical training in companies between the countries. Additionally, the multidisciplinary character of this strategic partnership will provide an unprecedented opportunity for researchers to communicate, collaborate and advance significantly beyond the current state-of-the-art supporting many pan European research projects as well as other international projects.

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GRANT AMOUNT:	354 370 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Energy and resources
TOPIC 3:	Enterprise, industry and SMEs (incl. entrepreneurship)
CLUSTER(S):	New Technologies & Digital Competences; Education for Sustainable Development; Employability

PROJECT NUMBER:

2014-1-NL01-KA200-000555

TITLE:

INCLUSIVE DANCE AND MOVEMENT PRACTICE, THE TRANSFERABLE SKILLS OF THE DANCE ARTIST

DESCRIPTION:

The project focuses on the transferable skills of dance and movement practice and how these skills can offer creative answers to needs in other sectors such as health care, architecture and urban development or human resources.

We want to prepare our students as early as possible for their future professional careers, enlarge the potential environments where their skills can be applied and increase their employability. The individual students will need to develop more entrepreneurial skills allowing them to create their own job opportunities and they need increased ICT-literacy and competences to support this.

The ultimate objective of the project is to redefine the vision of the body in dance and to reinvent dance education by developing new curricula that focus on transferable skills which are also applicable outside of dance as a performing art practice and which offer creative answers to particular needs of other sectors.

We will focus on the following transferable skills:

Rethinking bodies will focus on the application of the somatic skills of the dancers outside the field of dance in therapeutic or health care contexts.

Redesigning spaces will focus on the application of the spatial and social skills of dancers to improve the quality of public places and increase the social cohesion in underdeveloped neighbourhoods.

Redefining career will focus on how dancers can diversify and pro-actively create their own job opportunities, for instance how to apply their social and communicative skills within the field of human resources.

The three core partners are all leading institutions in the field of dance education nationally and internationally. They share the objective of constantly renewing their curriculum in order to prepare their students for both the opportunities and challenges of their future careers.

We will work cross sectorial: for instance dance & health; dance & urban development; dance & human resources. These other professional fields have particular needs to which movement practice can offer unique answers.

The first of the three cross sectorial partners DEMOS has expertise in the social artistic and intercultural field of culture, sports and youth work. With this project, they meet their objective for a more inclusive society, where the excluded sections of the community are empowered by inspiring artistic experience.

The second cross-sector partner Tilburg Dansstad includes all other professional dance organizations in Tilburg and has developed with projects such as the Dance Month and the Dance Night a particular expertise in dance in public spaces.

The third cross-sector partner, the Jana Deyla Conservatory, is the only education institution of its kind in Central Europe offering music education to blind and visually impaired students and students with Specific Learning Disabilities. They believe that movement practice will enhance the learning and confidence of these students. Other partners will be added to this in function of the content of the Intensive Study Programmes.

Three Intensive Study Programmes necessary to develop and test the new curriculum will be held, one in each country, curated by one of the partners at which staff, teachers, students and professionals of the working field of all the partners will participate to exchange their best practices.

We will record the sessions of the Intensive Study Programmes with Mediasite, (a system and platform for recording and webcasting), so that the original sessions can also be followed by groups of students and

teachers of the different partner organizations at home with live stream, allowing them to participate and give real time feedback on them using video conferencing. Part of the recordings of the live stream will be used as the video content for the Learning Units that will be distributed as open courseware.

The main intellectual output of the project will be the open courseware; consisting of three interrelated Learning Units of 40 hours of study load

Afterwards each partner will integrate all three Learning Units in to their curricula, and look for means to continue to develop them. The active dissemination of the Learning Units as open courseware to other dance education institutes, arts institutes and related sectors will further enlarge the impact.

At different stages of its development the project will be presented to the European League of Institutes of the Arts (ELIA). The project will be presented to all members, accompanied by explicit actions (such as questionnaires) to obtain feedback.

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PARTNERS:	Stichting Tilburg Dansstad, NL; ARTESIS - PLANTIJN HOGESCHOOL ANTWERPEN, BE; Konzervator Jana Deyla a stredni skola pro zrakove postizene, CZ; Demos vzw, BE; Konzervator Duncan centre, Praha 4, Branická 41, CZ
GRANT AMOUNT:	378 995 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Supporting the production and adoption of Open Educational Resources in diverse European languages
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training; Employability

PROJECT NUMBER:

2014-1-NL01-KA203-001090

TITLE:

TOWARDS A EUROPEAN FRAMEWORK OF REFERENCE FOR THE EDUCATION AND TRAINING OF LITERARY TRANSLATORS

DESCRIPTION:

It is important for one to be able to read Pessoa without knowing Portuguese, Tsvetaeva without knowing Russian or Auden without knowing English, and still have the impression that one is hearing their voice, even if it is conveyed in the language with which one is most familiar.

Jacques De Decker (In: Preface for the PETRA Recommendations)

In multicultural and multilingual Europe, it is difficult to overestimate the importance of literary translation. Literary translation requires specific knowledge and skills: language proficiency, knowledge of the source and target culture, familiarity with the schools of thoughts in the source and target literature. They must also develop a specific literary language use and be able to handle different styles. These are but a few of the aspects of the (wide range of) knowledge and competencies expected of a good literary translator. Proper training programmes are therefore very important.

PETRA-E aims to set up a European infrastructure for the education and training of literary translators. This project is the first step in that direction; developing a Framework for the education and training of literary translators. The project builds on several previous European and international initiatives.

PETRA-E will follow the recommendations on the education of literary translators from the 2011 PETRA Congress:

-Laying the foundation for a European infrastructure for the education and training of literary translators by further developing and disseminating a Framework of Reference for knowledge, skills and competencies in the area of literary translation. This is important for the recognition and validation of knowledge and skills acquired through the various formal and informal training programmes.

- This requires implementation of another recommendation from the PETRA Congress: forums should be set up at a European level, since there is an urgent need for a debate on the recognition of skills, competencies and proficiency levels and for reaching consensus on the basis for a curriculum.

The education and training of literary translators is necessarily a small-scale matter; the literary translation market is a small one, and the number of possible language combinations is large (cf Dutch-Irish, Irish-Hungarian). It is a fragmented field of university and non-university education programmes (many of which are offered by translators' organizations). The education and training of literary translators at university level is largely fragmented and invisible, since it forms part of various programmes for language studies.

Although, in spite of all this, good results are being achieved, there is a lack of opportunities for cooperation, student and teacher exchange programmes, best practices and teaching methods. It is also not possible to move on to another type of education or to validate results achieved previously or elsewhere. Many opportunities for innovation, cooperation and cost savings therefore remain unused, while an increasing number of requirements is imposed on (the education and training of) translators.

Because the translation market is under pressure, translators must work under ever-increasing time constraints, and are expected to possess professional skills when they enter the labour market. The market is also undergoing more rapid changes, and it is important that the educational field can quickly respond to changes in demand.

Organization

Because of the diversity of training programmes and the different views on them, a choice was made for a broadly based project group, bringing together different types of schools, stakeholders and disciplines. This also increases the level of support for and the dissemination of results.

Development and dissemination go hand in hand in this project. In this context and due to the various views stated, target groups should already be involved at the instrument's development stage so that it can meet their expectations. Apart from the project partners, we will also involve other institutions and translators in the development of the Framework during the meetings. Detailing a list of institutions, both academic and non-academic, also forms part of the project.

This project is the first step on the path to a higher shared goal. Each activity constitutes a step towards a flexible, pan-European (or wider) network of formal and informal literary translation schools offering common Master's degree programmes in specific subject areas, student and teacher exchanges, distance learning facilities and widely recognized qualifications and credits. Although the institutions and organizations involved may hold different views on and have a different understanding of (literary) translation, they may agree – at a basic level – on a Framework of Reference for literary translation, which will of course be receptive to different views on translation quality.

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PARTNERS:	Nederlandse Taalunie, NL; Deutscher Übersetzerfonds e. V., DE; Conseil Européen des Associations de Traducteurs Littéraires, BE; UNIVERSITY OF EAST ANGLIA, UK; KATHOLIEKE UNIVERSITEIT LEUVEN, BE; EOTVOS LORAND TUDOMANYEGYETEM, HU; Fondazione Universitaria San Pellegrino, IT
GRANT AMOUNT:	277 482 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Creativity and culture
TOPIC 2:	Recognition (non-formal and informal learning/credits)
TOPIC 3:	Recognition, transparency, certification
CLUSTER(S):	Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2014-1-NL01-KA203-001181**TITLE:****MASTERMIND EUROPE - MASTERS ADMISSION FOR A DIVERSE INTERNATIONAL CLASSROOM****DESCRIPTION:**

Mastermind Europe will produce a Package of Guiding Tools and a Pool of Experts for Masters coordinators in Europe who want to adapt their admission practice towards a competency-based assessment in addition to current practice of recognition of diplomas. Master's coordinators want this because of the increasing diversity of applicants and students in academic, national and cultural background, through intra-European mobility and inflow of students from outside the European Higher Education Area.

The Package and Pool will be developed in an integrated process with regional Focus groups of 64 - 108 Masters coordinators who are eager to pilot with changing Masters admission practice. The evidence base on increasing diversity in Master's admission and the need for competency-based admission.

Key outcomes of the project:

I. Package of Tools, integrated with III Pilot experience through Focus groups

1. Explanatory note on the paradigms of Recognition and competency-based selection in Master's admission
2. Guiding tool on requirements in Subject specific knowledge and skills
3. Guiding tool on requirements in General academic competencies & potential
4. Guiding tool on requirements in Personal characteristics
5. Guiding tool on choice of Assessment mechanisms
6. Guiding tool on choice of Automated Graduate Admission-Enrolment Management systems

II. Strengthened Evidence base

1. Report on the degree of restrictiveness of Master's level admissions to 'outsiders'
2. Report & analysis on categories of admission criteria and tests
3. Report on legal and regulatory obstacles to selective admissions at Master's level
4. Report on the perceptions of students on Master's admission processes

III. Pilot experience through Focus Groups, integrated with I Package of Tools:

Between 80 and 100 Master's programmes have made specific plans to adapt their admission process

1. Two times between 8 and 10 Master's in Southwest Europe
2. Two times between 8 and 10 Master's in Northern Europe
3. Two times between 8 and 10 Master's in Western Europe
4. Two times between 8 and 10 Master's in South-eastern Europe

IV. Services

1. Website with tools and information on competency-based Master's admission in Europe
2. Pool of experts for on-call support in adaptation of admission at individual Master's programme level

V. Multiplier events

1. International seminar to share & disseminate the results of the project
2. Embedded dissemination events (sessions at conferences like EAIE, EUA, Utrecht Network etc.)

Sustainability of the results is guaranteed through the self-funding services set in place during the project and through the broad coalition of universities, associations and companies.

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PARTNERS:	VILNIAUS UNIVERSITETAS, LT; UNIVERZA V LJUBLJANI, SI; HELSINGIN YLIOPISTO, FI; StudyPortals B.V., NL; UNIVERSITAET GRAZ, AT; Ziggurat bv, NL; STIFTUNG ZUR FORDERUNG DER HOCHSCHULREKTORENKONFERENZ, DE; ASSOCIATION POUR LA COOPERATION ACADEMIQUE - ACADEMIC COOPERATION ASSOCIATION, BE; ASSOCIACIO CATALANA D'UNIVERSITATS PUBLIQUES, ES; POLITECNICO DI MILANO, IT
GRANT AMOUNT:	350 094 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Recognition, transparency, certification
CLUSTER(S):	International Cooperation; Teaching & Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2014-1-NL01-KA203-001228**TITLE:****EUROPEAN FORENSIC EDUCATIONAL NETWORK****DESCRIPTION:**

Forensics is becoming more important in the fight against crime. And crime is increasingly transnational: human and drugs trafficking, cybercrime, terrorism, it does not stop at national borders. This results in the need for a pan-European approach to forensic practice, from initial education up to workplace of forensic institutions and companies. Not surprisingly, the European Union currently puts great effort into creating a 'European Forensic Science Area', in which all can rely on shared forensic methods and swift international cooperation in the fight against crime. But, these recent efforts focus mainly on policy matters and scientific, innovative methods, rather than initial education.

As a result, universities in different countries still teach their students the national – and often very different – methods of forensics, with little or no regard for the strong international aspect of their profession. Not only has this situation implications for the results of future cross-border investigations, it hampers the job perspectives of students, since the sector increasingly demands professionals with knowledge of the international aspects of forensics. The Strategic Partnership project 'European Forensic Educational Network' (EFEN) aims to alter this situation. It will deliver the first substantial, European forensic study program, that meets the sector needs for professionals with knowledge of cross-border forensics, and put in place the foundations of the necessary European network of stakeholders, supporting the goal of creating a European forensic educational area, to accompany its scientific counterpart the EU currently promotes.

The study program will contain a minor on International Forensics, an introduction course on International Forensics, a manual for international assignments and a European internship database.

On top of that, the educational material of the program will be translated into a full, interactive online version for students of the participating universities, and an open source version, available for all who are interested in the subject. A professional project website and official cooperation agreements will support and stimulate the growing network of universities, committing themselves to the goal of creating a European forensic educational area.

The full realization of this area, will not be reached overnight, considering the current national differences, lack of international cooperation and need to commit the vast majority of European universities to EFEN. Therefore the European forensic study program EFEN develops will first focus on European best practices in forensic methods, and the dynamics and complexity of cross-border cases, making it future professionals better equipped to work in a profession that becomes more internationally oriented. However, the long term goal, to reach in the years after EFEN ended, is to gradually transform the EFEN study program into a full 4-year study program, along with the creation of the European forensic educational area.

EFEN will start out with 4 universities and 2 forensic companies. Each of these organizations bring in specific experience and expertise, used to develop separate parts of the study program. Furthermore, the participating companies will guarantee the match between the sector needs and the content of the study program. Before the actual development of the study program, a baseline study on current educational solutions, needs and opportunities for a European forensic educational area will be carried out. A concept version of the study program will be thoroughly tested. After finalizing the study program all participating universities will incorporate it into their own curricula.

A large part of the project will be devoted to dissemination activities, ensuring more and more universities will start to use the study program, gradually building the desired European forensic educational area. To this end, the EFEN partners can build on the already existing 'Forensic Academic Network' (FAN) they are all part of. FAN contains 9 more universities, that will be connected to EFEN during the project (FAN will dissolve into EFEN). Also, the European Network of Forensic Science Institutes (the ENFSI, an associated partner to the project), the umbrella organization for the forensic science community in Europe, will be used to reach out to even more stakeholders in Europe.

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PARTNERS:	Studio Indagini Mediche E Forensi (SIMEF), IT; STAFFORDSHIRE UNIVERSITY, UK; VRIJE UNIVERSITEIT BRUSSEL, BE; Studio di Ingegneria Forense, IT; ERASMUSHOGESCHOOL BRUSSEL, BE
GRANT AMOUNT:	329 501 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Developing partnerships between education and employment
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	International Cooperation; Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER:

2014-1-NL01-KA203-001292

TITLE:

CARPE EUROPEAN SUSTAINABLE SOLUTIONS FOR EXISTING AND NEW CITY ENVIRONMENTS

DESCRIPTION:

The NEEDS

In the coming decades important geographical, demographical and environmental changes will take place in the urban environment. The rate of urbanization is increasing rapidly, the age structure of the urban population is shifting towards more elderly people, and environmental pressures in especially urban areas are increasing. These changes challenge us to develop integrated sustainable solutions for economic, social and environment problems in urban areas. To optimize solutions, a tight cooperation between HEIs and local authorities is needed. The need for a transition towards more sustainable cities requires a re-inforcement of academic programs that educate professionals being able to develop viable solutions for creating smart sustainable cities. The cooperation of universities and municipalities will result at the end in local changes. Regions will learn from each other's approaches and universities learn to work together on societal challenges.

PRIORITIES ADDRESSED

The most relevant priorities addressed in the project are 'Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda' and 'Promoting the take-up of practical entrepreneurial experiences in education, training and youth work'.

TOPICS ADDRESSED, THE KEY-OBJECTIVES and EXPECTED IMPACTS

- 1) (Inter)Regional dimension and cooperation: ESSENCE aims at accelerating the design, development and uptake of viable solutions for sustainable cities by enhancing cooperation between HEIs and regional authorities such as municipalities, incubators (e.g. by introducing an international Sustainable City student competition and a Start-Up competition for students). The expected impacts include: an increased sustainability in urban areas, an increased collaboration between regional authorities, businesses and HEIs, an increased employment and new business opportunities.
- 2) Environment & climate change: ESSENCE aims at developing a joint international course programme on creating sustainable cities, involving HEIs and regional authorities. ESSENCE aims at disseminating large parts as open course ware and setting an example for other regions. The expected impacts include: reinforced study programs on sustainable cities, more sustainable city areas, an increased employability of graduates, and the generation of new business opportunities.
- 3) New innovative curricula/educational methods/development of training courses: ESSENCE aims at

investigating, exchanging and testing best practices of innovative teaching approaches, blended learning, distance learning, flipped classroom and ICT methods, and to implement those in a joint course (30 ECTS) on creating sustainable cities. The main expected impact of the project include an increased uptake of innovative teaching approaches leading to the modernization of HEI education.

THE MAIN TARGET GROUPS

The target groups of the project are 1) students, trainees, apprentices of HEIs; 2) experts, specialists, professionals (Incubator Facilities, SMEs); 3) officials and decision makers (municipalities); 4) researchers, teaching staff of HEIs, 5) others, any person or organisation interested in the outcomes of the project.

THE PROJECT PARTNERS

The project partners in ESSENCE are 5 HEIs and 3 municipalities. The HEIs are partners in CARPE (Consortium on Applied Research and Professional Education), first of this kind in the field of Applied Sciences in Europe, started in 2011. CARPE aims at connecting education and research with their regions to increase social and economic value of the knowledge that they create.

THE SCHEDULE and MAIN ACTIVITIES

The duration of ESSENCE is 3-years. In the first year the challenges for developing sustainable cities will be discussed in more detail, staff will be trained in the use of innovative teaching approaches, a conference on blended learning, and an infrastructure for using Open Education Resources (OER) will be built. In the second year, course material for a joint programme of 30 ECTS will be completed, a national student Sustainable City competition and an international Start-Up competition for students will be organized. In the last year, the joint course programme will be tried out in Utrecht (in a blended learning format), an international student Sustainable City competition in the 3 municipalities (Utrecht, Turku and Alcoi). A conference on viable solutions for a sustainable city environment is scheduled. Follow up activities will be worked out.

PROJECT MANAGEMENT and QUALITY ASSURANCE

The key players in the project management include the project leader (responsible for overall project management), the project board (direction of the project), the project controller (responsible for monitoring and tracking the budget), a steering group (responsible quality assurance) and leading project partners for each project activity. A policy for the monitoring, quality assurance and evaluation will be developed.

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PARTNERS:	THE MANCHESTER METROPOLITAN UNIVERSITY, UK; TURUN AMMATTIKORKEAKOULU OY, FI; HOCHSCHULE FUER ANGEWANDTE WISSENSCHAFTEN, DE; CITY OF TURKU, FI; Ajuntament d'Alcoi, ES; UNIVERSITAT POLITECNICA DE VALENCIA, ES; GEMEENTE UTRECHT, NL
GRANT AMOUNT:	450 000 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Environment and climate change
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Regional dimension and cooperation
CLUSTER(S):	Education for Sustainable Development; Teaching & Training

PROJECT NUMBER: 2014-1-NL01-KA203-001298**TITLE:****MARKET BASKET VIRTUAL STUDENT COLLABORATION MODEL****DESCRIPTION:**

The five Higher Education Institutions (HEIs) in this project have large part-time (in-work) student populations. These part-time students, and many full-time students as well, have no or limited opportunity to travel for their study programme or to apply for an Erasmus exchange programme. They still need to develop skills like intercultural communication, digital competences, teamwork and research skills in an international setting to enhance their employability in today's globalised working environment. Professionals who can work effectively in international, virtual, multi-disciplinary teams are increasingly demanded by employers.

Initially a cooperation was set up by the Amsterdam University of Applied Sciences (Hogeschool van Amsterdam) in the Netherlands and the Business Academy Aarhus in Denmark in 2009 to tackle this problem. Marketing and Multimedia students in two countries worked together virtually on designing creative marketing campaigns without having to leave home. This project was called Market Basket 1.0.

The Market basket 1.0 had a positive evaluation by and effect on students and lecturers, therefore we now aim to further develop and test this model. We also hope to inspire other HEIs to use the Market Basket Virtual Student Collaboration model (MAB 2.0) and we aim to stimulate the growth of a Market Basket network. A full implementation pack with handbooks and a full set of teaching materials will be developed and offered via a new Open Platform and make MAB 2.0 ready for European wide distribution.

The need for information about cross-cultural topics and market information among small and medium sized enterprises (SMEs) induced us to include SMEs as important stakeholders. Chambers of commerce, our SME business networks and our sixth partner in the consortium, Technology Park Varazdin, will provide real-life assignments from the SMEs or start-up companies for the student teams to work on. This will add the entrepreneurial element to the students' assignments.

These virtual student teams from different countries and from different disciplines and courses will work together on the specific project assignment e.g. an international advertising campaign, an innovative product launch or market research. Students (nor lecturers) will ever meet in person, but use skype, email, social media, the networks' online platform and other sharing methods. In this way they will acquire the virtual (and intercultural) collaboration skills which they will need for their future workplace. Afterwards, students evaluate, analyse and benchmark cross-border working methods and techniques, cross-cultural competencies and publish their research findings for the companies in a report on a dedicated website.

The methodology used in carrying out this two year strategic partnership project is as follows:

The first phase will be the development of an implementation pack with training materials and necessary resources and an Online Platform as an Open Educational Resource. The second phase will be the testing, evaluation and adjusting of the implementation pack and platform through concrete pilots. During the testing phase the MAB 2.0 will be open to students from various Bachelor programmes of the participating HEIs, e.g. Marketing, Project Management, IT, Multi-media, Communication Management and many other programmes. Partners outside the consortium can join the pilots which will stimulate further dissemination.

Other dissemination activities during the project will be training sessions for teaching staff, multiplier events for non-participants, presentations at international conferences and publications in educational magazines.

The final result of the MAB 2.0 project will be a well-documented and tested educational model whereby students collaborate in virtual, international, multi-disciplinary teams on research projects commissioned by actual SMEs.

The impact and long term benefits of the final MAB 2.0 model are many fold. As a plug-in model it will be possible to implement virtual collaboration within HEIs without radically changing the curriculum. As a well-documented and tested model it will be easier for lecturers to gain support from the institutes IT

services and quality assessment departments. Moreover, the model will foster cooperation and bridge the worlds of education and work by working with real assignments of SMEs via the business networks.

We intend to promote free access for the public to the intellectual outputs of the project. We will upkeep the Online Platform after the EU funding has stopped adding to the sustainability of the project. The Market Basket Online Platform will be the hub for any interested university to implement MAB 2.0 and will be a knowledge centre for the business sector.

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GRANT AMOUNT:	152 902 EUR
CONTRACT DURATION:	30 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	New Technologies & Digital Competences; Employability; Teaching & Training

PROJECT NUMBER:

2014-1-NL01-KA203-001309

TITLE:

SUPPORT CENTRES FOR OPEN EDUCATION AND MOOCS IN DIFFERENT REGIONS OF EUROPE 2020

DESCRIPTION:

SCORE2020 is building on a project consortium of regional players in the field of open, online and flexible education. The partnership is building regional expertise centres on open education and MOOCs (Massive Open On-line Courses) with the support of the European platform of OpenupEd experts.

1. The regional expertise centres will promote, stimulate and activate the development and the delivery of MOOCs and other modes of open education as well as use of MOOCs in their region.
2. The regional expertise centres constitute together a European strategic partnership, which is supported by the European OpenupEd MOOCs platform. This will valorise the MOOCs developed in different regions in a broader European and global context. It also will strengthen each of the regional centres by sharing and developing transnational expertise of which each can benefit.

Together, the regional expertise centres form a European partnership to exchange and jointly expertise and to develop a common approach to quality in MOOCS.

WHY? Because, Europe needs to invest in flexible educational solutions. MOOCs is an important tool to enable these changes. MOOCs in essence combines the driver of new technology with the opportunities of Open Education and the open development movements. This is also embraced by the EC in their OER agenda; "Digital learning and recent trends in (OER) are enabling fundamental changes in the education world, expanding the educational offer beyond its traditional formats and borders. ... Europe should exploit the potential of OER much more than is currently the case.

SCORE2020 aims to support this by enabling regional expertise centres to promote quality European MOOCs within a national and European strategic partnership. The partnership consists of experts in the field of open education and MOOCs are coming from a combination of Open Universities and conventional universities that are exploring the opportunities of open education and MOOCs for some time now like the Open Universiteit Nederland (NL), UNED (E), the Norway Opening University (NOU, Norgesuniversitetet), Univerza v Ljubljana (SI), DCU – Dublin City University (IR), UNINETTUNO – UTIUI(IT) and FIED – Fédération Interuniversitaire de l'Enseignement à Distance – (FR). Within the SCORE2020 project, these universities will work together on a European level to strengthen their European cooperation within OpenupEd as well as their national cooperation within new to be established regional centres of expertise. The project will enhance European collaboration between these regional centres in a strategic partnership that is coordinated by EADTU.

These regional centres will be focussing on open education and will create synergetic connections to existing initiatives (e.g. on OER, e-learning, quality assessment, etc.). As such, it will incorporate previous projects and stimulate regional support centres. Partners in SCORE2020 believe that strong (regional) collaboration between all actors and stakeholders is needed such that professionals (academic, teachers, tutors, etc.) and their institutions will become leading in the changes and new opportunities created by MOOCs and open education. This will include the role of governments as they are increasingly becoming aware of the drivers and of the possibilities of online and open education. The strategic partnership of these regional centres at the European level will generate a strong platform of exchange of expertise and experience that strengthens both levels.

The approach is based on partners that are frontrunners with an imbedded position in the existing infrastructure to support others in the region. As such the project continues to build on the existing activities of each partner in their respective regions. The methodology aims to strengthen the efficiency, impact and quality of each regional centre, and moreover to increase the support in the innovative field of MOOCs and other forms of Open Education. To this end SCORE2020 partnership will focus on the following four themes organised in four respective work packages:

- Support by awareness- and training materials
- Instructional design models for MOOCs

- Evidence based practices and quality of use
- Organisation and business models for Regional Centre in European partnership

In all, the project will create more innovative universities through the development and delivery of MOOCs and online/blended and open learning formats; will contribute to knowledge regions by MOOCs and open education; will create regional support centres for MOOCs, based on existing expert structures like Norge-suniversitetet, the OUNI, the Irish National Centre for Digital Higher Education and others.

They will form a strategic partnership, which will result in synergies for the dissemination of MOOCs at the International level, QA of MOOCs and the development of expertise on the design and delivery of MOOCs, new pedagogies and subject- related aspects of MOOCs.

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GRANT AMOUNT:	277 662 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting the professional development of staff and youth workers in ICT methodologies
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	Regional dimension and cooperation
CLUSTER(S):	New Technologies & Digital Competences; International Cooperation; Education for Sustainable Development

PROJECT NUMBER: 2014-1-N001-KA200-000424**TITLE: ARAMAIC-ONLINE PROJECT****DESCRIPTION:**

The principal aim of this project is to develop an online course and new language learning materials in Turoyo-Aramaic (also known as Surayt), which is today spoken by approximately 250,000 people in Europe.

Turoyo is missing in the language courses offered by the Erasmus+ Program countries. The courses provided by community organizations and the Syriac Orthodox Church teach Classical Syriac (liturgy language) instead of people's everyday spoken language, Turoyo. Due to the lack of courses and language learning materials in Turoyo, both native and non-native speakers have difficulty in learning Turoyo or improving their knowledge of this language. Turoyo has predominantly been a vernacular language and therefore it suffers from the problem that it lacks standardization when writing it, both when using the Syriac and Latin alphabets.

In order to address the aforementioned problems and fill in the gap of Turoyo language courses, the Consortium (University of Bergen, Free University of Berlin, Leipzig University, University of Cambridge and the St Ephrem Syriac Orthodox Monastery in the Netherlands) has formulated the following aims and objectives in line with Erasmus+ Program's (Key Action 2) specific objectives and priorities that promote the teaching and learning of foreign languages:

- Develop an online course for Turoyo at A1, A2 and B1 levels. A strong element of intercultural awareness will be integrated in the course syllabus and methodology. Besides, Europe's linguistic diversity will be respected by making the course available in English, German, Swedish and Dutch to address both the needs of native and non-native learners of this language;
- Promote the strategic use of ICT and OER in teaching and learning Turoyo and develop new language-learning materials for Turoyo;
- Standardise the writing of Turoyo by developing a new orthography;
- Develop new curricula for teaching Turoyo at tertiary institutions;
- Increase the professionalisation of the Turoyo language teachers by providing them with a training workshop;
- Organise the first international conference on Turoyo to address the challenges which Turoyo encounters in the European diaspora context and to establish an international network among scholars and experts working on Turoyo.
- Organise a summer school on Turoyo for the youth to promote and disseminate the online course;
- Improve the teaching capacities of organizations (including the consortium partners) active in the field of Turoyo.
- Increase the employability of Turoyo language speakers in areas where a high concentration of Syrians live.

The project results, especially the online course will be a new opportunity for all interested native and non-native learners of this language to improve their Turoyo language skills and increase learners' intercultural awareness. It will fill in a gap in the spectrum of European languages by offering a new and unique language course. Overall, the project results are expected to have a remarkable impact on the future viability and vitality of this endangered language.

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Shabo Talay

PARTNERS:	Syrisch-Orthodoxe Kerk van Antiochië, NL; FREIE UNIVERSITAET BERLIN, DE; UNIVERSITAET LEIPZIG, DE; THE CHANCELLOR, MASTERS AND SCHOLARS OF THE UNIVERSITY OF CAMBRIDGE, UK
GRANT AMOUNT:	496 968 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Teaching and learning of foreign languages
TOPIC 3:	Open and distance learning
CLUSTER(S):	Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER:

2014-1-N001-KA200-000441

TITLE:

MEDICAL PEACE WORK 3 - STRENGTHENING HEALTH WORKERS PERFORMANCE IN VIOLENCE PREVENTION AND PEACE BUILDING

DESCRIPTION:

Health work and peace work can be seen as two aspects of the same objective: Contributing to the well-being and prosperity of fellow citizens. Health professionals and their organisations often find themselves in a unique position to prevent or reduce violence and to promote peace. Since 2004, the European Medical Peace Work Partnership has developed training material on peace issues for health professionals.

In 2011, seven Medical Peace Work (MPW) online courses were launched as a self-study option for health professionals. The courses, as well as a web-based resource centre for medical teachers and trainers, are available free of charge at www.medicalpeacework.org. By now, nearly 7.000 users have created an account at the online learning platform, and more than 730 certificates have been issued. The courses are accredited by the Norwegian Medical Association as standalone CME-credited courses (continuous medical education). They have also been applied in medical and health science education at various teaching institutions across Europe.

Feedback has revealed that self-running online courses require a high level of self-discipline on the part of the students. Albeit a variety of online discussion solutions, individual online students also report a lack of peer contact, which is important to their ability to complete the course and to their practical skills training.

With MPW3, we wish to introduce Case-based learning (CBL) as a new teaching methodology. Our consortium of project partners plan to produce twelve new cases that will complement the existing MPW online courses. The new material will focus on skills training in teamwork and problem solving, and it can be used in face-to-face settings or in blended learning solutions when combined with the online courses. It can also be used outside educational institutions and even independently from skilled facilitators; our planned audio-visual case material and new team-focused online course will contain video guidance.

The primary target group for MPW3 encompasses institutions of higher education and VET for health workers that provide teaching in MPW-related fields of study. Such fields include international health/global health, public health/social medicine, domestic violence prevention, crises prevention/intervention, trauma care, medical ethics & human rights, international humanitarian law, health diplomacy, communication, and conflict management. MPW3's secondary target group comprises individual health workers and teams of health workers interested in improving their performance in peace building and violence prevention.

Our ten partners constitute a combination of the expertise deemed necessary for this project. Organisations such as University of Bergen, IPPNW and Klinikum Nurnberg have extensive Medical Peace practice and education, and they have all formed part of the MPW consortium since 2004. We have also brought in a special organisation with particular expertise in creating and managing case-based learning material – the UK-based Case Centre. Also contributing to this project are new training institutions and organisations with the type of field and situation practice that will feed into the case development and ensure realistic, high quality scenarios.

Multiplier events during the project period include co-organisation of the congress 'Medicine and Conscience', where there will be a special thematic focus on challenging peace-health situations in Europe. A workshop to train health educators in CBL methodology and gain their feedback on our material will be organised further into the project period. Finally, a symposium gathering peace-health educators from Europe and around the world will be held towards the final stages of the MPW3 project period. Dissemination will additionally be ensured through various channels that include our extensive peer networks, lobbying activities, the publication of texts and articles in relevant media, public relations events, MPW information material distributed at conferences, meetings and institutions, as well as accreditation and assimilation of the new CBL material into more health education institutions across Europe.

The fact that MPW3 focuses on case-based learning solutions is a symptom of the MPW network's eagerness to design sustainable training solutions. CBL comes up as a learning method that caters for the

learning capacities and needs of the next generation of students. MPW3 will enable us to bridge the material already produced in MPW 1 and 2 with a methodological approach designed for the future.

Medical Peace Work as a field of expertise has gradually developed over the past decade. Our network of partners and supporters continues to grow, as does the demand for designated and freely accessible teaching material. As long as there are health workers interested in using their special role to build peace and prevent violence, Medical Peace Work has a place in European health education.

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PARTNERS:	IPPNW e.V., DE; UNIVERSITETET I BERGEN, NO; The Case Centre, UK; KLINIKUM NURNBERG, DE; Stichting Coalition for Work with Psychotrauma and Peace, NL; Missionsärztliches Institut Würzburg, DE; Arbeiter-Samariter-Bund Österreichs Landesverband Steiermark, AT; MEDACT, UK; 4change, IT
GRANT AMOUNT:	290 100 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Health and wellbeing
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	Health & Medicine; Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER:

2014-1-N001-KA203-000366

TITLE:

CONFRONTING WICKED PROBLEMS: ADAPTING ARCHITECTURAL EDUCATION TO THE NEW SITUATION IN EUROPE

DESCRIPTION:

Architecture as an education, a discipline and a profession has to redefine and release its potential for problem-solving and innovation within a new economic and societal context. This new normal implies that the knowledge basis, teaching methods and role models transferred in architectural education have to be adapted to a new reality. There is a strong demand for diversification both in architectural education and in practice. This is most clearly demonstrated in the challenges of sustainable development of the European habitat, cities and buildings. The process of redesigning and reusing the huge European architectural heritage is equally challenging.

The main objectives of the project are (1) to strengthen the architectural graduate's 'ability to face the wicked problems, and thus improve the graduate's social impact and their employability. In order to achieve this, the content and methods of architectural education have to be reconsidered and developed. The project will test and develop innovative practices in local "teaching laboratories, and provide a platform for making the results available to relevant schools. (2) The educational institutions will through the new knowledge gained also be able to develop their systems and curriculum for Life-long learning involving post-graduate target groups. In this way the project also will give input to systems for Continuous professional development (CPD) and reach other target groups disseminating knowledge to young professionals and practice through chambers and professional organizations.

-The Oslo School of Architecture and Design (AHO) is heading the project.

-The European Association of Architectural Education (EAAE) is a main strategic partner with an important role in disseminating and evaluating the result.

-The Architects' Council of Europe (ACE) is also a strategic partner with the specific role of bridging the project to the profession.

-Escuela d'Archiitectura de Barcelona, ETSAB, UPC, Spain

-The Oslo School of Architecture and Design, Norway

-The Faculty of Architecture and Arts, Hasselt University, Belgium

-The Department DSA of Sciences for Architecture (Polytechnic School) at the University of Genoa, Italy.

-The CTU Faculty of Architecture in Prague, Czech Republic

-The Faculty of Architecture and the Built Environment at the Delft University of Technology, The Netherlands

-The Faculty of Architecture at the Politecnico di Milano,

-The Ion Mincu University of Architecture and Urbanism in Bucuresti, Romania

The project is organized in three different think tanks each dealing with aspects of the new situation: (1) Architectural design and professional knowledge, (2) Heritage and (3) Sustainability.

The activities in the different Think tanks will be managed through two yearly transnational project meetings. In addition to this the project involves different kinds of events for pilot projects and discussions:

-The sustainability think tank will arrange three Sustainability Charettes.

-The Architectural design and professional knowledge think tank, and the Heritage think tank will also arrange three short term staff training events held in turns by the schools participating in the think tank.

Dissemination will happen through yearly reports to representatives of most European schools of architecture at the yearly EAAE-ACE Academy-event. All written material as well as major lectures will be published open source at the EAAE-website.

The expected outcome for the participating schools is the successful development of innovative curricula and teaching methods within the fields covered by the think tanks. The project is expected to make the participating schools epicentres and ambassadors of good practice respectively within architectural design and professional knowledge, sustainability and heritage. The project is also important for extending and strengthening the schools international networks, and as an arena for conducting and publishing international studies on architectural education.

For EAAE the project will strengthen further European cooperation within architectural education. Through the dissemination of intellectual outputs the project will also contribute to establishing EAAE as a hub of resources for its member institutions.

For ACE and EAAE an important impact is to establish closer through opening up several areas of cooperation and exchanging experience, expertise and networks. For ACE the impact in CDP for young professionals is of particular interest.

Generally the project raises the question of how to teach architecture today in Europe, and especially how curriculum and teaching should be adapted to the new societal and professional situation, in this document termed the new normal.

The context of the project involving European organizations participating in global networks, as well as local universities, gives a potential for this discussion and possible improved education from European to local level.

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PARTNERS:	UNIVERSITAT POLITECNICA DE CATALUNYA, ES; CESKE VYSOKE UCENI TECHNICKE V PRAZE, CZ; EAAE - AEEA (European Association for Architectural Education vzw - Association Européenne pour l'Enseignement de l'Architecture, BE; Universitatea de Arhitectura si Urbanism "Ion Mincu", RO; POLITECNICO DI MILANO, IT; UNIVERSITEIT HASSELT, BE; UNIVERSITA DEGLI STUDI DI GENOVA, IT; CAE Services GEIE, LU; TECHNISCHE UNIVERSITEIT DELFT, NL
GRANT AMOUNT:	284 815 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Employability; Teaching & Training

PROJECT NUMBER: 2014-1-N001-KA203-000426**TITLE:****UNIVERSAL DESIGN IN HIGHER EDUCATION - LICENCE TO LEARN****DESCRIPTION:**

Universal Design in Higher Education - Licence to Learn (UDLL)

The UDLL project aim to include students with disabilities in Higher Education through implementing general principles of Universal Design (UD) and practical solutions from the pedagogical concept of Universal Design of Learning (UDL). UDLL will address challenges highlighted both by the UN Convention on the Rights of Persons with disabilities (CRPD) and in the social dimension of the Bologna process.

UDLL consults students and important stakeholders of Higher Education - academic staff, policy makers in Higher Education and student support services - to develop a European pathway for the 3 participating countries, Norway, Ireland and Belgium, on UDL and its potential to create a high quality education experience for a diverse group of learners. This project will firmly place UDL as a quality 'tool' for the higher education system, and give the stakeholders increased awareness, knowledge and better cooperation which will affect the quality of students learning in higher education.

This project will uniquely use the voice of the learners to set the stage prior to consulting with the three key stakeholders through focus groups. The objective of the establishing and engaging with focus groups is to have a real conversation with the people involved and take the opportunity to review and learn from their practices.

The outcome of UDLL is a best practice guideline for implementing UDL in Higher education, and a self-assessment toolkit for the students to address challenges they meet in their learning environment. The two outcomes represent a Licence to Learn, for students and stakeholders to enhance an inclusive learning environment to the benefit of all learners. Students, with or without a disability, should have the possibility to enter and fulfil higher education, based on their skills and efforts. UDLL is an inclusive answer to these issue.

The UDLL outcomes will be disseminated through a conference about Universal Design and Universal Design of Learning in Higher Education, and through the UDLL partners' national and international networks. All materials will be accessible on-line.

The UDLL project will aim for change in awareness, increased knowledge and better practice in the development of an inclusive learning environment in Higher Education.

COORDINATOR:

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CONTACT:

Kjetil Knarlag

PARTNERS:

Association for Higher Education Access and Disability, IE;
HOGESCHOOL WEST-VLAANDEREN HOWEST, BE

GRANT AMOUNT:

138 650 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Promoting young people's social inclusion and well-being

TOPIC 1:

Disabilities - special needs

TOPIC 2:

Access for disadvantaged

TOPIC 3:

Inclusion - equity

CLUSTER(S):

Inclusion & Tolerance

PROJECT NUMBER:

2014-1-N001-KA203-000432

TITLE:

DEVELOPMENT AND IMPLEMENTATION OF INTERACTIVE MOBILE E-LEARNING APPS FOR EUROPEAN NURSING EDUCATION

DESCRIPTION:

Electronically supported learning tools have increasingly been accepted in higher education over the past few decades. A variety of new e-learning tools have been developed to serve students in their learning processes including podcasts, games and rich media e-compendiums.

The current project addresses bachelor student nurses challenges and needs regarding; active learning, learning approaches, transfer and adaptation of innovative teaching practices based on open educational resources (OER), access to education by the support of information and communication technology (ICT) and cohesion of the nursing education in Norway, England and Spain.

The partnership of this project consists of three European universities. The University of Stavanger (Norway): Department of Health Studies and the Department of E-learning Development (NETTOP), which is the lead partner and initiator of the project. The participating organisations are; The University of Nottingham (UK): School of Health Sciences, and Universidad Católica de Valencia San Vicente Mártir (Spain): Department of Nursing Care.

The objective of this project is to develop and implement new mobile interactive e-learning applications (apps) for European Bachelor Nursing Education, to facilitate increased and improved flexible learning and to participate in changing the pedagogy towards a digital and more flexible interactive student-centred education programs, as well as the modernisation of higher education. Based on established and well evaluated Norwegian rich media e-compendiums (https://www.youtube.com/watch?v=K6aQ8_Y1Tds&list=UUHH77ss9qAEpKpKD18KBqfQ), new interactive e-learning apps to be used on mobile devices will be produced. These apps contain a variety learning tools such as text, figures, interactions, animations, videos, audio, tasks and more. All e-learning apps will be made in English, Spanish and Norwegian and be published on App Store and Google Play, free to download.

The project activities include: Development of a new e-learning app platform for mobile devices that can contain text, videos, illustrations, interactions, animations, multiple choice questions as well as audio content. Translation of the content of the existing Norwegian e-compendiums into English and Spanish with subsequent adaption to local curricula. Embed translated content into the new app platform creating the new e-learning apps. Implement the finished apps into the nursing study program at the three participating organisations, and thereafter evaluate their effects on student satisfaction, study habits etc. at each campus. Furthermore, guidelines for the pedagogical use and implementation of the e-learning apps for future use will also be produced and published and so will audio of the apps as podcasts on iTunes U. The final activity of the current project is the dissemination of the apps through App Store and Google Play as well as other project activities through e.g. nursing magazines, websites, social media and local presentations and conference. The current project will be monitored and evaluated according to the Norwegian Agency for Public Management and eGovernment (Difi) model of project management and control.

The specific outcome of the current project is the newly developed e-learning apps on mobile devices for student nurses. In addition, podcasts of the same content, as well as guidelines about the pedagogical use and implementation of the e-learning apps will be produced. All apps, podcasts and guidelines will be published in Norwegian, English and Spanish.

The impact of the project on student nurses will be that a more supportive, flexible, dynamic, interactive and multi-faceted e-learning environment is created. The apps allow study variation and, when portable, will supply a learning tool that appeals to students' individual demands and choices. Ultimately, the expected benefit is increased student learning confidence and quality.

At the participating organisations, the project can improve digital teaching competency and skills, and thus support further development of a more modern, dynamic and flexible environment for teaching-learning interactions. This may, in the long run, improve the participants' opportunities for professional digital learning development, and may also increase both motivation as well as satisfaction in daily work due to the creative learning/teaching content and methodology employed.

COORDINATOR:	UiS Kjell Arholmsgate 41 4021 STAVANGER, Norway www.uis.no
CONTACT:	Kristin Hjorthaug Urstad
PARTNERS:	THE UNIVERSITY OF NOTTINGHAM, UK; Universidad Católica de Valencia "San Vicente Mártir", ES
GRANT AMOUNT:	425 430 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER:

2014-1-PL01-KA200-003353

TITLE:

LEARNING WITH ICT USE

DESCRIPTION:

Appropriate level of concentration is crucial for the effective assimilation of knowledge, therefore, the development of tools to support the maintenance of a high level of concentration will increase the efficiency of learning. Because each person has a unique rhythm of learning, it is important to develop tools to help to maintain high level of concentration, and which will be tailored to the individual learning rhythm of given person. Common problems students face during their studies include how to study effectively, coping with the amount of reading, how to manage their time, avoiding procrastination and distractions, and improving their concentration. The ability to focus the mind is one of the most important abilities one should possess. An important factor in being able to complete any task relates to one's ability to concentrate on that task. Such a task, in case of students, is to learn given subject effectively.

The main objective of the project is to create a set of tools that will help to increase the effectiveness of learning by supporting the high level of concentration in a manner adapted to the individualized rhythm of learning.

At the moment the staff at WSEI in Lublin conducts a series of research on the impact of external stimuli to maintenance of the high or constant level of concentration. As part of these studies, so-called Learning Lab (LL) has been created. In this Learning Lab students learn mathematics from popular Khan Academy environment, and the learning process is monitored by special hardware and software developed by the staff of WSEI. Properly prepared software and hardware (basing on the simple EEG environment) record loss of concentration of students participating in the learning session during this session. Some of the participants also receive audio signals (random for the control group or connected with the low level of concentration). The devices in the Learning Lab record the impact of stimuli on the level of concentration.

Thanks to research planned in the frames of the LEARNIT project, functionality of the Learning Lab will be tested and improved, also all necessary components of the Learning Lab will be refined. Learning Lab, created and tested under the project, will be used to determine individual learning rhythm of given person participating in the study session, and to find out what is the impact of an external stimulus to the level of concentration of this person.

Research conducted in the Learning Lab and the results of these research, will be used to develop a system / software which will be able to prepare a software for mobile devices (phones, tablets) which will give recommendations for the prevention of falls of concentration during the learning session for the given person, based on individual results obtained by a particular person during a session in the Learning Lab. Based on calculations made after gathering data from sessions of given person in Learning Lab, software will emit sound stimuli in the average moments when level of concentration of given person drops.

Thanks to this personalized system of recommendations, learner will be able to organize their learning (on their own, even at home), so that to assimilate knowledge in the most efficient way.

What do we plan to create?

As a result of the project it is planned to develop:

- Publication containing information about the type of equipment and methodology necessary to create a Learning Lab in any given organization. This document will also contain information about effectiveness of learning with usage of Learning Lab, problems that have arisen during sessions in Learning Lab, and many other information gathered during implementation of the project.
- Software, which may be used to conduct research in the Learning Lab by any organization wishing to create a Learning Lab. Software will record data during individual sessions of each student in Learning Lab. These data will be then used by researchers working under the framework of the project to develop software for mobile devices. After the project, data of given person from the sessions in Learning Lab will be uploaded into the software for mobile devices.
- Software, which will be ready to be installed in the mobile devices (tablets, phones). This software can be used to developed personalized recommendations for each person who will be tested in Learning

Lab. Based on information recorded during learning sessions of given person in Learning Lab, software will prepare information about the rhythm of learning of this person, and recommendation on how this person should organize his/her learning, so that it is as effective as possible.

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PARTNERS:	Transport and Telecommunication Institute, LV; Klaipedos valstybine kolegija, LT
GRANT AMOUNT:	261 140 EUR
CONTRACT DURATION:	25 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Research and innovation
CLUSTER(S):	Research & Innovation

PROJECT NUMBER: **2014-1-PL01-KA200-003434**

TITLE:

VALUE OF FAILURE

DESCRIPTION:

There is a clear economic and social rationale to promoting a second chance for failed entrepreneurs and deriving positive experience from negative situations. First and foremost, businesses set up by re-starters grow faster than first timers in terms of turnover and jobs created (Stam, Audretsch, Meijaard 2006; Enterprise Europe Network), and approximately one fifth of all successful business people failed first time round. Secondly, most of the time, business failure is not due to the incompetence of the entrepreneurs. Thirdly, there is a lot of evidence to show that Europeans as a whole are relatively risk-averse, especially compared to countries such as the USA. In Germany e.g. only 1-2% of new companies per year are founded by second chance entrepreneurs (see KfW-Gründungsmonitor 2013) and the World Bank recently critiqued Poland for its failure to understand the value of second chance entrepreneurs as manifested in its particularly onerous liquidation procedures (Devictor, 2013).

EU Enterprise and Employment strategy already contains numerous references to second chance policies. However, until now this concept is almost completely absent from VET provision. Research shows that second chance entrepreneurs have different support and information needs than first time entrepreneurs (Melle-Wigt 2006, Kay 2004, Siegel 2006) but HEI & VET providers continue to offer a uniform service.

Hence, the principal innovative contribution of this project will be to kick-start the development of a comprehensive and integrated international approach to second chance entrepreneurs by constructing tailor-made training and support for them and mainstreaming it across relevant stakeholders at regional level.

In order to do so we will firstly create three Regional "Second Chance Entrepreneurs Alliances. This new strategy involves bringing together stakeholders in enterprise education and economic development - such as Universities and Colleges, VET providers, Enterprise Development Agencies, Local Governments, Banks, and Chambers of Commerce - to jointly contribute to sustainable cultural and institutional change towards business failure. This will be achieved in a "top down strategy via dialogue, exchange of best practice and construction of a common agenda for action. This type of Alliance has never been used before in Europe and once stakeholders are aware of the changes needed, they will be in a position to work together, pooling resources to make effective and cost effective improvements in services. We will systematize the process and lessons learned in the form of a SEAL Toolkit, which will be published and actively promoted as a means of replicating the Alliances in other regions.

As a first concrete outcome of the collaboration espoused by the Alliance, we will then develop, test, publish and promote a dynamic "Value of Failure Enterprise training course directly targeted at graduates and second chance entrepreneurs.

Specifically, the content of the course itself will be innovative:

- It closes the gaps between information needs and existing support infrastructures
- It is based on innovative pedagogic strategies and learning approaches such as the flipped classroom model, improved learner integration and the story-based learning approach.
- It is based on the principle of collaboration for mutual advantage
- It promotes innovation through fostering the chance of successful re-starts.

VOF is delivered by a cross-sectoral partnership led by University Szczecin (Poland), known for its commitment to collaboration as a means to pursuing excellence. They will be joined by Enterprise Northern Ireland (UK) the primary Enterprise Education Organisation in the Northern Ireland region of the UK specialising in VET training and regional economic development programmes. Visionworks (Germany) are a specialised business start-up consultancy, whose practical and holistic approach to enterprise training is reflected in highly successful online learning platform "Univations Academy. The partnership is completed by Canice Consulting (UK), an international consultancy in the field of business VET with a growing specialism in digital learning and online marketing and Creo Mind (Poland), whose Director is a recognised authority in Entrepreneurship education and new pedagogical approaches.

As a result of our project, the 40 graduates and second chance entrepreneurs who participate in the Value of Failure Enterprise course will grow confident in their understanding and application of risk and the value of failure and are more likely to become self-employed entrepreneurs or gain the confidence to set up another business.

At organizational level, the project provides HEIs & VET providers with real motivation to integrate the learning course into their own portfolio of services, as it is a high quality, cost effective solution to a real demand they are facing.

COORDINATOR:

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CONTACT:

Leszek Gracz

PARTNERS:

Enterprise Northern Ireland, UK;
CANICE CONSULTING LIMITED, UK;
CREO MIND Spolka Cywilna, PL;
The Visionworks David Blunck, DE

GRANT AMOUNT:

222 040 EUR

CONTRACT DURATION:

28 months

PRIORITY 1 OR MAIN:

Promoting the take-up of practical entrepreneurial experiences in education, training and youth work

PRIORITY 2:

Supporting the production and adoption of Open Educational Resources in diverse European languages

TOPIC 1:

Enterprise, industry and SMEs (incl. entrepreneurship)

TOPIC 2:

Reaching the policy level/dialogue with decision makers

TOPIC 3:

Entrepreneurial learning - entrepreneurship education

CLUSTER(S):

Employability

PROJECT NUMBER:	2014-1-PL01-KA203-003392
TITLE:	INNOVATIVE EDUCATION TOWARDS THE NEEDS OF THE ORGANIC SECTOR
DESCRIPTION:	<p>Project title: 'Innovative Education towards the Needs of the Organic Sector'</p> <p>Development and implementation of innovative, labour market relevant teaching approaches in higher education institutions can enhance the quality of education and, in perspective, improve students' employability. One of the sectors of the European market characterized by dynamic growth, but still hardly supported by well-educated and skilled quality experts, is organic food sector. Therefore, Strategic Partnership will support cooperation between seven European universities to develop, test and implement innovative educational materials and methods addressing the needs of the labour market in organic sector and beyond. The project will begin with an in-depth analysis of labour market needs, both organic sector-specific and general, followed by the development of innovative teaching contents and by testing them with students and lecturers during teaching/learning activities, including e-learning, Intensive Study Programme and students internships. The final result will be the joint curriculum, to be implemented into regular teaching programme of the partner universities as well as disseminated to higher education institutions beyond the partnership.</p>
COORDINATOR:	<p>Nowoursynowska 166 2787 WARSZAWA, Poland www.sggw.waw.pl</p>
CONTACT:	Maria Ewa Rembiałkowska
PARTNERS:	<p>EESTI MAAULIKOOL, EE; HELSINGIN YLIOPISTO, FI; JIHOČESKÁ UNIVERZITA V ČESKÝCH BUDEJOVICÍCH, CZ; UNIVERSITÄT KASSEL, DE; UNIVERSIDAD POLITÉCNICA DE MADRID, ES; UNIVERSITÀ DEGLI STUDI DELLA TUSCIA, IT</p>
GRANT AMOUNT:	202 962 EUR
CONTRACT DURATION:	27 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	International Cooperation; Teaching & Training; Employability

PROJECT NUMBER:

2014-1-PL01-KA203-003415

TITLE:

IMPROVEMENT OF INNOVATIVE TEACHING METHODS IN THE FIELDS OF TECHNOLOGY AND CHEMICAL ENGINEERING ACCORDING TO THE BEST STANDARDS OF THE BOLOGNA PROCESS

DESCRIPTION:

Chemical engineering and technology are the foundation of innovative fields such as: nanotechnology, biotechnology, and also modern technologies of medicine production. The growing demand for innovative products makes the demand for chemical engineering and technology specialists growing as quickly as the development of our civilisation. To fulfil these requirements, it is necessary to analyse and improve the effectiveness of higher education of the graduates majoring in Chemical Engineering and Technology in Europe. The strategic aim of this project is the development and implementation of the unified module of English courses into the curriculum of Chemical Engineering and Technology according to the Bologna process and the best practices created by the project members which are formed by the universities from member countries. The Project Coordinator is Cracow University of Technology, Poland, and three partners are: Muenster University of Applied Sciences (FH-MS), Germany, National Graduate School of Engineering Chemistry of Lille (ENSCL), France, and The Polytechnic Institute of Bragança (IPB), Portugal. The partnership will enable the development of novel IT educational tools and an online cooperation platform where the students will be able to learn, teach and co-create the content of the novel courses in Chemical engineering and technology. Moreover, the teaching component will be strengthened by the organization of 1 conference at the end of the project as well as 3 short-term joint staff training events. At the end of the project and EU funding, the developed modules of courses will be introduced into regular curriculum and will be accessible for all interested parties on an e-learning platform (open educational resources). Major advantages of the e-learning platform are: asynchronous, convenient, and self-paced learning (especially if students have other commitments), easier communication between the students and tutors from different partner countries, selection of a preferred method of learning, time-saving (attending the place of education is not necessary; students do not have to leave their daily routines), and also adjustment to the personal needs of every participant. Additionally, the online courses will be organised in a way that will enable the testing of tools developed by the partnership of students and tutors. Trainings of joint staff will also enable the education of the tutors with regard to the utilisation of these tools. As results of this project we expected to receive the following results: a) the results achieved during the project: (i) Innovative and international academia cooperation model consisting of representatives of the four partner universities, (ii) the acquired knowledge and experience of project participants, (iii) greater cooperation and mobility skills in an international environment, (iv) improving language skills and communication skills, b) the results achieved at the end of the project: (i) new educational offer tailored to the expectations and requirements of the job market for all partner universities, (ii) developed online courses available on the e-learning platform for Technology and Chemical Engineering (Open Educational Resources), (iii) development of e-learning platform in English, (iv) other educational materials. As the impact, the project will attract more international students from EU and other countries for existing international M.Sc. programme in Chemical Engineering and Technology. Due to the improved self-learning and collaboration components, barriers between different groups of students (domestic, European, international) will be reduced. The existing scheme for double graduation at all the partner universities will be strengthened and may be expanded with further partners. For other stakeholders like companies the project increases their link with the European students and enhance the possibility to recruit graduates with a better and updated background knowledge to reinforce their European and international dimension. For National Agencies and European Commission the project will contribute for the success and visibility of the new Erasmus+. The courses produced and validated along the project lifetime will be available at the website of all the member universities which means that the public will have free access to it. Moreover, all the member universities will ensure availability by integration of the results into regular course work/curriculum to ensure their sustainability. Since these courses are part of double graduation processes at all the member university, students will automatically use these elements. The courses will be based on the current knowledge to meet the requirements of future employers from the European and global labour markets.

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PARTNERS:	Instituto Politécnico de Bragança, PT; FACHHOCHSCHULE MUNSTER, DE; ECOLE NATIONALE SUPERIEURE DE CHIMIE DE LILLE, FR
GRANT AMOUNT:	415 780 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 3:	Open and distance learning
CLUSTER(S):	Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER: **2014-1-PL01-KA203-003501**

TITLE:

MORE ENTREPRENEURIAL LIFE AT EUROPEAN SCHOOLS

DESCRIPTION:

Entrepreneurship in European higher education is widely taught in economics departments, but only a few schools have implemented curricula to shape entrepreneurial attitudes in technical and scientific departments. On the other hand, the most innovative companies are technological companies. Therefore, following the example of American universities, there is an urgent need to improve the entrepreneurial skills of students in the fields of science and engineering at European universities. The project is an answer to an educational problem which is lack of effective tools that could be used to increase social and professional activity of young generation entering the labour market in order to make full use of their potential for the development of economy. The main project objective is to prepare a comprehensive and coherent educational product which introduces the entrepreneurial-skills oriented courses to the curricula of the Institutions that, up to now, have had no or small experience with entrepreneurship teaching. The project will as well be a good platform for the exchange of practices between the institutions with a big experience in that area. The Entrepreneurship course will shape hard business skills such as recognizing the market, preparing a business plan, attracting investors or protecting intellectual property. But it is also very important that the course will shape soft skills necessary for every entrepreneurial graduate, namely: cooperation in multi-disciplinary teams, leadership, product design and services based on customer strategy development. The project will involve two kinds of partners: two faculties with no experience in entrepreneurship teaching (BEGINNERS) and three faculties that have already developed and introduced such courses but still want to make those more attractive (ADVANCED). A big advantage of the ADVANCED group is its multidisciplinary: Bialystok University of Technology (BUT) – Faculty of Computer Science, University of Leipzig (ULE) – Small Enterprise Promotion and Training, University of the Aegean (UTA) – Department of Shipping, Trade and Transport. The group of BEGINNERS consists of: University of Aveiro (UDA) and Maritime University of Szczecin (MUS). Those universities would like to introduce an entrepreneurial, skills-oriented course into their curricula. In the first stage of the project the course programmes of each ADVANCED institution will be compared, their best parts will be chosen to create a new course programme, which will be introduced both at ADVANCED and BEGINNER faculties. Next, the new course programme will be tested twice on a group of students and teachers from partner universities. The first test will be carried out by teachers of ADVANCED partners during the first summer school and the other by teachers of BEGINNER partners during the second summer school. Conclusions and lessons learned in the testing phase will be used to develop comprehensive teaching materials in the form of an e-book. The new Entrepreneurship course will be a result of work of a multidisciplinary team of teachers of all partner universities. The final results of the project will be disseminated during academic seminars and workshops summarising the project. The main results of the projects are: 1. Development of Entrepreneurship course programme for a multidisciplinary group of students and e-guidebook to promote it, 2. Improvement of student business skills and positive attitudes towards launching their own company, 3. Exchange of good practices and ideas among teachers of partner universities, 4. Transfer of entrepreneurship knowledge and experience, between universities (project partners), founders/entrepreneurs and (local) business community, 5. Promotion of entrepreneurship course programme among European HEIs and at regional and national levels, 6. Establishing contacts with new partners. MELES contributes to the modernisation of Europe's higher educational systems as outlined in the 2011 EU Modernisation Agenda in the following priority directions of reforms: 1. improving the quality of education and adaptation of curricula to individual needs and requirements of the labour market and future careers; 2. promoting international cooperation in order to improve performance in education; 3. strengthening the links between education, research and business for innovation and achieving outstanding results; MELES follows the objectives of Strategic Partnership: 1. developing key competencies, including entrepreneurship, knowledge of languages, knowledge of information technology, 2. customizing the education and skills to labour market needs, 3. entrepreneurship education, active citizenship, better opportunities in the labour market. MELES also follows the objectives of Europa 2020: 1. enhancing creativity and innovation, including entrepreneurship, at all levels of education and training, 2. the development of generic and horizontal skills, in particular related to entrepreneurship, ICT, multilingualism.

COORDINATOR:

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GRANT AMOUNT:	275 330 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Employability; Teaching & Training

PROJECT NUMBER:

2014-1-PL01-KA203-003548

TITLE:

VIRTUAL GAME METHOD IN HIGHER EDUCATION

DESCRIPTION:

In nowadays world the human capital became the most important factor of the level of development of countries, regions and companies which reasons the efforts put in the raising the quality of human capital by the education. In EU strategy Europa 2020 education is one of the five aims of European strategy.

According to the experience of teachers and research results the problem with education is not just the question of the content of learning but also the question of the most effective learning/ teaching methods.

During the GAMES project we will work on the development and introduction of virtual games in higher education as innovative education method. The use the games is education (also called as edutainment) combines education and fun, involves students in education and allows to experiment with different aspects of education. One of the area where games are used is business education. A business game is a simulation or model of either the whole or a part of a business organization. Simulations and games are experimental training activities which incorporate and utilize the different mental abilities of the students. The students as players put themselves in the position of business managers in various aspects of company management. During the game, their task is to make decisions within their area of competence, and the quality of those decisions has an impact on the virtual companies' performance. Business games force the participants to take a sequence of managerial decisions and later the players receive feedback regarding the consequences of those decisions. Business games are considered as a trial-and-error method which permits a deeper insight into business management problems. Simulations increase the level of organizational reality during training and provide the trainees with an opportunity for unstructured learning. All of these advantages of virtual games as teaching methods reasoned the application for the project.

In the GAMES project we will reach the following objectives:

- we will train teachers from partner organizations to teach with virtual games and to prepare own game scenarios,
- we will develop the software (engine) of game produced in previous project by implementing new business logic to the software
- we will develop own new scenarios of virtual games, possible to use in business and social care education
- we will test the scenarios with students at partner organizations and make a survey on them about their perception on the virtual games as teaching tool
- we will organize the conference to disseminate the GAMES project results and to make edutainment better known to the audience
- we will publish a textbook on using virtual games in higher education.

There will be 4 partners in the GAMES project from different part of European Union (Finland, Estonia, Poland, Spain). This geographical and economic diversification of partners assure the better effects of the GAMES project in the field of contribution and dissemination. Partner organizations represent different teaching areas (management, social care, labour market, statistics).

We will undertake following activities:

- trainings, we assume 2 workshops for teachers and 1 training for student
- conference
- improvement and development of the software for virtual games
- development of own game scenarios
- publishing a textbook and papers on edutainment and virtual games
- testing new scenarios with students

We will use the following methodology in the GAMES project. We will arrange workshops to introduce the virtual games as education tool to teachers. During these workshops:

- teachers will be put at the position of students and will have to play a virtual game by themselves
- we will lead an open discussion how to teach with virtual games
- we will discuss how to prepare the own scenarios

Another methodology implemented in the GAMES project assume own work of teachers (home based) on the preparation of data for scenarios (all partners), on improvement of the engine and setting up the parameters of scenarios into the software (partner from Poznan University of Economics). Later, to assess the quality of own virtual game scenarios we will test them with students (all partners).

We will reach following results of the GAMES project:

- teachers from partner organizations trained to teach with virtual games and trained to prepare own game scenarios
- developed engine of the game (software)
- new virtual game scenarios
- trained students
- textbook and papers on virtual games

The direct impact of the GAMES project will be on the level of education in partner organizations by implementing the innovative teaching method (both on teachers and students). The indirect impact will be on all organizations, teachers and students to whom the project will be disseminate.

Long term benefits will let to raise the level of education in partner universities and partner countries by implementing the virtual games as innovative education method.

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GRANT AMOUNT:	200 832 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training; Employability

PROJECT NUMBER:

2014-1-PL01-KA203-003551

TITLE:

PROFESSIONAL DEVELOPMENT OF UNIVERSITY EDUCATORS FOR IMPROVING STUDENTS ENTREPRENEURIAL SKILLS

DESCRIPTION:

The project addresses the issue of entrepreneurship development that is highlighted in the Communication on Reigniting the entrepreneurial spirit in Europe (Entrepreneurship 2020 Action Plan) adapted by the European Commission in September, 2013.

The project is aimed to improve entrepreneurship education at higher education institutions and in such way to contribute to better quality of higher education and its potential to produce entrepreneurial graduates. The project is focused to promote entrepreneurship education based on interdisciplinary, cross-curricula approach, relating entrepreneurial skills not only to business and/or economics studies but with other disciplines as well.

The main aim of the project will be pursued by developing a set of instruments that will support educators in deepening knowledge and skills on entrepreneurship and empowering them to incorporate entrepreneurship education into their curricula across different study courses.

In order to reach the aim, the following objectives will be met in the project:

1. Analysis on practices of entrepreneurship education in higher education sector in partners as well as other countries will be carried out. The main objective of the analysis is to have the view of the current state on the world practices on entrepreneurial skills development in HE sector which can be transferred and integrated to the project partner countries. The methods used for the analysis will be based on the desk research of the national and international documents, research and study reports, publications and other available resources.
2. A model of entrepreneurship education in HE sector will be framed. The model will discuss the main issue aspects: general concepts, principles, attitudes and approaches related to entrepreneurship education, didactic methodological parameters such as integration principles and methods of entrepreneurship skills development into curriculum; research innovations (contracted research development, cooperation with business, development of innovative products); institutional support; entrepreneurship specification in terms of knowledge, skills, competences, attitude; professional profile of educators needed to develop entrepreneurial skills, roles of stakeholders in entrepreneurship education, etc.
3. Modules/training material for strengthening HE educators' professional profile in relation to developing entrepreneurial skills will be worked out and tested through training activities with university educators. The scope of the modules will be in compliance with the model on entrepreneurship education and will serve as supportive measure for its' implementation.
4. Scenarios for integration of entrepreneurship model into specific curriculum subjects will be developed. At least 7 scenarios aimed to promote students entrepreneurship mind-set and develop their entrepreneurial skills will be worked out and incorporated into curricula. The scenarios will be based on interdisciplinary approach relating entrepreneurial skills not only with business or economics studies but also with other subject areas.

While implementing the above mentioned objectives the project will:

- bring together members of academic society and business sector to raise awareness on importance of entrepreneurial skills for successful performance in working, learning activities as well as other environments;
- provide methodological background and instruments for developing entrepreneurship aimed to improve educators and students entrepreneurial attitudes and skills;
- provide opportunities for participants to get familiarized with the entrepreneurial practices/ state of the art with the view to integrate them to their everyday teaching work;
- provide with an European wide view on relevant educational innovation in teaching and learning
- support educators in developing concepts, didactics and curricula for entrepreneurship education;

- support and encourage educators to design scenarios for developing entrepreneurial skills;
- contribute to strengthening the professional profile of teaching staff.

14 university educators - project target group members - will be directly involved in the project activities. A number of multiplier events- workshops, round-table discussions and seminars - are planned to reach larger numbers of project target group members as well as other stakeholders (administrative, business representatives, employers) and to benefit from the project results.

The project will contribute to strengthening international cooperation and experience on entrepreneurial education. It is expected that project outputs will bring a step further in the process of promoting entrepreneurial education and entrepreneurial culture in society in Poland, Lithuania and Spain as well as in the other European countries and will generate further research and projects on the issue.

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GRANT AMOUNT:	189 314 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Quality Assurance
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching & Training; Improving the Quality of Education / Training Systems; Employability

PROJECT NUMBER:

2014-1-PL01-KA203-003571

TITLE:

EUROPEJSKI UNIWERSYTET WSCHODNI

DESCRIPTION:

Universities functioning in the EU should constantly widen their offer and improve the quality of offered educational services to ensure best possible future of students on the labour market. An important group that universities in EU countries are educating are persons from third countries, among them many students from The Eastern Partnership countries. Students from these countries very often choose Polish universities, a large part of them are studying or want to study in Lublin, mainly because of the location of Lublin at eastern EU border. There is a need to match educational offer of universities to needs of students from these countries. For this reason the aim of the project is to increase the attractiveness of Lublin's academic offer for foreign students (in particular from EP countries) through the implementation of innovative and pro-quality changes at universities in Lublin in partnership of local government and universities. Therefore, each of Lublin's universities participating in the project will develop a new study programme or a specialisation in an already existing study programme concerning a subject matter responding to the needs of foreign students from EP countries and aimed at those students. There is also a need to develop comprehensive solutions to improve the study offer in Lublin, in particular for students from abroad, that's why in the project these solutions will be worked out on the basis of research on students from EP countries studying in Lublin and in their countries of origin and based on the experience of foreign partners.

The activities planned in the project are as follows:

- Research on foreign students studying in Lublin concerning the quality of received educational offer, needs of its changes, complementary offer and quality of life in the city - survey supplemented by in-depth interviews
- Research on motivation of potential foreign students - survey conducted with use of an electronic tool
- Desk research on existing solutions and best practises concerning the offer for foreign students
- Working out comprehensive solutions improving study offer in Lublin for students from EP countries as a joint publication based on analysis of research reports, study visits and recommendations of foreign experts
- Working out new study programmes for students from EP countries (I, II, III level or postgraduate studies) or a specialisation aimed at students from these countries - work of experts finished with applying for opening of new study programme/specialisation to a respective Faculty Council
- Creating an internet website of the project promoting the project, consortium of partners, project's results, in particular new study programmes and specialisations (in Polish, Ukrainian, Russian and English). The website will be designed mostly for students from EP countries
- Preparing joint promotional materials of the City of Lublin and Lublin's universities engaged in the project for students from EP countries containing information about possibilities of studying (in Polish, Ukrainian, Russian and English).
- Conference summarizing the project and promoting its results
- Study visits with workshops in Nancy, Vilnius and Lublin in order to improve the knowledge concerning creation of the educational offer in partnership of local government and universities, in particular offer attractive for foreign students (staff of all project partners will take part in the visits, in total 18 persons)

Activities are aimed at following target groups: universities, university teachers, foreign students (in particular from EP countries) studying in Lublin and youth from EP countries interested in starting to study in Lublin.

Planned results of the project: 3 new educational programmes or specialisations, joint publication containing comprehensive solutions improving the study offer in Lublin for students from EP countries, research reports, internet website and informational materials.

The project will constantly influence the target groups. As a result the number of students from EP countries on Lublin's universities will grow. Educational and non-educational offer for foreign students in Lublin will improve. The universities will closer cooperate with local government. More students in the city/region/country as well as the improvement of their education will positively influence the economic development of the region/country. New solutions and new educational programmes/specialisations worked out in Lublin could be used in other cities of EU and beyond EU. The cooperation between universities of different EU countries will increase. More students and citizens from EP countries in EU will improve common relations of EU and EP countries, which will contribute to a bigger stabilisation and safety in the world.

Project will be implemented together by partners from three EU countries: Poland, Lithuania and France.

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GRANT AMOUNT:	156 415 EUR
CONTRACT DURATION:	26 months
PRIORITY 1 OR MAIN:	Developing short-cycle post-secondary or tertiary qualifications in accordance with the European Qualifications Framework
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	Quality Assurance
TOPIC 3:	Quality Improvement Institutions and/or methods (incl. school development)
CLUSTER(S):	International Cooperation; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2014-1-PL01-KA203-003593

TITLE:

ENHANCING INTERNAL QUALITY ASSURANCE SYSTEMS

DESCRIPTION:

Recent European reports on QA show that HEIs have made progress in establishing internal quality assurance (IQA) systems based on ENQA's European Standards and Guidelines (ESG) for QA in the EHEA, which are currently being revised, but they need practical advice on the interpretation of the ESG and support in further development of IQA. The progress in the implementation of IQA systems varies greatly among HEIs in the four countries participating in the project and many of them are yet to have fully-fledged systems in place. The QA Agencies in the four countries are committed to enhancing their methodologies for the assessment of IQA systems as part of their external evaluations based on the exchange of good practice and strengthening their cooperation with a view to exchanging experts. The recent EBNQA-coordinated external review of the Polish Accreditation Agency (PKA) recommended that the Agency should produce a Guide to / Code of Good Practice in IQA for HEIs.

Against this background, the two-year project 'Enhancing Internal Quality Assurance Systems' (EIQAS) has two objectives:

- to increase the capacity of higher education institutions in the participating countries to develop internal quality assurance by enhancing their awareness and understanding of Part 1 of the ENQA European Standards and Guidelines and identifying, developing and disseminating good innovative practice in internal quality assurance; and
- to increase the capacity of the participating QA agencies in external quality assurance by comparing their methodologies for the assessment of internal quality assurance and exchanging and developing good practice in IQA assessment.

EIQAS brings together four QA Agencies, PKA (Poland), NEAA (Bulgaria), A3ES (Portugal) and SQAA (Slovenia), the Polish and Portuguese Rectors' Conferences and HEIs from Slovenia and Portugal. The main activities of the project include:

- a comparative analysis of the QA Agencies' methodologies for the assessment of IQA systems to identify good and transferrable practice;
- a survey on IQA and the ESG to identify the main problems faced by HEIs in IQA and in the interpretation of Part 1 of the ESG;
- three Training Events: a seminar on IQA and the ESG for the QA Agencies and HEIs; training for the QA Agencies' experts involved in external evaluations; and special training for students-experts involved in the QA Agencies' external evaluations;
- the production of publications on IQA and Part 1 of the ESG;
- dissemination activities at institutional, national and European levels, including multiplier events designed not only to promote the project's outputs but also to share the expertise gained by project participants.

The project will produce the following main outputs:

- a reference framework for comparative analysis of the QA Agencies' methodologies for assessing IQA systems, and a comparative report on their methodologies identifying good transferrable practice;
- country reports and a cross-country report on HEIs' main problems in the implementation of IQA systems and the interpretation of Part 1 of the ESG;
- a Guide to IQA for HEIs, including general guidelines, practical advice on each Part 1 ESG and good practice examples from each of the four countries under each ESG;
- a Student Guide to Part 1 of the ESG focusing on issues under each Part 1 ESG which are specifically relevant to students; and
- a report proposing a framework for further training of QA Agency experts and arrangements for the exchange of experts among the Agencies.

The project will have short- or medium-term impact on the participating QA Agencies in terms of their IQA assessment methodologies improved through the integration of good practice tested in the other countries, greater professionalism of the Agencies' experts and their enhanced awareness of European approaches to the assessment of IQA, and greater internationalisation of the Agencies through future exchange of experts. While establishing fully-fledged IQA systems at HEIs is a long and challenging process, the project's main training event, the two Guides produced and multiplier events are expected to contribute in the medium term to improving the existing systems in terms of the increased awareness of IQA among HEI staff and students, the overall design of systems and the integration of all elements of Part 1 of the ESG in the four participating countries. As the outputs of EIQAS will be distributed among European QA and HE organisations and QA Agencies, the project is likely to have impact at European level in terms of wider promotion and better understanding of Part 1 of the ESG and related good practice, mutual understanding of approaches to IQA and to the assessment of IQA as part of external quality assurance processes.

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GRANT AMOUNT:	280 786 EUR
CONTRACT DURATION:	28 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Quality Assurance
CLUSTER(S):	Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2014-1-PL01-KA203-003611

TITLE:

JOINT INNOVATIVE TRAINING AND TEACHING/LEARNING PROGRAM IN ENHANCING DEVELOPMENT AND TRANSFER KNOWLEDGE OF APPLICATION OF IONIZING RADIATION IN MATERIALS PROCESSING

DESCRIPTION:

Improving competences and quality of the learning offer is important factor affecting on level of education in every country. In Poland knowledge about radiation technology and possibility of using radiation is still insufficient. To answer for industry needs in terms of close cooperation between science and industry this type of action is necessary. Only with highly qualified, experienced and motivated personnel is success in performing cutting edge research possible. Institute of Nuclear Chemistry and Technology (INCT) educate Ph.D. students and researchers, and to contribute to the development and application of scientific knowledge at an international level. However, enhancing qualification of research personnel is necessary to obtain the same quality of education like other European countries in the some field of radiation processing. It is urgent for us to collaborate with other international universities and institutions to elaborate efficient training and teaching/learning program to enhance knowledge development and transfer between different institutions among students, staffs and researchers in the field of ionizing radiation in materials processing. The project "joint innovative training and teaching/learning program in enhancing development and transfer knowledge of application of ionizing radiation in materials processing will fill up this gap. 7 partners from 6 different EU countries (Poland, France, Italy, Lithuanian, Romania and Turkey) involve in this project.

The objects of this project are : to enhance teaching education level in chemistry and material science in higher education sector through intensive lectures delivered by world recognized scientist active in such research field ; to increase students competence in labour markets through the visit and training in industrial radiation facilities for material process; strength international cooperation by this joint project ; to improve Universities/ research institution education and research level and improve their reputation in the world through cooperation and dissemination knowledge on the internet as well as workshop and seminar.

Participants of this project will involve 18 professors, 10 senior scientists, 10 young staffs, 85 students, 10 technicians . There are total 164 mobilities in the project.

For the project implementation, following activities will be supported and organized:

The new course module APPLICATIONS OF IONIZING RADIATION IN MATERIALS PROCESSING will be developed, and it will be tested among students by twice intensive learning programme held in Italy, Poland, France and Lithuanian. 18 world recognized Professors and scientists working in this research field will deliver lectures. It will cover basic information concerning ionization irradiation EB and gamma sources, dosimetry, till to state of art technologies: such as radiation technology application in polymer, semiconductor, radiation methods and applications in nanotechnology. There are 90 hours lectures and 12 hours practices (lab or industrial irradiation facility) in one intensive learning programme which lasts 19 days. Radiation dosimetry and Instrumental techniques for product analysis in irradiated polymer materials will be organized, and 6 hours scientific visit to industrial irradiation facilities, including practice of radiation dosimetry applied in industrial irradiation facility will be included in this intensive learning programme. ECTS credits will be counted for students. Certificates will be issued to the students involving in practicing activity.

This project will offer the students the visit and training in industrial radiation facilities for material process to obtain real-on site and practical knowledge out of classroom, it provide equal opportunity for different gender and disable person, it is also a life learning project to encourage research and academic staffs to participate in the project. It will provide e-learning for students through project deliver web-based teaching materials .

One text book is expected to be written and published (paper based, also e-book format) in English as intellectual output. The elaborated new course module : application of ionizing radiation in materials process and text book may be adopted in the future as regular teaching programme in the classroom and

e-learning material, respectively. The knowledge gained during the project will help participants (mainly learners) to improve their impacts and influence of ionizing radiation on materials, new methods and techniques applied in producing materials with desired properties in the long term.

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GRANT AMOUNT:	336 190 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	International Cooperation; Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER:

2014-1-PL01-KA203-003618

TITLE:

E-GOVERNMENT 2.0 W PRAKTYCE

DESCRIPTION:

The project "E-Government 2.0 in practice aims at developing innovative and interdisciplinary teaching curricula in the area of e-Government, offering a new quality of university education as regards the content provided (fostering the ICT application in administration, e-participation, etc.) and educational tools applied.

The implementation of e-Government solutions constitutes a priority in the EU member states. When compared to other EU countries, Poland places itself in an extremely unfavourable position. Low social participation is accompanied by deficits in the sphere of e-Government. Although great endeavours have been made over the last 10 years to implement change, the lack of systems approach and existing barriers in the area seem to prevail, one of them being a deficit of specialists with practical experience and adequate knowledge of potential solutions. The situation becomes even worse as there seem to be no relevant curricula provided by universities that would be practically-oriented and that would use effective teaching methods like workshops, simulations, etc.

The project proposed by the consortium has been conceived to fill in this gap and contribute to the increase of knowledge and skills related to e-Government among project participants, young people in particular. By offering a free access to a new IT application, the project will provide the grounds for practical implementation of e-Government solutions.

The project will pool together experts (including scientists) specializing in e-Government, civic engagement, research methodology (min. 15 people), specialists in IT implementation and social media (min. 5 people). Dissemination activities will encompass representatives of higher education institutions, mass media, central and regional administration and NGOs including c. 30 seminar and 50 conference participants. The scheduled summer program will bring together around 20 WSE and TUoT students. Given the open access to project educational resources the project will target around 450 entities.

Within the project, a knowledge base on existing e-Government solutions and initiatives will be created (an international perspective will be taken into account). The base will take a form of an online catalogue and will include resources developed through the analysis of strategic documents, outcomes of research projects and evaluation of selected e-Gov 1.0 and e-Gov 2.0 implementations. A teaching methodology for e-Government 2.0 will be developed. Subsequently curricula along with related courses (and syllabi) will be prepared. To complement new curricula, a set of didactic tools will be developed including a case-book – a publication collecting model applications in e-Government, 8 e-learning courses, 8 video tutorials, 8 multimedia lectures, 8 presentations, 8 podcasts. A new IT application will be created and put into use – it will provide a role of a simulation platform and serve as an e-Government 2.0 virtual laboratory. Through the application students will be able to participate in online workshops simulating social consultation, crowdsourcing and citizenship audit processes and get involved in simulation games. Throughout the project phases different methodology will be applied including the analysis of source materials, desk research, case study and best practice development. Programming (technical works) will build upon GNU GPL or BSD, PHP, JavaScript, Action Script, MySQL. The project implementation will involve structuring and grouping project activities into relevant phases, each of them delivering a verified milestone.

All project results including the IT application will be developed in Polish and in English and will be made accessible as Open Educational Resources, thus expanding the impact of project activities and the use of its effects. Project activities will be supplemented with a seminar summing up the research and analysis phase, a conference summarizing the project and promoting its results and "E-Government Academy – an intensive summer program delivered in a blended-learning formulae.

As a result of the project a new specialization in e-Government will be introduced on a Masters' s and a postgraduate level by WSE. The new curricula, teaching methods and didactic tools will be disseminated among other universities in Poland and abroad. Practically-oriented study programs in e-Government will contribute to competence development of university alumnae – future public administration staff. The IT tool will be used both in education (e.g. in simulations) and in daily work of public administration

bodies and NGOs. The project will provide solid grounds for strengthening international cooperation and exchange of experience in e-Gov 2.0 between Polish, British and Estonian organizations.

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GRANT AMOUNT:	220 432 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Developing short-cycle post-secondary or tertiary qualifications in accordance with the European Qualifications Framework
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	EU Citizenship, EU awareness and Democracy
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER:

2014-1-PL01-KA203-003629

TITLE:

**PROMOCJA UCZENIA SIĘ PRZEZ CAŁE ŻYCIE W SZKOŁACH
WYŻSZYCH PRZEZ WDROŻENIE INNOWACYJNYCH PRAKTYK W
ZAKRESIE UZNAWALNOŚCI EFEKTÓW UCZENIA SIĘ UZYSKANYCH
POZA EDUKACJĄ FORMALNĄ**

DESCRIPTION:

Promoting LLL in HE by implementing innovative practices in RPL - EDUPRO

Higher education institution and lifelong learning education keep searching for new ways of coexistence and cooperation. The important task of finding the right framework and right solutions to recognize prior learning outcomes resulted from everyday life experience, work environments and numerous social practices became a priority task in integrating HEI and LLL.

HEI in Poland are currently in the stage of intense search for its own strategies and solutions when it comes to integrating LLL and RPL. Erasmus + creates a possibilities of learning from the experiences of more advanced partner institutions in EU, analysing their policies and strategies and build its own systems and tools of RPL while allowing European partners critical view of their own practices through action research process and the exchange of their experiences in the field. EDUPRO project is responding to the need to: widening participation in education for adult learners (over 25 years old), promote and validate learning in non -formal and informal learning settings (i. e. workplace learning), create new curriculum and educational programmes for learners without prior academic experiences. Added value of the project is the involvement of other stakeholders (employers, local government, NGO's) in the process of shaping key competences and skills essentials for the market, local communities and active citizenship practices.

There are four HEI involved in the project, all of them are experienced in participation in international research projects: DSW (University of Lower Silesia) – non state academic HEI established in 1997 in Wroclaw, Poland. University of Algarve in Faro, Portugal - HEI established in 70. Well known for its reach network of international cooperation and strong ties with local stakeholders. University of Warwick (UK) – one of the biggest and most prominent HEI in Great Britain with reach offer in LLL. University of Gdansk – one of the top state founded HEI in Poland.

Activities within the project will enable to create and test best practices and solutions (organizational, institutional, procedural and staff related) in LLL and RPL based on more advanced partners' experiences and to analyse current state of the art in RPL in EU based on resources of HEI. Main tasks of the project are: sharing experiences between partners, sharing resources and working materials, comparative studies between institutions as LLL leaders (case studies, action research, documents analysis), experimental implementation of RPL solutions in Poland based on recommendation for polish practitioners in HEI, creating an educational offer for learners from non-academic environments (non- traditional learners of all age and background).

Expected outcomes of the project are both intellectual (institutional profiles, recommendation, research report on action research, website, papers and articles) as well as promotes and disseminates the results of the project (conference, workshops for the stakeholders). Long terms results of the project are: raising awareness of LLL significance as a key learning practice through disseminating the outcomes of the project after its finishing, involving every possible open access resources to promote it.

Long term results of EDUPRO are focused on HEI and address the necessity to open up towards new group of learners with diverse learning experiences, social and cultural capitals as well as new learning resources.

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PARTNERS:	THE UNIVERSITY OF WARWICK, UK; UNIVERSIDADE DO ALGARVE, PT; UNIWERSYTET GDANSKI, PL
GRANT AMOUNT:	112 828 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Gender equality / equal opportunities
TOPIC 2:	Quality Improvement Institutions and/or methods (incl. school development)
TOPIC 3:	Recognition (non-formal and informal learning/credits)
CLUSTER(S):	Inclusion & Tolerance; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2014-1-PT01-KA200-001075

TITLE:

DESIGN THINKING APPLIED TO EDUCATION AND TRAINING

DESCRIPTION:

The competitiveness of economies is increasingly dependent on the availability of a qualified and entrepreneurial workforce.

European education and training systems continue to fall short in providing the right skills for employability (Rethinking Education, EU, 2012). HEI and VETPRO will need to reposition themselves in the emerging learning landscape. They will need to experiment with new formats and strategies for learning and teaching to be able to offer relevant, effective and high quality learning experiences in the future (Redecker, C. et al., 2011).

The education and training system in Europe need to provide students with high-level, employable skills and that demands for flexible, innovative learning approaches and delivery methods to improve quality and relevance of the education providers and enrich learning experiences and support personalized learning.

A recent study on Innovation in Higher Education (EU, 2014) and a report from the High Level Group on the Modernisation of Higher Education (EU, 2013) recommended that HEI 's should consider the need to:

- a. nurture an institutional culture to innovation that enhances creativity, stimulates openness to innovation and minimises resistance to change;
- b. develop and monitor curricula drawing on new methods of teaching and learning so that students acquire relevant skills for employability;
- c. introduce and promote cross / trans and interdisciplinary approaches to teaching and learning fostering student 's entrepreneurial and innovative mind-sets (pilot experiences using Design Thinking are described as good practices).

Design thinking (DT) is a holistic concept to design cognition and design learning that enables students to work successfully in multi-disciplinary teams and enact positive, design-led change in the world. Furthermore, design thinking can be seen as a meta-disciplinary concept which "turns out to deliver a precious methodology for interdisciplinary creative work as it specifically complements mono-disciplinary thinking (Lindberg et al. 2009). DT is, therefore, a learning tool capable of delivering "new skills, many of the new skills - sense making, social intelligence, novel & adaptive thinking, cross cultural competences, computational thinking, new media literacy, transdisciplinary, design mind-set, cognitive load management and virtual collaboration are well identified priorities for the workforce – employers and organizations seek.

The need to prepare the present and future workers for an increasingly dynamic society has long been a concern at different political, educational and organisational levels. This scenario offers an important challenge to the education and training sector. Higher Education Institutions (HEI) and Vocational Training Providers (VETPRO), in particular, have a great responsibility in the success or failure of this adjustment. They are in the unique position to deliver the skills the market requires and the workers miss.

Project D-Think aims specifically to prepare HEI 's and VET 's to deliver the transferable skills required and foster entrepreneurship learning using an innovative learning methodology.

D-Think aims to promote a wider use of Design Thinking as a transversal learning tool by developing and making available an innovative digital course supported on mobile learning for education professionals and professional trainers. The project aims to:

- develop a m-learning course on Design Thinking applied to education & training;
- stimulate HEI 's and VET providers to renew their learning approaches and methodologies;
- foster the cooperation between HEIs and the labour market and allow for the development of human resources more prepared to respond to the challenges of the labour market, able to stimulate the growth of flexible and innovative businesses in the future.

D-Think project encompasses the development of a comprehensive research based on the Design Thinking Methodology and that will provide a baseline for the next stages of the project and, simultaneously, serve as a practical example of the application of Design Thinking Tools in a research and learning process. In the second stage, the consortium will work on the development of a Design Thinking Tool Kit, comprised of a set of learning resources to support the use of the methodology by European educators. The final stage of the project, includes the development of an innovative and interactive mobile learning course, for European educators. The course will be freely available as an open online course.

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GRANT AMOUNT:	369 704 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching & Training; Employability

PROJECT NUMBER:

2014-1-PT01-KA203-001082

TITLE:

APHELEIA – INTEGRATED CULTURAL LANDSCAPE MANAGEMENT FOR LOCAL AND GLOBAL SUSTAINABILITY

DESCRIPTION:

Apheleia – Integrated Cultural Landscape Management for Local and global sustainability

Sustainability became a dominant key-word at the onset of the Brundtland report and, moreover, after the Eco-92 Earth Summit in Rio de Janeiro. Yet, 25 years later, the balance could not be other than to recognize our planet stands in a more unstable and less sustainable position, despite all intentions. The Rio+20 Summit, when addressing poverty as the core issue of sustainability, called in fact for a revision of the original concept, going beyond the so-called TRB (triple bottom line, considering the environmental, social and economic dimensions). Yet, a new understanding needs to build from human understandings and cultural diversity is crucial, and a new specific framework of reference is required, to address the challenges of Rio+20 and to converge with other global initiatives, such as "Future Earth and the proposed "International Year of Global Understanding.

The strategic partnership Apheleia aims at structuring a convergent set of tools that will foster the need for a properly Integrated (as opposed to dispersed) Cultural (i.e. human and diverse) Landscape Management (rooted in human understandings and leading towards governance through awareness and critical thinking) for Local and Global Sustainability (addressing the great global dilemmas, but also focused on individual anxieties and needs). Such a program implies a high degree of complexity to be dealt with by the academia, but also requires efficient operative tools, that render such complexity simple for non-academics and for daily lives. Apheleia (Αφέλεια), the spirit of simplicity in ancient Greece, stands as the leading and inspiring word for the current partnership, since rendering simple the complexity of things is an academic obligation and an urgent need to foster tangible down-the-line convergent actions.

Moreover, the Apheleia project specifically aims at contributing for an European contribution towards the global challenges as they are being internationally designed. Europe has been the cradle for many of the best practices in terms of sustainability, including its address to science and society interaction, and it must now promote a new framework of reference, anticipated but not yet consolidated. An European contribution must, per definition, be open to other cultures, interests and perspectives, make the most of European diversity itself, and involve universities, the private sector, NGOs and local and regional public authorities, i.e., be based on a multi-stakeholders basis. At the same time, partnerships should be focused and leading to clear and tangible results.

Main aims:

1. To establish a solid consortium, involving academic and non-academic partners, focusing in education and best practices that for students' applied training in transdisciplinary innovative approaches to integrated cultural landscape management.
2. To train a selection of EU students on the complex use of convergent multidisciplinary tools for cultural integrated landscape management, through theoretical teaching and collective applied training, as well as tailored made individual study and essay, all combined in a new Intensive Program on Integrated Cultural Landscape Management for Local and global sustainability, rooted both in academic knowledge and in regional authorities co-operation.
3. To collect, analyse and synthesize the rich field experiences gathered by the partnership members on diverse case studies distributed worldwide in order to present practical testimonies, records and professional perspectives to the involved students.
4. To involve basic disciplinary core required competences (archaeology, technology, economy, law, sociology, geography, history, urban planning, etc., permanently integrated through transversal competences on materiality, anthropology, communication, leadership and entrepreneurship.
5. To produce a common lexicon + website and a series of reference publications on the topic, merging theoretical and applied knowledge.
6. To pave the way for a new European Master on the topic, as a follow up of the partnership, alongside successful case studies of innovative policies.

This is Apheleia (Αφέλεια).

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GRANT AMOUNT:	<p>321 125 EUR</p>
CONTRACT DURATION:	<p>36 months</p>
PRIORITY 1 OR MAIN:	<p>Fostering the assessment of transversal skills</p>
PRIORITY 2:	<p>Developing partnerships between education and employment</p>
TOPIC 1:	<p>EU Citizenship, EU awareness and Democracy</p>
TOPIC 2:	<p>Creativity and culture</p>
TOPIC 3:	<p>Environment and climate change</p>
CLUSTER(S):	<p>Inclusion & Tolerance; Education for Sustainable Development</p>

PROJECT NUMBER:

2014-1-PT01-KA203-001087

TITLE:

INNOVATION AND SOCIAL LEARNING IN HEI

DESCRIPTION:

The ISOLearn project is in line with the principles stated in main charters and declarations of intention by major international and European institutions and governments (e.g. UN Convention on the Rights of Persons with Disabilities (Article 24, Education); Salamanca Statement on Special Needs Education (1994); (European Convention on Human Rights), Article 2 Right to Education; European Social Charter (revised), Articles 15 and 17; Council of Europe Disability Action Plan 2006-2015 (Action Line 4, Education, and cross-cutting aspects); European Disability Strategy 2010-2020 (Area of Action 5, Education and training)). In this project we propose to present some guidelines to promote the equal opportunities and improve the quality on the HE offers to visual and hearing-impaired persons, thus giving a major step in the implementation of these principles.

The project brings together 8 partners from 4 European countries, Italy, Portugal, Slovenia and Sweden, with long experience on previous European projects aiming at enhancing education, lifelong learning and social inclusion policies and practices in the HE systems. The main themes where Partners are experienced are: education, working with disadvantaged groups, definition of qualifications, validation of prior learning, validation of non-formal and informal learning, certification, and quality assurance.

The project employs a quality assurance approach aiming to identify in advance potential risks or failures that might endanger the project's timely and effective implementation and to mitigate, at an early stage, their impact on the project's processes and outputs by setting certain quality standards and remedial actions.

Blindness and deafness need specific design, compliance to standards and technological capabilities to be overcome. Rehabilitation systems are still fragile in terms of functional dependency prevention, qualification promotion and employment integration. Education is a must in fighting possible poverty traps and in changing the situation of people with disabilities. When the question of access is overcome (which is not easy), there's a need to fight withdrawal. Main causes of education withdrawal are lack of specialized support, low economic resources and lack of teacher skills directed to learning needs of these individuals. Especially in higher education, students are protected against discrimination but there is no process aimed at achieving success.

Considering the existing experiences and the concrete needs of the hearing - impaired and visually - impaired groups for accessing HEI programmes, the project brings some important innovations translated into the main outputs foreseen:

1. A concrete Handbook showing the methods and procedures to be used for developing and delivering ICT based learning offers valid also for these target group (not specially done for them, but designed in such a way that correspond also to their specific needs).
2. The ISOLearn Quality Label will establish quality standards and assessment procedures and instruments to be used for evaluating whether HEI education and training programmes correspond to the ISOLearn standards regarding the accessibility of these groups to their learning offer.
3. The test of both the Handbook and the Quality Label on a specific qualification which will become a benchmark for the HEI ICT based learning programmes and must show how the concrete experience will demonstrate the benefits for all the stakeholders (e.g. HEI and disadvantaged groups) of promoting social learning approach in HEI.

The main expected impacts for this project are the following:

- To facilitate, at a national level, the adequate development of HE courses in order to better serve visual and hearing-impaired persons;
- To promote the exchange of good practices among different HEI of each country, for the development of HE courses;
- To increase awareness of ICT companies, HEI, and Associations dedicated to visual and hearing-impaired persons for the overall issues of the project.

- To promote the exchange of good practices and the level of quality, among different European countries on the pedagogical methodologies to use on HE courses offered to visual and hearing-impaired persons;
- To promote virtual and/or physical mobility of visual and hearing-impaired persons within the European higher education system;
- To improve the coordination and guidance of European and National policies in terms of improved access to HE from the target population for this project.

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GRANT AMOUNT:	201 951 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Promoting young people's social inclusion and well-being
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Inclusion - equity
TOPIC 3:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	Inclusion & Tolerance

PROJECT NUMBER:

2014-1-R001-KA203-002486

TITLE:

GREENER AND SAFER ENERGETIC AND BALLISTIC SYSTEMS

DESCRIPTION:

Energetic and ballistic systems (EBS) include all the applications of energetic materials (explosives, propellants and pyrotechnics), propulsion systems using energetic materials (EM) or compressed gases and ballistic protective systems. EBSs are widely used in extractive industry, automotive safety, space but mostly in security and defence sectors. In the context of harsher European environmental legislation and global concern related to environmental impact and safety in manufacture, use and disposal of EBSs, technological innovations have reshaped the strategy of developers, industry and beneficiaries from the entire spectrum. Given the fact that EU faces difficult economic times and a lot of EBS production/use capacities have been decreased, relocated or closed due to the environmental legislation or safety issues, the concrete aim of the project will be to provide an Intensive Study Programme for MSc and PhD students coming from four prestigious HEIs across Europe: University of Coimbra; Ecole Nationale Supérieure De Techniques Avancées Bretagne – Brest; Imperial College Of Science, Technology And Medicine – London and Military Technical Academy – Bucharest, as program coordinator. The IP will address the latest approaches and concepts in the field of greener and safer EBSs, using ICT tools and Open Educational Resources. This will include a wide range of multi and inter-disciplinary lectures in the following areas: Environmental impact of EBSs; Greener EM and their applications; Insensitive EM and their applications; Materials and techniques for ballistic protection (projectile, blast and shock effects mitigation); ICT tools for modelling and simulation of EBSs and protective equipment; Environmental and toxicology Life-Cycle Impact Assessment (LCIA) of EBSs including the use of ICT tools. The main target group of the IPs comprises 60 (2x30/IP) students from MSc (BAC + 4 years higher education graduate students) and PhD study programmes related to EBS subject, from the partner universities. A broader target group will be addressed by the dissemination activity, especially by the conferences to be organized after each IP. This group includes at least 100 young teachers, researchers, specialists from industry and governmental organizations, active in the field of EBS. The main activities of the project will consist in: 2x10 days intensive study programmes (one IP/year, during two years); 2 multiplier events (one international conference/year, during two years and one international workshop) that will bring together a minimum of 100 participants/event, national and transnational specialists from the academia, industry, research institutes, and governmental organizations; 4 transnational project meetings and numerous dissemination activities. The main beneficiaries of the IPs will be the participating students. They will have the chance to acquire knowledge and skills in the area of greener and safer EBS under the coordination and supervision of renowned European teachers and researchers. These knowledge and skills gained in cutting edge technologies during an Intensive Study Programme will provide decisive competitiveness in the EBS industry and related governmental positions. The students will have the chance of gaining experience of working in international environment. The teachers will also benefit through the exchange of ideas and best practice in the area of EBSs. The interdisciplinary approach of the IPs will provide to the teachers and students a wider perspective over the field of greener and safer EBSs, and will enhance their skills in the area of didactical and pedagogical methods. The IPs will facilitate further development of partnerships in the field of teacher and student mobility between the partner universities. The nature of the lectures and the broad spectrum of teachers will provide new links and opportunities for new joint degree study programs. Besides the lectures taught during the IPs, the presentations and papers disseminated through the conferences, website, proceedings, brochures etc., will contribute to the education of numerous (more than 100) specialists from industry, government, academia, and research area. The implementation of the IPs will increase the level of cross-cultural dialogue and cooperation by the involvement of students and teachers from four countries. It will also provide to all the participants experience and new skills in the field of management and coordination of international cooperation projects. By implementing this IP the administrative structures of the partner universities will improve their experience regarding the management of Community Programmes. The staff involved in the project management will gain experience in organizing transnational and intercultural processes, methodologies and events, increasing their skills in development and implementation of EU programs.

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GRANT AMOUNT:	92 400 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting the professional development of staff and youth workers in ICT methodologies
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Environment and climate change
TOPIC 3:	International cooperation, international relations, development cooperation
CLUSTER(S):	New Technologies & Digital Competences; Education for Sustainable Development; International Cooperation

PROJECT NUMBER:

2014-1-R001-KA203-002737

TITLE:

THE INNOVATIVE BLENDED LEARNING CONCEPT FOR RESOURCE EFFICIENCY

DESCRIPTION:

The European Union has set ambitious objectives on climate and energy to be reached by 2020. The EU's Sixth Environment Action Programme identifies waste prevention and management as one of the top priorities. By increasing resource efficiency EU can fight against climate change, meet the target of reducing greenhouse gas emissions and diminish the environmental impacts of resource use. Increasing resource efficiency is the key factor to gain sustainable growth and jobs in the EU.

There are many ways to tackle the challenges of resource efficiency, like technical innovations, public regulations and human behaviour. Education plays a crucial role in enhancing the knowledge and increasing the motivation of people. We should in all levels educate tomorrow's professionals who have right competencies to help EU member states to reach settled objectives. However, at the moment most of the higher education related to resource efficiency is still far too traditional and based on classroom teaching. Therefore there is a huge demand for resource efficiency education that more holistically serves the needs of society.

In this project we shall create an interactive blended learning concept that innovatively combines the elements of group-based learning, university-company cooperation, international cooperation, flipped classroom and e-learning. Our tangible output will be a 15 ECTS Resource efficiency/ Circular economy higher education module, consisting of three 5 ECTS study units: Food-spill; Chemical waste; Waste treatment: Bio-gasification and composting. During the project we shall create and test this concept in 5 European countries. During the project novel module will be integrated into the curricula of partner universities and after the project more study units may be added to the concept.

The learning approach applied in this project is Innovation pedagogy. It can be defined as a learning approach that defines in a new way how knowledge is assimilated, produced and used in a manner that can create innovations. Thus the question regarding the nature of knowledge behind innovations becomes essential. Naturally, the model for innovation pedagogy was constructed based on previous studies on pedagogy and innovation research. The core elements of Innovation pedagogy are interdisciplinary, internationalization, active university-company cooperation and flexible curriculum.

The ReLeCo project will have positive and constructive impacts on all target groups, especially the students. The blended learning concept is planned to be exceptionally heavily learner-oriented and already throughout the project students will be directly or indirectly involved in all main activities. According to the principles of Innovation pedagogy, students are not only absorbing the existing knowledge but they are also producing new information and knowledge, even new innovations. We aim at building up students' motivation and knowhow in resource efficiency by establishing International Resource Efficiency Hatcher-ies – groups of students from several countries – that will implement real-life assignments coming from companies and other organizations that are willing to improve their resource efficiency. Added value for students is three-fold: substance-related knowledge on resource efficiency, enhanced innovation competences and valuable contacts to companies and other stakeholders in the field of resource efficiency.

Existing curricula of participating universities are modernized with our novel concept. Thus universities are able to serve their students with higher quality education and attract new students. Thanks to our open and active communication policy, all interested European universities are able to utilize our concept. In the project there are universities and resource efficiency expert organizations from 5 countries. After the project period we are aiming to widen this cooperation to other interested countries, at the first place in Europe but also having a global perspective on mind.

Our concept gains undeniable positive impacts also to a wide range of stakeholders outside of the academia. Companies and other actors may get direct added value to their businesses through the work of international Hatcher-ies. We also aim at offering an example of better dissemination of information regarding resource efficiency, so that anybody can raise his or her awareness in environmental issues. Enriching traditional classroom-based learning with e-learning – served as an Open Educational Resource – and active stakeholder cooperation, we can speed up the transition from waste management towards

resource efficiency. International challenges require international solutions and our concept is one step in the preparation of our future generation with the knowledge necessary for building a cleaner and more sustainable environment that enhances the quality of human life.

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GRANT AMOUNT:	174 686 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Energy and resources
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Education for Sustainable Development; International Cooperation; Teaching & Training

PROJECT NUMBER:	2014-1-R001-KA203-002916
TITLE:	DEVELOPMENT OF COMMON CURRICULA MODULES FOR MERCHANT MARINE OFFICERS
DESCRIPTION:	<p>Maritime shipping industry is one of the most dynamic economic sectors throughout Europe due to the constant changes of its development needs, both technological and regarding human resource. Consequently, education and training of maritime officers has to follow closely the industry trends in order to keep pace with the new competencies required by the development of maritime transportation technologies. However, despite the similarities of the European curricula for maritime officers, national specific features of the education systems determine the specialty topics to be widely and unevenly spread within the years of study of the national curricula. Thus, recognition of an entire semester studied abroad (30 credits) was not always possible. The host universities tried to overcome this problem by designing modular curricula. These specific modules developed by the partners for incoming Erasmus students proved that it is possible to approach a more strategic perspective for increasing the compatibility of maritime officers curricula and thus the fluency of mobilities done for a higher quality of European learning.</p> <p>This projects main objective is to apply an innovative strategic approach which involves the Development of Common Curricula Modules for Merchant Marine Officers (DECOMAR) for two bachelor level study programmes, Navigation and Electro mechanics, for one semester. Commonality of the modules consists in the identical group of Maritime Education and Training courses which will be studied in the same semester of the two curricula addressed.</p> <p>Thus, these almost identical semesters will be shared by four important actors of the European Maritime Education and Training, Thereby delivering altogether on the European maritime industry labour market around 1,500 maritime officers each year, which will be the primary target group. Beyond this one, there is a secondary target group of the third parties interested in the higher competencies ensured by the common modules (i.e. European shipping companies, national maritime authorities, etc., which will benefit from the competencies of the newly trained graduates).</p> <p>A successful common 30 credits module will open the gate for expanding the duration of them in the future, aiming towards an even greater inter-operability among the partner naval academies/maritime universities. Moreover, joint degree programmes will be extremely feasible in a consortium that share the same curricula, educational infrastructure and high quality standards.</p> <p>This competencies compatibility will eventually have a great impact on the more predictable professional performance of the European maritime officers trained in 4 EU member or partner countries that sum up around 140 million people.</p>
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GRANT AMOUNT:	141 700 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment

TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Teaching and learning of foreign languages
TOPIC 3:	Recognition, transparency, certification
CLUSTER(S):	Teaching & Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2014-1-R001-KA203-002940

TITLE:

MASSIVE OPEN ONLINE COURSES WITH VIDEOS FOR PALLIATIVE CLINICAL FIELD AND INTERCULTURAL AND MULTILINGUAL MEDICAL COMMUNICATION

DESCRIPTION:

Palliative care must be an integral part of a country's health care system, and as such it must be an element of comprehensive health care plans, and of specific programmes concerning, for instance, cancer, Aids or geriatrics. On the basis of a needs assessment, national or regional governments need to design and implement comprehensive rational palliative care strategies in close collaboration with professionals and patients and families, or their representatives.

The aim of the project is to create open digital educational resources in the field of palliative medicine based on developing innovative guidelines on standardized fundamental medical manoeuvres and clinical language and communication skills for supporting the learning/teaching processes of the medical lecturers, of the language teachers who teach medical students, of medical students, and of the lay people involved in causalities.

By doing this the project aims to harmonise the curricula transversally, helping students in preclinical years to develop applied skills that will be further supported academically by knowledge gained through academic progress in the coming clinical years. Academic, scientific, and professional skills will be acquired in an interdisciplinary manner with support offered concertedly by the palliative medical subjects and the languages and communication subjects.

This general aim will be achieved through these specific objectives:

- Promote stronger coherence between different EU and national transparency and recognition tools and ensure that skills are recognised across borders by identifying, defining and standardizing the palliative medical and nursing skills, which allow students across Europe to be active participants in clinical routine after their first year of medical studies.
- Improve the level of key competences and skills, with particular regard to their relevance for the labour market (everyday medical practice), through strengthened cooperation between the world of education and training and the world of work;
- Improve the teaching and learning of languages and promote the EUs broad linguistic diversity and intercultural awareness
- Develop innovative and multidisciplinary approaches to teaching and learning and eLearning materials which support students both during their skills training and their practical module
- Foster quality improvements, innovation excellence and internationalisation at the level of education and training institutions, in particular through enhanced transnational cooperation between education and training providers and other stakeholders
- Facilitate the exchange, flow and co-creation of knowledge

Throughout its activities, the Palliative Care MOOC project addresses and have a consistent impact on its direct target groups:

- Lecturers & students in medicine (Medical Universities)
- (Foreign) in-service medical staff
- Social assistants or other staff dealing with palliative care(hospitals/hospices/homecare)
- Language teachers/trainers in medical institutions
- Volunteers (Volunteering bodies)
- Educational centres
- Companies active in social corporate responsibility

Main project products (outputs) will be:

01 - Specialized research of medical literature and practice about palliative care

02 - Project website

03 - Guide of operational procedures on palliative medicine

04 - Quality Assurance and Validation of the protocols on operational procedures on palliative medicine in the world of work

05 - Video support for protocols generated

06 - Medical communication linguistic resources

07 - Palliative Care MOOC on palliative medical procedures and medical communication, in 6 languages

08 - Trainer's Transversal Kit – palliative and linguistic fields

09 - Exploitation and Sustainability of the project

The Palliative Care MOOC project will help medical staff, students and language teachers manage the environment successfully (medical situations) by ensuring sustainable medical courses on operational procedures in palliative care, in 6 language contexts that result in good health outcomes for patients and greater professional satisfaction for all the actors involved in a medical situation across Europe.

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UNIVERSITATEA TRANSILVANIA DIN BRASOV, RO;
FUNDATIA EUROED, RO;
KAREL DE GROTE HOGESCHOOL KATHOLIEKE HOGESCHOOL ANTWERPEN, BE;
UNIVERSIDAD EUROPEA DE MADRID SL, ES;
AZIENDA SANITARIA LOCALE TO3, IT;
Connectis, IT;
PIXEL - ASSOCIAZIONE CULTURALE, IT;
Institutul Regional de Oncologie Iasi, RO

GRANT AMOUNT:

312 220 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Fostering the assessment of transversal skills

PRIORITY 2:

Supporting the production and adoption of Open Educational Resources in diverse European languages

TOPIC 1:

Intercultural/intergenerational education and (lifelong)learning

TOPIC 2:

New innovative curricula/educational methods/development of training courses

TOPIC 3:

Teaching and learning of foreign languages

CLUSTER(S):

Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: **2014-1-R001-KA203-002961**

TITLE:

CONNECTION BETWEEN ACCOUNTING RESEARCH, EDUCATION AND THE EMPLOYERS' NEEDS WITHIN THE EUROPEAN FRAMEWORK

DESCRIPTION:

Confronted with financial problems regarding education and research, the academic environment must deal with well-defined solutions and, therefore, it has to initiate learning partnerships, debates, knowledge expertise and best practices exchanges related to the sustainability of education & research on long term.

EU member states have been encouraged to reduce significantly the funds allocated for education and training, with subsequent adverse effects on quality and information access, exchange of best practices, research, etc.; actually threatening the future and increasing Europe's vulnerability to global competition, one solution consisting of innovative and efficient attraction of EU funds. Accounting education is one of the sensible subjects, for which small amounts were directly allocated. Putting under question the accounting education sustainable development, the project wants to find solutions through learning exchange with European dimension, emphasizing the European accounting education & research sustainability in the Information era, based on reduced costs information instruments.

The project aims at the increase of adult education volume in lifelong learning, in the context of the new cooperation E&T 2020 strategic framework, promoting peer learning culture, i.e. observation, exchange and mutual learning on common interest experiences at the EU level. It encourages discussion and develops transparency & quality approaches to increase cooperation of the organisations involved in accounting education & research according to the employers needs in Europe. The project has a direct impact on students, education and research providers but also on civil society-as users, since they have great impact on competitiveness, growth and employment, as Horizon 2020 goals.

The project target group is:

Academic staff, students, business staff as employers.

Activities developed are the following:

A1.1. Establishing the project implementation procedures, methods and tools to assess the progress of the project and facilitate its implementation. Elaboration of long term strategy and project sustainability through peer mentoring

A1.2. Elaboration of learning materials and curricula

A1.3. Creation of an E- Network centre and consultancy provision to national and international companies

A1.4. Elaboration of studies and analyses for 3 pilot enterprises in each country

A1.5. Policy recommendation writing and lobby

A1.6. Creation and updating of an interactive website

A1.7. Elaboration of Best Practice Guide on Partnership between Research, Academia and private companies

Intellectual outputs are the following:

O1. Methodology and procedures for target group and pilot companies selection, monitoring and progress management, Internship agreement, Peer Mentor Application and Peer Mentor Contract

O2. Open educational on-line resources - network

O3. E-Network centre for consultation and research

04. Direct research/ consultation for pilot enterprises consisting in studies, analyses directly implemented (3 pilot enterprises in each country)

05. Policy recommendation for finance-accounting graduates to stimulate the increasing rate of their employability

06. Interactive website

07. Best Practice Guide on Partnership between Research, Academia and private companies

Three higher education institutions (HEIs) will work on this project. These institutions are: West University of Timisoara, (applicant), yDidziojo University and Università Degli Studi Di Messina. All partners do have competence in education in finance- accounting field.

The CAREER project main objectives are:

Ob1. To increase the adult education volume as regards the knowledge improvement related to the CONNECTION BETWEEN ACCOUNTING RESEARCH, EDUCATION AND THE EMPLOYERS' NEEDS WITHIN THE EUROPEAN FRAMEWORK.

Ob2. To create a long-term partnership among the partners and to improve the partnership quality as well as stimulation of the academic- business partnership.

Ob3. To increase the cooperation between the partner organisations involved in accounting education and research according to the employers needs throughout Europe.

Ob4. To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning as well as to improve pedagogical approaches and the management of adult education organisations.

The project will intend to bring the following long term benefits:

a) Strengthening the collaboration between students, academic staff and business environment in order to transpose the knowledge added value in practice;

b) Provides insights into accounting profession in the international employment context;

c) Increasing of the employability of the participants through directly getting in touch with international companies.

COORDINATOR:

WEST UNIVERSITY OF TIMISOARA
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300223 TIMISOARA, Romania
www.uvt.ro

CONTACT:

Ovidiu-Constantin Bunget

PARTNERS:

UNIVERSITÀ DEGLI STUDI DI MESSINA, IT;
VYTAUTO DIDZIOJO UNIVERSITETAS, LT

GRANT AMOUNT:

59 058 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda

PRIORITY 2:

Developing partnerships between education and employment

TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Research and innovation
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching & Training; Research & Innovation; Employability

PROJECT NUMBER: 2014-1-R001-KA203-002970**TITLE:****SAVINGHEARTS: INNOVATIVE METHODS AND TECHNIQUES IN CARDIOVASCULAR DISEASE TREATMENT****DESCRIPTION:**

Chronic diseases represent a major burden on both population health as well as the costs of healthcare systems. Europe carries the highest burden of chronic diseases which cause 86% of all deaths. Of these, cardio-vascular diseases amount for around half of all deaths in the WHO European region and impose a cost of more than € 192 billion a year on the European economy.

Classical surgical treatment represents a high risk procedure especially for patients with co-morbidities, challenging the cardiovascular system and the rest of the peripheral organs. Therefore, several treatment alternatives using endovascular therapy alone or in combination with open surgery have been developed to repair these complex thoracic-abdominal aneurysms (TAAs). The general trend is toward a less invasive approach, which improves patient outcomes, recovery time and quality of life.

Thus the SavingHearts project aims to:

- Employ the strategic use of ICT technologies in teaching/training activities by using a telemedicine approach to create an innovative best practice environment in the form of an ICT platform where students and other practitioners can experience non-invasive surgery procedures. The procedures shown will be accompanied by specialist commentary.
- Besides offering a modern way of delivering specialist education the program will improve competences of students and specialists participating in the program, as the remote part of the program will be accompanied by a two week 'traineeship' in a working hospital, where the course participants will get to real life working experience accompanying the whole diagnostic process.
- The ICT platform will be also populated with relevant training materials, specialising on treatment of TAAs in co-morbidity cases and paediatric cases, which will be delivered as an Open Educational Resources (OER).
- SavingHearts includes international student and staff mobility as a means to test the outputs produced by the project, thus providing opportunities for learning mobility. The participation of both a hospital, a research centre and HEIs in the project will strengthen the international cooperation between these stakeholders.

By achieving the objectives above the SavingHearts project addresses the following needs:

- towards labour market: a close collaboration between HEIs and the hospital (i.e. the labour market)) will results in students who are more attuned and educated towards the requirements of the working environment and who already have a basic knowledge in non-invasive cardiological procedures.
- on organizational level: (a) modernization of the content and the provision medium for cardiology related courses (b) high quality OERs, (b) innovative concepts for telemedicine in education with regard to cardiac surgery, (c) integration of blended learning approaches into teaching activities, (d) collaborative learning in virtual communities using ICT-based tools.
- on an individual level: (a) ability to insert oneself in the diagnostic process in practice, (b) basic competences in the diagnostic process and the treatments to be delivered , (c) use of telemedicine tools and ICT in the learning process.

The composition of the consortium was based on the correspondence between the tasks to be completed and the partners' expertise. All the project partners involved in the project have been selected according to their expertise in the field of cardiology and to their capacity of providing professional training to the target group of students to whom the project addresses, as well as their technical and financial capacity of dealing with previous projects in which they were involved.

The participating organization involved in the project bring, through their profile and experience, procure the necessary knowledge and skills to be acquired, so that the project is carried out with highly prepared

resources. All the European partner universities have considerable experience in external academic cooperation, including student and staff mobility.

The project will have an important impact on individuals by facilitating the cross-cultural dialogue and cooperation for individual participants. On an organizational level it will support the creation of innovation excellence practices with an innovative teaching and training concept and environment and foster better international cooperation in the field of cardiology, especially with focus on non-invasive surgical procedures. For Polissano hospital the strategic partnership will have a great impact on strengthening the collaboration with university for the upgrading of its theoretical knowledge.

As an important medical institute, the hospital can decrease the employee's work load, by using volunteer students and providing better service to the patients. Moreover, regarding the customer satisfaction, Polissano can gain expertise through applying new methods of treatment.

COORDINATOR:	ULBS BD VICTORIEI 10 550024 SIBIU, Romania www.ulbsibiu.ro
CONTACT:	Victor Costache
PARTNERS:	Western Vascular Institute Ltd, IE; LUNDS UNIVERSITET, SE; SC CLINICA POLISANO SRL, RO
GRANT AMOUNT:	140 675 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Health and wellbeing
CLUSTER(S):	New Technologies & Digital Competences; Health & Medicine

PROJECT NUMBER: 2014-1-R001-KA203-002986**TITLE:**

EDUCATIONAL LABORATORIES PLATFORM FOR COMPLEX ENGINEERING PROCESSES WITH REMOTE ACCESS

DESCRIPTION:

The project Educational Laboratories Platform for Complex Engineering Processes with Remote Access (EduLabFrame) addresses the development of sense-making skills through e-learning concerning the design, configuration and administration of complex technological settings, with a focus on security issues. European Union crosses a period of changing policies to reduce dependence on imported primary energy. Among other related directives, Directive 2010/31/EU stipulates: Measures are needed to increase the number of buildings which not only fulfil current minimum energy performance requirements, but are also more energy efficient, thereby reducing both energy consumption and carbon dioxide emissions. For this purpose Member States should draw up national plans for increasing the number of nearly zero-energy buildings and regularly report such plans to the Commission.

At the same time in march 2007, the European Council adopted targets even more ambitious than that of the Kyoto Protocol. These aims were: to reduce emissions of GHG by 20%; to increase energy efficiency to save 20% of EU energy consumption; to reach 20% of renewable energy in the total energy consumption in the EU by 2020.

Energy system of any country is definitely not only a priority but also an strategic point. Investments must be oriented both to human resources and to viable infrastructure. Better prepared engineers means effective and innovative solutions in the future.

Moreover a better understanding of an engineering processes or physical phenomena are strictly related to teaching tools and combining the right dosage of theory with practical examples of phenomena that are studied. Therefore the project intention is not only to provide a quantitative or qualitative indicators but more than that, namely adaptation to the needs and market requirements and alignment of tertiary education to EU standards.

General objective of the project the development of multilingual educational open resource e-learning platform allowing easy understanding of complex processes in engineering.

To this purpose, the project had established the following specific objectives:

OS1. The development of an advanced platform for real-time, high-performance video streaming and remote access to laboratories (open educational resources) operating cutting-edge technology, together with

OS2. Solutions for students' immersion in the remote experimentation environment through badge architectures and collaborative learning.

OS3. The development and implementation of four laboratories with remote access which will address to following domains:

Laboratory for pollution risk assessment (Risk-Lab)

Laboratory for renewable energy sources (RNW-Lab)

Laboratory for sustainable technologies in buildings (STB-Lab)

Laboratory of refrigeration and district energy (RDE-Lab)

and

OS4. Development of dedicated training modules/curricula and laboratory scenarios and applications.

The educational open resource e-learning platform will allow easy study in partners' language (CO-UPB and P1-UL) but also will encourage learning in English language. Our aim is to translate all training/didactic and dissemination material in three languages (RO, SL, EN).

Still, the platforms for real-time remote access with video feedback and support for heterogeneous infrastructures are generic, and they will allow further development of other laboratories accessible remotely, in multiple engineering fields.

The target group of the project is composed of 250 students enrolled in the University Politehnica of Bucharest and University of Ljubljana with education level ISCED 6 and ISCED 7 according to ISCED 2011.

The project target group will also include 10 trainers which will be involved training sessions of students.

Of the total 250 students,

150 will come from the University Politehnica of Bucharest (CO-UPB) and

100 from University of Ljubljana (P1-UL).

Students who will attend the training session will be selected from faculties which are activating in the field of electrical engineering, energetics and mechanics.

The 10 teachers/trainers will come from as follows:

- 4 trained trainers in the field of renewable energy sources.(2- CO-UPB trainers and 2-P1-UL trainers)
- 2 trained trainers in the field of sustainable technologies in buildings (2-CO-UPB trainers)
- 2 trained trainers in the field of refrigeration and district energy (2- CO-UPB trainers)
- 2 trained trainers in the field of environmental protection (2-P1-UL trainers)

Project structure will be organized in 4 main activities A1. Project Management, A2. Project Implementation, A3. Project Evaluation, A4 Project Dissemination

The most important results of the project are: 4 laboratories with remote access, a multilingual educational open resource e-learning platform, 250 trained students, 10 trained trainers. The project result will remain an example of good practice which will allow integration of other courses and laboratories.

COORDINATOR:	POLITEHNICA UNIVERSITY FROM BUCHAREST SPLAIUL INDEPENDENTEI 313 SECT 6 60042 BUCURESTI, Romania http://www.upb.ro
CONTACT:	Vladimir Tanasiev
PARTNERS:	UNIVERZA V LJUBLJANI, SI; CENTRE FOR RENEWABLE ENERGY SOURCESAND SAVING FONDATION, EL; SC SOFTTEHNICA SRL, RO
GRANT AMOUNT:	254 445 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the professional development of staff and youth workers in ICT methodologies
PRIORITY 2:	Supporting the production and adoption of Open Educational Resources in diverse European languages
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses

TOPIC 3:

Open and distance learning

CLUSTER(S):

New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER:

2014-1-SE01-KA200-000994

TITLE:

SUPPORTING OER RE-USE IN LEARNING ECOSYSTEMS

DESCRIPTION:

The European Commission has identified support for the production and adoption of Open Educational Resources (OER) as a strategic priority, key to addressing the current need to rethink and develop education in a way that is compatible with societal development and development of the skills required in the 21st century. However, in spite of a clear case for framing OER as a contributor to innovation in education, the picture that emerges from recent research reveals several obstacles that need to be overcome for OER to have a substantial impact on education and society. Limited reuse and repurposing of OER by educators, manifested by a tendency to use OER as supplementary rather than primary material, have been attributed to several factors: uneven supply, lack of official policies or incentives for reuse, limited proof of effectiveness and lack of digital and pedagogical skills on the part of educators. The substantial political and philanthropic investment in OER has so far mostly focused on the supply side, but there is now a growing need to increase the uptake of OER by educational practitioners and learners. Fostering reuse of OER and engagement in Open Educational Practice (OEP) is essential if education is to move from the current, static OER landscape to one in which OER and OEP play a major role in a vibrant and sustainable learning ecosystem.

The ExpLOERer project (pronounced 'explorer') promotes OER sustainability through OER adoption and embeddedness in professional practice. The consortium will identify, document and assess obstacles and opportunities, and analyse current practice in the use of OER, including the sustainability aspect. This will be achieved by capitalising on opportunities in cross-boundary contexts in which OER are part of innovation, and by developing education practitioners' digital and pedagogical skills regarding OER reuse and repurposing. Several types of learning contexts are addressed, including adult education, higher education and the workplace. The project will target the following intellectual outputs:

- 1) Co-creation of guidelines for training of adult educators on OER reuse. This process will directly involve teachers to increase engagement and improve sustainability.
- 2) Development of training materials and teacher training in OER reuse and digital skills through an Open Online Course.
- 3) More dynamic OER infrastructures by means of embedding social networking and gaming mechanics in OER repositories.
- 4) Stimulation and support for policy development regarding OER uptake through three multiplier events, online and face-to-face expert seminars resulting in policy recommendations.

The project adopts a cross-sectoral approach by involving six European partners: three Higher Education Institutions, a Ministry of Education supporting a large OER repository, a private company specialising in OER and social networking/gaming, and a non-profit organisation leading the field in open licensing and open education.

The results of the project will be produced in partner languages (EN, GR, NL, PL and SE) and widely disseminated through regional, national, European and international channels.

COORDINATOR:

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VASAPARKEN
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www.gu.se

CONTACT:

Sylvi Vigmo

PARTNERS:

THE OPEN UNIVERSITY, UK;
THE GLASGOW CALEDONIAN UNIVERSITY, UK;
Fundacja Projekt: Polska, PL;
KlasCement, BE;
AIKATERINI ZOUROU &
SIA EE, EL

GRANT AMOUNT:	293 000 EUR
CONTRACT DURATION:	26 months
PRIORITY 1 OR MAIN:	Promoting the professional development of staff and youth workers in ICT methodologies
PRIORITY 2:	Supporting the production and adoption of Open Educational Resources in diverse European languages
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER:

2014-1-SE01-KA203-000922

TITLE:

CREATIVE INDUSTRIES GLOBAL NETWORK

DESCRIPTION:

The focus and structure of the three-year Creative Industries Global Network, (CIGN) project is as follows:

1. To develop a lasting and sustainable International network between key Higher Education Institutions, employer organisations and Sector Skills Alliance Partners, (SSA's) to identify future skills gaps in the area of 'Cross Media Design and Production'.

Following this and in consultation with key stakeholders develop innovative modular content, training activities and workshops and provide opportunities for dissemination of this research through existing and developing media technology platforms.

2. The lead partner in the project will be Linköpings Universitet, (LiU) Sweden. The other partners are, Hochschule der Medien, (HdM,) Stuttgart, Arteveldehogeschool (AhS), Gent, Belgium, and The University of the West of Scotland, (UWS). A fourth, silent partner, Ryerson University in Toronto, Canada, will also be involved in the partnership on a consultancy basis.

Project Activities will include the following:

In the first year of the project there will be an identification and consolidation of common areas of practice between partner institutions, and the development of staff training workshops. Meetings will take place with steering group partners and key industrial and sector skills alliance partners, (SSAP's) and in order to provide training opportunities in line with individual requirements which may include:

- Identifying opportunities for sharing and using new pedagogical methodologies for international cooperation.
- Reviewing opportunities for participatory approaches to learning and teaching, including the implementation of distance and blended learning techniques.
- Integration of new technologies where appropriate.

In the end of the first year and into the second year of the project, we will identify and develop modules across the partner institutions. Proposed titles could include:

- International Professional and Entrepreneurial Practice
- International Creative Practice
- International Opportunities for Engagement in Placement and Work Related Learning
- International Collaborative Projects
- International Language modules
- Modules with the topic of Cultural Diversity Modules

In the second year, the partners will also investigate opportunities for both local and inter-institutional dissemination of findings. (This includes engagement with international SSAP's and awarding bodies.) A second staff training workshop exploring best practice in assessment will also be held.

Also in the second year of the project, opportunities will be created to disseminate (developed) modules to the international student body via a series of short-courses in partner institutions. Modular titles (ECTS Credit bearing) will be offered to students and involve periods of staff exchange and on-line student engagement. This is aimed at encouraging inter-institutional mobility, new modes of international deliveries and the exchange of best and innovative practices in the areas of language, culture, collaboration, creative/professional practice and employability.

In Year three of the project, activities will centre on the revision/dissemination of project findings and allow for the preparation of conclusive reports, initially to all parties who have been involved in the project, but as importantly, through web and social media platforms to future global collaborative partners.

The intended results of the practice-based research project and resultant activities would encourage the following for both staff and students:

- Increased awareness of intercultural and international opportunities within their own subject area
- Increased awareness of entrepreneurial and employability opportunities in both local and global communities
- An understanding of cultural differences when approaching practice-based solutions
- Opportunities to investigate collaborative practice in an international context and
- A greater understanding of international credit bearing systems, validator bodies and quality assurance systems.

COORDINATOR:	LIU CAMPUS VALLA 581 83 LINKÖPING, Sweden www.liu.se
CONTACT:	Tommie Nyström
PARTNERS:	ARTEVELDEHOGESCHOOL, BE; HOCHSCHULE DER MEDIEN, DE; UNIVERSITY OF THE WEST OF SCOTLAND, UK
GRANT AMOUNT:	239 570 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Developing short-cycle post-secondary or tertiary qualifications in accordance with the European Qualifications Framework
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 3:	Open and distance learning
CLUSTER(S):	Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER:

2014-1-SE01-KA203-001023

TITLE:

AN INTERDISCIPLINARY APPROACH TO WORKING WITH CHILDREN AND YOUNG PEOPLE WITH COMPLEX INTELLECTUAL AND DEVELOPMENTAL NEEDS.

DESCRIPTION:

The population of children and young people with intellectual and developmental disabilities is growing with many more living with complex multi-morbidities. Due to their complexity of need children and young people with complex intellectual and developmental disabilities require access to practitioners across education, healthcare and social care who have a shared knowledge of their complex needs and the shared interventions and approaches necessary to meet them in the future. This is important as no single profession possess this knowledge and skills at the moment. This project therefore aims to develop a shared on-line learning module focusing on the policy, research and best practice in meeting the education, health and social work needs of these children and young people. The objectives of the project are to scope and critically analyse policy, research and best practice evidence from national; European and international sources to identify the extent of the needs of children and young people with complex intellectual and developmental disabilities; the involvement of academics from the partner universities, students and practitioners from education, health and social work services to scope out and identify the content of the shared learning module to ensure that it meets expectations and future service needs. The project will work with technologists to design and build the shared module content and assessment and pilot and test the effectiveness; the collaborations between the partner universities in the on-going delivery of the shared module with students from education, nursing and social work. An iterative methodology will be used that involves literature identification and analysis, workshops and interactive sessions between academics, students and practitioners to identify future needs, best practice and module content and assessment, design and piloting of the learning module and implementation of the learning module across the five partner universities with cohorts of students from education, nursing and social work supported by academics. Student involvement will be through participation in an Erasmus Intensive programme. It is anticipated that the results will set out the evidence of the range of needs of children and young people with intellectual and developmental disabilities and their complexity of needs that will inform the content of the shared learning module that will be delivered collaboratively by the five partner universities as part of a longer term work programme focusing on further shared learning modules, publications and research.

COORDINATOR:

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www.su.se

CONTACT:

Jude Tah

PARTNERS:

EDINBURGH NAPIER UNIVERSITY, UK;
UNIVERSITATEA DIN ORADEA, RO;
HOGSKOLEN I OSLO OG AKERSHUS, NO;
THE UNIVERSITY OF HERTFORDSHIRE HIGHER EDUCATION CORPORATION, UK

GRANT AMOUNT:

217 555 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Developing high quality and accessible Early Childhood Education and Care services

PRIORITY 2:

Promoting young people's social inclusion and well-being

TOPIC 1:

Disabilities - special needs

TOPIC 2:

Health and wellbeing

TOPIC 3:

Inclusion - equity

CLUSTER(S):

Inclusion & Tolerance; Health & Medicine

PROJECT NUMBER:

2014-1-SE01-KA203-001027

TITLE:

MEETING PLACE MUSIC THEATRE LANDSCAPE; PHASE 2

DESCRIPTION:

The MTL: Phase 2 Strategic Partnership project aims to expand the possibilities for both performing arts makers and landscape architects to develop their practices within notions of the current European social landscape, exploring both the domestic and inter-country tensions that landscape contains, both literally and metaphorically.

These outcomes will be integrated into subject-specific contexts in the following ways: Across the performing arts there is an increasing concern with how compositional practices – practices of making, invention, and ‘writing’ might address social questions, and engage with enlarged publics, as well as spaces and places, in new ways, in order to expand their reach across all of our teaching experiences and within our institutions. This is one of the concerns of artistic research, and the learning outcomes directly feed this area of inquiry. Within landscape architecture and urban planning, finding ways to explore and address the lived experience of performativity in space has become a key pedagogical concern, and the learning outcomes will help shape this element. The teaching staff and students participating will be exposed to methods and practices that are new to their respective fields. MTL: Phase 2 relies on the transfer of skills from one field/discipline to the other, ensuring the transversal nature of the programme.

More specifically the project aims:

1. To bring together students and staff from different institutions in order to confront and encounter landscape in new and innovative ways
2. Use landscape as a starting point, opening doors to a reconsideration of place and human and social exchange within place
3. To encourage performing artists and landscape architects to expand their aesthetic vocabularies and the possibilities for their creative practices through exploring one another's disciplines
4. To explore the notion of local landscape, design and architectural frameworks for understanding and intervening with culture in a political, cultural and financial context.

Simultaneously, new thinking from the design fields, including architecture, landscape architecture, and urban design and planning increasingly explores the performative aspects of their own fields, but have traditionally not engaged with performing artists and performing arts professionals to do so. What is more, there has been a recent strong turn in thinking around urban and rural landscape design and planning toward engagement with the social questions that regulate land use, spatial occupancy in design, and their implications for community development.

In this context, this ERASMUS+ Strategic Partnership intends to bring together artists, scholars, designers, students, specific environments, across European institutions, with explorations of community, theory, and creative practice in order to pursue the following objectives:

To uncover, reveal and facilitate relationships among human, biological, social, cultural and technological landscapes, in order to:

- a. Develop new methods for making the performance of the future in a technologizing world which help enhance the relevance of liveness and intermediality to future audiences
- b. Target, chart, trace, explore and enhance new cultural impacts of these methods
- c. Further explore how deep thinking around questions of migration, community cohesion, and landscape and environment can influence the performativity of spaces for both performance makers and landscape designers in a Europe increasingly influenced by intercultural dynamics
- d. Imagine a disciplinary encounter where the boundaries between performance creation and the architecturality of urban and rural spaces dissolve

e. Develop the experiences derived from a-d above into a cohesive blueprint for a future pedagogical framework, through the production of concrete outcomes: a textbook, web resources, and suggestions for an MA curriculum.

COORDINATOR:	STOCKHOLM UNIVERSITY OF THE ARTS LINNEGATAN 87 10450 STOCKHOLM, Sweden http://www.uniarts.se
CONTACT:	Claes Peter Hellwig
PARTNERS:	SVERIGES LANTBRUKSUNIVERSITET, SE; University of Winchester, UK; INSTITUTO POLITECNICO DO PORTO, PT
GRANT AMOUNT:	196 777 EUR
CONTRACT DURATION:	26 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Creativity and culture
TOPIC 2:	Inclusion - equity
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER:

2014-1-SE01-KA203-001032

TITLE:

ESTABLISHING A NORDIC CONSORTIUM FOR CHINA STUDIES

DESCRIPTION:

The ever growing global relevance and complexity of China - as political, cultural, linguistic, economic and social field/ issue - has since long generated an urgent need for high-quality, innovative and diversified China Studies in higher education institutions. The particular circumstances of the Nordic countries with their however excellent and unique but nevertheless widely spread expertise, partly small-sized local resources and limited organizational networks have made it difficult to face this challenge.

Due to "Nordic conditions the academic subject "Chinese or Sinology has only gradually transformed from classical philology into a more applied, multi-disciplinary study, teaching and research field of modern and contemporary China.

The fact that Chinese with regard to human, financial and administrative resources is mostly a small sized subject, which during the last years of departmental restructuring has been incorporated in different amalgams has made visibility and promotion of China Studies ever more difficult. From an educational policy perspective, Nordic countries in general register a comparatively high drop-out rate of students at BA level, a surprisingly low number of master students and a general resistance to study abroad for a longer period of time (students of Chinese unfortunately being no exception).

The establishment of a Nordic Consortium of China Studies concerns a joint effort of four Nordic universities (Aarhus, Copenhagen, Oslo and Stockholm) with the aim of addressing these challenges in a long-time perspective. The overall objectives of the project are to enhance the quality of the learning offer, to facilitate innovative education organization at regional (Nordic) level and to pool a variety of joint activities in order to strengthen Nordic China Studies at the European and international level.

The Nordic Consortium for China Studies shall function as a strategic promotion and communication platform that aims at:

- improving capacities of the involved HEI in the area of strategic development, organizational management and internationalization by increasing synergies and promoting structured inter-regional (inter-Nordic) cooperation within "China Studies
- increasing the attractiveness of study programs and the employability of students as well as minimizing the drop-out rate by enhancing the quality, diversity and relevance of the learning offer in "China Studies; by promoting, monitoring, coordinating and updating the recently implemented Master program of China Studies by developing intensive courses for China Studies and thereby creating an attractive inter-cultural and transnational program for Nordic and international students
- promoting internationalization and strengthening network building by drafting and developing a common concept for establishing a joint Nordic Centre for China Studies at the Chinese partner university (Zhejiang University)
- establishing a Nordic Association of Teaching Chinese as a Foreign Language that focuses on questions of language teaching and learning at HEI by enhancing the professional development of those working in China Studies education as well as facilitating the use of and referencing to the European Qualification framework

Each of the four partners joining the strategic partnership has signed a student exchange agreement with Zhejiang University in order to be able to send MA students for one year to the Chinese university within the two-year MA program and to award graduates a double degree. After a first evaluation of the first two-year pilot phase - in connection with SU signing a student exchange agreement with Zhejiang University only recently - it had become clear that the Nordic universities involved in the MA program with Zhejiang university, would have to build a strategic partnership not only to develop and bring the Master program to its full potential but also to join efforts to meet the above mentioned challenges and problems in agreement identified as Nordic conditions.

On a national and regional level the project envisages to make MA studies more appealing as academic qualification and conceived as a decisive step to increase individual self-development and employability;

it is also hoped that study abroad programs become more attractive by way of a well-structured education organization, excellent and attractive study conditions and innovative and relevant courses. We strongly believe that our trans-regional cooperation in the long run can lower the drop-out rate of students of China Studies in the Nordic Countries. On a local and regional level we hope to add to the promotion of the Nordic countries as a destination for international students.

From a regional and disciplinary perspective it is hoped that the project indirectly helps to transform "China Studies into a modern discipline and facilitates Nordic China competence on a European and international scale.

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GRANT AMOUNT:	156 288 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 3:	Regional dimension and cooperation
CLUSTER(S):	International Cooperation; Education for Sustainable Development

PROJECT NUMBER: **2014-1-SI01-KA203-000655**

TITLE:

EMPOWERING TEACHERS FOR STUDENT-CENTRED APPROACH

DESCRIPTION:

A number of relevant scientists report that universities, especially in the U.S.A. (Saulnier, Landry, Herbert in Wagner, 2008) have been developing student-centred learning. Within this approach teachers mainly focus upon what students should learn and emphasize why (Bransford, Vye & Bateman, 2002), they take into account the already existing knowledge of students (Bransford, Brown, Cocking, 2000; Protheroe, 2007), provide different opportunities for students to learn, often change teaching methods, help students who have troubles and consider their background. Teachers discuss with students which study activities lead to good results, expose students to looking for alternatives and trying to find their own solutions. Examination questions refer to real situation and do not lead to categorizing students with regard to their marks. Aslan in Reigeluth (2013) state that modern educational systems should address the needs of the contemporary students, facilitate the study process and prepare students for social life. Each educational system should look at each individual student as a student with special needs and should not require that all students learn in the same way.

This project intends to make a research of the student-centred and personalized approach in several European countries, prepare a handbook of good practices for teachers and thus contribute to the modernisation of Europe's higher education systems, to a reduction in the number of low-skilled adults who study at universities, revise and strengthen the professional capacities of teachers and improve the attainment of young people and the organizational culture of universities.

There are four participants from four European countries, three HEIs and one research and development SME specialized in development and support of programmes and courses for teachers and trainers.

The main activities of the project are a large-scale research on the theory and practice of the student-centred learning, a teachers handbook on good practices from student-centred learning, three scientific articles, dissemination of results and a short follow-up study.

The project methodology includes a large-scale research (survey of literature, questionnaires to teachers, data analysis, guidelines, conclusions) and uses the research methods of the social sciences. The tasks are equally divided among all the partners.

The most important results of the project: the research study, several scientific articles, the handbook for teachers, online training course and other different ways of dissemination will contribute to a better awareness of the benefits of the student-centred learning and will empower teachers to use this approach. The potential longer term benefits are spreading of the student-centred learning paradigm to more HEIs and thus contribute to a more friendly atmosphere at the universities.

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WYZSZA SZKOLA HANDLOWA, PL;
PONTYDYSKU LIMITED, UK;
KAUNO KOLEGIJA, LT

GRANT AMOUNT:

272 240 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Revising and strengthening the professional profile of the teaching professions

PRIORITY 2:

Improving the attainment of young people, particularly those at risk of early school leaving

TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Pedagogy and didactics
TOPIC 3:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	Teaching & Training

PROJECT NUMBER:

2014-1-SI01-KA203-000685

TITLE:

HEALTHY LIFESTYLE FOR AGING WELL

DESCRIPTION:

Population ageing is a long-term trend which began several decades ago in the EU. As a result, the EU will, in the coming decades, face a number of challenges associated with an ageing society which will impact on a range of areas (labour markets, pensions, provisions for health care ...). Population change and the structure of the population are gaining importance in the political, economic, social and cultural context of demographic behaviour. As one of the fields that is and will be even more affected in upcoming years is health care system it is necessary (for the long term stability of health care system) that people have the best possible chance to remain healthy, active and independent as they become older. A crucial role in this effort will also have nurses and that is why it is important to raise awareness among them and students of nursing as they represent the future in this profession. To reach this goal it is important to activate them and enable them to obtain and share knowledge, ideas and examples of good practice on this topic with students, lectures and other experts from different EU countries and institutions. It is also essential to raise awareness among the elderly and to actively promote and enable them to be as literate and active in healthy lifestyle as possible. This project offers an international and interdisciplinary (nursing, medicine, sociology, psychology, physiotherapy, social gerontology and occupational therapy ...) approach in highlighting the importance of healthy lifestyle for aging well. The main two target groups that will be addressed in this project are: students of nursing and elderly. Besides these two main target groups we will also address lecturers/researchers in nursing study programmes and other, for this topic relevant, study programmes who would like to obtain and share knowledge, ideas and experiences about this issue and gain an important experience in working in international environment. The project will offer the opportunity for minimum 18 students and 9 lectures to travel and study/teach and join the intensive study programme in Slovenia and gain non-formal intercultural skills. More than 14 students and 6 lecturers will also take part in this project via virtual mobility with the help of new information and communication technologies. At least 150 elderly will be involved in project activities. They will also be included in short training programmes for the elderly to learn how to use web portal and DVD that will be developed during the project. Research activities that will be carried out during project will enable students of nursing to critically and analytically research this important field and to be able to compare and transfer knowledge, ideas and examples of good practices among different countries. Lectures that will be conducted during IP will provide expert knowledge on the topic. Workshops and fieldworks for students will also enable students' contribution and encourage their active involvement. Organized social and physical activities with the elderly and students of nursing will be implemented to socialize and to enable students to promote healthy lifestyle of the elderly and transfer knowledge about healthy lifestyle in more informal way. Project outputs and results will have a great impact on greater healthy lifestyle literacy of the elderly and their wellbeing, raised awareness on this thematic field, strengthen partnership of partner institutions, quality of learning, greater international mobility of students and lecturers, greater opportunities for students of nursing. The main outputs and results of the project will be: Web portal, five new optional subjects offered at each partner institution, recommendation for future work in this field, guidelines for ethical care for the elderly, guidelines for development of new programmes for healthy lifestyle of the elderly, DVD with recorded physical activity for the elderly (with recommendations and instructions). A lot of effort will be devoted to evaluate the project and its results as well as to disseminate its results and outputs so that as many members of target groups will be reached. And moreover to disseminate the results to local government and general public to raise awareness among people at a greater scale. We will aim that project will produce and offer longer term benefits such as recommendations for future work in this field, newly developed guidelines, new optional subjects and Web portal that will be available to all.

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GRANT AMOUNT:	124 352 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting healthy lifestyles (incl. participating in outdoor activities and grassroots sports)
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Health and wellbeing
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Health & Medicine; International Cooperation; Teaching & Training

PROJECT NUMBER:

2014-1-SI01-KA203-000693

TITLE:

NETWORKED ACTIVITIES FOR REALIZATION OF INNOVATIVE PRODUCTS

DESCRIPTION:

Design researchers acknowledge five trends of the industrial design practice that emerge from the changing global environment: (1) emerging new technology increases the use of digital media; (2) the boundary between design disciplines is fuzzy; (3) there is a need for multidisciplinary teamwork; (4) there is a movement trend from individual product to systems; (5) there is an increasing dependence on online resources. The main goal of this project is to teach and learn design the above mentioned trends and to train engineering students transversal skills on real industrial cases of new product development (NPD) provided by industrial partners to foster the cooperation between the students, academia and industry. Besides, updates and developments are being carried out on the design methodology and its application in design education accordingly.

The project proposes 3 consecutive but unique and independent, industrial oriented courses of NPD in virtual environment; each will be organized by one of project partners in collaboration of all others. The collaboration will include state-of-the-art lectures given concurrently and interactively to students of all involved universities using professional video-conferencing equipment. Students' project activities will represent the practice in course; students will work on NPD assignment given by selected industrial partner. The project purposefully focuses on industry-academia type of projects to enable partners to link higher education, research and business. Students will be organized in international, multi-disciplinary virtual teams; this will already give a multi-cultural and cross-border character for student activities. The project results will be finalized and presented in the frame of events connected to blended short-term mobility of the students.

The focus of the research and development activities in the project is to upgrade the design education practice in the virtual environment will be on the design methodology (including ICT tools) and the implementation and application of the methodology into design education practice. To reach this goal three significant intellectual outputs are proposed: (1) a cutting-edge design methodology based on best practices and extensive research and development activities, (2) a complex resource of teaching/learning materials on the basis of NPD developments and updates and also the experiences from the student projects, and (3) a study on the application of NPD methods, challenges and impacts. The three major intellectual outputs will be propagated in three big scale multiplier events, one in each project year: a (1) public seminar, a (2) panel discussion, and an (3) open day, respectively. Those events will enable partners to invite experts for discussion, also press and media will provide high publicity. Project meetings (e.g. trans-national project meetings) will be scheduled around the same periods. Dissemination will not be restricted to multiplier events; research, development and also student project results and outcomes will be published periodically via a variety of mediums, while the main platform will be the project website. The scientific results will be presented in conferences or published as scientific journal papers.

In three years we expect 120 design and engineering students, more than 12 professors and teachers, and 5-10 industrial professionals, and many external partners will bond professional ties - all in all around 150 people - for future collaboration in professional, academic and also private spheres of their lives.

Although project is being carried out in virtual environment between the partners (which is already a great achievement of virtual mobility and the extensive use of ICT), the cross-border co-operation is enriched by student and staff mobility, which eventually will strengthen the quality of research and teaching quality and result in an increased learning experience.

The participating students will develop competences of 21st century engineers thus will be able to address challenges effectively when performing the NPD process in virtual world. They will be able to use methods and tools of the latest computer technologies and be able to achieve seamless human-technology interaction on the highest level. Participating university staff will acquire new knowledge on new technologies as well. The developed intellectual outputs will serve as a comprehensive resource of information for further research and design methodology development and improvements for several years after the project ends. We also expect long-term multiplying effect on scientific contribution in form of conference and professional, peer-reviewed papers. All project partners will use this project and its

outputs as a role model for new projects in the future, including also other academic and industrial partners and to form a wider network of industry-academia partnership which will cooperate on various levels.

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GRANT AMOUNT:	263 725 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the professional development of staff and youth workers in ICT methodologies
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Overcoming skills mismatches (basic/transversal)
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training; Employability

PROJECT NUMBER: 2014-1-SK01-KA203-000464**TITLE:****FOOD QUALITY AND CONSUMER STUDIES****DESCRIPTION:**

Project Quality Food & Consumer Studies thematically follows the European Consumer Agenda - Boosting confidence and growth for 2012 - 2020 that identifies the key measures needed to empower consumer and boost their trust. In the field of research and innovation it pays attention to deeper scientific understanding of consumer behaviour and the health, safety and sustainability aspects of the choices they face. Recent initiatives include also the Quality Package adopted by the Commission in 2010, which aims to improve information for consumers on food quality through a comprehensive policy on certification schemes, value - adding terms and standards for agricultural products .

The aim of the project is to modernize and improve the quality of university education in the field of food science, food marketing and consumer studies, applied through the synergic effect of international cooperation, transfer of innovation and creation of new values in project consortium of 10 partners from 9 EU countries. The partnership is geographically balanced and composed of 8 universities (Slovak Republic, Poland, Czech Republic, Austria, Spain, United Kingdom and Denmark) and 2 institutions/companies from the business sector (Germany, Netherlands). In terms of characteristics of participants, the main target groups are university teachers and university students. The third target group are people from enterprises, and research institutes with the aim to transfer knowledge from theory into practice. In terms of project profile, it is focused on 2 topics - Food Science (Food Quality section) and Sales and Marketing (Consumer studies section).

Project in the form of international mobility and training activities as well as through transfer of knowledge and creation of new values creates a framework and conditions for the development and pilot implementation of 8 intellectual outputs focused on food quality, safety and microbiology, sensory studies, sensory and aroma marketing, neuro-marketing for food marketers, augmented reality for food marketers and consumers, health, nutrition, food consumer trends and product development. Intellectual outcomes in three cases represent not only innovative, but an entirely new product in the field of education, which has not been used in the educational process at partner universities so far (aroma and sensory marketing, neuro-marketing for food marketers, augmented reality for food marketers).

Intellectual outcomes will be presented in the form of books, methodologies, supplemented by DVDs, videos so that they can subsequently be used for the pilot implementation of blended learning in two online modules and summer schools (Food & Sensory & Consumer and Neuro-marketing and Augmented Reality). To disseminate the results at local, national and European / transnational level, two international workshops and participation at two presentations events (Festival of Science and Education in Poland and Agricultural exhibition AGROKOMPLEX 2017 in Slovakia) are planned apart from the usual dissemination activities.

Results of the project will contribute to the quality and modernization of teaching content and methodology of teaching at partner universities, contribute to quality education of future graduates, who will be prepared to bring innovative solutions into the food industry and trade as well as they will be available for transfer into the business sector.

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GRANT AMOUNT:	304 107 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Agriculture, forestry and fisheries
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Research and innovation
CLUSTER(S):	Teaching & Training; Research & Innovation

PROJECT NUMBER: **2014-1-SK01-KA203-000470**

TITLE:

PRODUKTION FACHSPRACHLICHER ONLINE-LEHR- UND LERNTOOLS UND IHRE NUTZUNG FÜR DIE AUSBILDUNG IN DER FACHRICHTUNG REISEVERKEHR

DESCRIPTION:

The goal of this project was determined due to contemporary missing appropriate teaching/learning materials dealing with the specific language communication in tourism taking into consideration the medical, security and environmental aspects in those partner countries closely cooperating with German-speaking countries. The students of this given field have to be skilled in modern media application to be able to use in a more appropriate way the provided opportunities in Europe. This project is devoted to intermediation of current specific language communication in the field of tourism applying technologically supported modularization concepts. The most dominant goal is the production of both the concept and the materials in the form of a modern blended-learning platform for short-term (teachers/tutors) and long-term target groups (students), multipliers and professional organisations/stakeholders.

This platform will be open to public and from the very beginning of the project enabling the target groups in the partner countries not only access to the well-known website functions of the language modules (project description, self-assessment test/quiz, exercises, listening script, disclosures, contact function, imprint, links) but also further useful, modern, multilingual, interactive web2 applications (weblogs, contributions, newsfeeds on project issues, podcasts/videocasts, wikis etc.) with the aim to inform the target groups about the politics of the European Union and enable them to be actively involved in the project either by adding comments, active language and cultural training applying the authentic sources, materials or by obtaining feedback from the webmasters or partner institutions from the partner countries. All important information such as the project description, newsletters etc. will be provided in partner languages as well. The interactive RSS-function enables the users to subscribe individual newsfeeds and in this way be informed about the current issues.

The structure and organisation of the project work is characterised by closely interlinking of research, product development and optimization, testing and valorisation of the products and consequent tasks and accomplishments. The most relevant tasks of the project are as follows:

- project relevant research on main issues of the project (mainly products/materials) completed in partner countries and presented in their publications
- development of the complex methodical-didactical course concepts, assessment of the topics for the online and offline exercises
- development of a teacher's / tutor's book for each language including tutorial guidelines for the teaching of blended-learning courses
- development of the multilingual, interactive tutorial blended-learning web portal with guidelines, online and offline exercises, videos, audios, guidance, glossaries, ECL-tests, podcasts/videocasts, wikis, links, quiz, online questionnaires, statistics, blogs, photo galleries, eventually aspect related specific language communication via You-Tube channel
- development of the specified internal project website (Intranet) enabling internal communication at the communication platform
- provision of valorisation/sustainability via valorisation advisory board and valorisation workshops and conferences.

In the process of dissemination, testing/valorisation the valid quantitative and qualitative methods and techniques will be applied. The valorisation will be provided by the involved practice partners leading to the reliable application carried out by the project partners /practice partners. The testing of the materials will be performed on the one hand within the events, courses in the teaching centre of the partners or in similar events organised by external co-workers and on the other hand the appropriate website tools will be applied. The most important tools are as follows: online questionnaires, web statistics, the button "favourite offers" at the internal project site, direct reactions via contact functions, usage of skype/chat, weblog, RSS- function, reactions to the newsletters. All related functions will be available and evaluated

at the project website and targeted at further valorisation/optimization of the project products. The available tools such as the web statistics will be adjusted to these requirements. The fourteen-day intensive courses in Germany have a key role to play within the activities provided for the target groups selected in project partner institutes. These courses are long-term and meticulously prepared and evaluated. Within the intensive courses in Federal Republic of Germany (Erfurt) the course attendants are required to complete their EUROPASS under the supervision of the German teachers and perform entry- and final tests.

The relevant products and information about the project events will be published in ADAM.

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GRANT AMOUNT:	202 424 EUR
CONTRACT DURATION:	35 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Teaching and learning of foreign languages
TOPIC 3:	Open and distance learning
CLUSTER(S):	Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER: 2014-1-SK01-KA203-000507**TITLE:**

INNOVATING EDUCATION OF TALENTS IN CHEMISTRY FOR BUSINESS SUCCESS IN SMES INNOVATIONS

DESCRIPTION:

In 2009, the European Union identified Key Enabling Technologies (KETs) for their potential impact in strengthening Europe's industrial and innovation capacity [COM(2009)512 final]. In particular, KETs were recognized, as playing increasingly vital role in developing the required industrial and technological base indispensable for the delivery of smart, sustainable and inclusive European Growth [SEC(2010)1276 final, COM(2010)614 final].

In order to exploit KETs technological fields and their industrial dimension, new skills and competencies will be necessary. Particularly, the future of innovations calls the students to acquire understanding of different scientific and technical skills, as well as business and personal skills that will allow them to easily adapt to new tasks, job functions or even different scientific areas and will lead to efficient interdisciplinary work.

Involving employers in the design and delivery of the university programmes, supporting staff exchanges and including practical experience in courses can help attune curricula to current and emerging labour market needs and foster employability and entrepreneurship [SEC(2011)1063 final]. This was particularly highlighted in the Cefic study on "Critical Needs for Innovation in the Chemical Industry."

Cefic, national associations, companies and universities in Slovakia, Greece and the Czech Republic decided to build up partnership that will be particularly focused on entrepreneurial skills and knowledge of current and future trends in product innovations in the sectors using chemistry in manufacturing their products.

The proposed project brings together higher education institutions (HEIs) and employers to work together on meeting the current needs through tailored, concrete actions.

The overall objective of the projects is to build up Strategic Partnership between the European chemical sector and HEIs to facilitate effective collaboration in building up entrepreneurial competencies with focus on the future innovations in the sectors using chemistry for manufacturing their products, especially SMEs calling on HEIs to develop specific set of competencies in future innovators working in their companies. This is particularly essential for SMEs operating in the EU border regions to use emerging investment opportunities in KETs to support regional development and competitiveness of the local industries populated by SMEs.

The projects seek to exploit know-how available in chemical industry to enhance these competencies in future generations of scientists and engineers through the effective engagement of industry and higher education institutions (HEIs).

The project will lead to:

- Analysis of status quo in the target countries with respect of needs in innovation-related entrepreneurial competencies and analysis of obstacles in addressing these needs effectively;
- Formulating roadmaps for implementing know-how and recommendations in this area developed by Cefic and partner organizations aimed at enhancing the tertiary education to include innovation related entrepreneurial competences (skills and knowledge);
- Endorsement of the roadmaps by relevant authorities and organizations, including HEIs and industry with specific time frame and action plan for implementation;
- Dissemination of the project results using the network of associations and companies managed by the European Chemical Industry Council (Cefic).

The project seeks to develop a framework that will:

- Facilitate constructive dialogue and sharing knowledge and know-how between HEIs and employers on set of competencies needed for companies, particularly for SMEs, and current trends in product innovations to enhance academic teaching;
- Facilitate constructive dialogue and exchange of ideas between stakeholders on the best way to enhance academic teaching;
- Engage with key stakeholders in European industry and academia – in particular:
- HEIs that are actively using or developing leading edge innovative teaching methods,
- National Associations affiliating chemical companies, including SMEs and having strong links to downstream users belonging to different sectors and using chemistry or chemical products in manufacturing consumer goods and products for professional use.

The project will support, in particular, the implementation of European policy in education and training as set out in the strategic framework for European cooperation in education and training (ET 2020), adopted in May 2009 by:

- Improving the quality and effectiveness of tertiary education by enabling all learners – young chemical engineers – to acquire critical skills and competences needed for their employability in the European advanced chemical manufacturing;
- Enhancing creativity and innovation of tertiary education by promoting partnerships of HEIs and employers.

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NATIONAL TECHNICAL UNIVERSITY OF ATHENS - NTUA, EL

GRANT AMOUNT: 216 454 EUR

CONTRACT DURATION: 36 months

PRIORITY 1 OR MAIN: Promoting the take-up of practical entrepreneurial experiences in education, training and youth work

PRIORITY 2: Developing partnerships between education and employment

TOPIC 1: Enterprise, industry and SMEs (incl. entrepreneurship)

TOPIC 2: New innovative curricula/educational methods/development of training courses

TOPIC 3: Research and innovation

CLUSTER(S): Employability; Teaching & Training; Research & Innovation

PROJECT NUMBER:

2014-1-TR01-KA200-013401

TITLE:

ON-JOB TRAINING MODELS IN EUROPE AND TRAINING OF TRAINERS

DESCRIPTION:

Project based on three pillars: First one is developing a work based learning (WBL) model for higher education institutions and adapting relevant lectures appropriate to on-job training activities, second one is developing a training of facilitator programme to increase efficiency of on-job training activities and the third one is developing an e-platform to use as training mediator and develop materials for e-platform.

At first pillar, project aims to make a comprehensive research on work based learning models in Europe by searching academic research results, policy papers and also using results of other projects already carried out.

Innovative side of the first pillar is preparing a survey to analyse needs and expectations of students, academicians and firms from internships / on-job training activities. Survey is planned to be implemented to over 3600 students, academicians and firm representatives at 6 European countries. A common work based learning model will be developed and relevant lectures will be adapted by considering cultural, practical and systematic differences of the participating countries according to results of survey and research findings.

Second pillar of the project is developing a training of facilitator programme both for academicians and for training responsible of firms that will be hosting students for on-job trainings. Although training of trainers programmes have some common elements, and common developing and implementation rules, developing a programme for academicians and firms' representatives for facilitating on-job training activities to increase quality and efficiency of the HE programmes is an innovative approach. It is expected that such a programme will help to strengthen university-industry relationships and increase the quality of science, engineering and technology education by bringing all relevant parties together.

Third pillar of the project is developing a moodle based e-platform which allows academicians, firms and students to follow, monitor and assess on-job training activities and lectures related to that on-job training activities.

e-platform to be developed within the project will be bringing together academy, including both students and academicians, and industry together to contribute to higher education quality, to facilitate transition between school and working life, to increase students and newly graduates employability, and also to support development and competitiveness of enterprises and particularly SMEs.

6 national workshops, 2 international conferences, 1 'training of facilitators' programme, and on-job training activities will be organized within the project. Intellectual outputs of the projects will be "Work Based Learning Model, "Training of Facilitators Programme and "e-platform.

It is expected to create awareness on all participants and relevant stakeholders about the importance of collaboration between university and industry to increase the skills and employability of HE students. Expected impacts on partner/shareholder universities are increasing their education quality and achievements, expanding their Erasmus by signing agreements with partners' universities and develop collaboration possibilities for other future projects.

As the science parks are regional development zones, projects micro impact will directly to the regions that science parks of the partners serve. Desired impact is increment at the quality and achievements of universities, skills of students, employability of students, and competitiveness of enterprises.

Desired national impact is creating awareness on collaboration of academy and industry for education and training of students and dissemination of model to be developed within the project across partner countries.

Desired impact at European level is dissemination of the e-platform and model by starting from the universities that has Erasmus bi-lateral agreement with each other and catch the standard education

and training quality for students. It is also desired to initiate new future collaborations and partnerships between different institutions that will come together and meet each other at different activities of the project.

Sustainability of the e-platform in the mean of availability is ensured by the coordinator as Mersin Technopark already has its own server.

COORDINATOR:	Technoscope MERSIN UNIVERSITESI TEKNO PARK IDARI BINA CIFTLIKKOY YENISEHIR MERSIN 33343 MERSIN, Turkey www.technoscope.com.tr
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PARTNERS:	KTU regioninis mokslo parkas, LT; ASSOCIACAO PARQUE DE CIENCIA E TECNOLOGIA DE ALMADA/SETUBAL-MADAN PARQUE, PT; Polo Navacchio S.p.A., IT; Mersin Ticaret ve Sanayi Odası, TR; Republic Of Turkey Ministry Of Science, Industry and Technology-General Directorate of Science and Technology, TR; MERSIN UNIVERSITESI, TR; TARTU SCIENCE PARK FOUNDATION TSP, EE; Teknoloji Gelistirme Bolgeleri Dernegi, TR; ETAIRIA DIACHIRISIS KAI ANAPTIXIS EPISTIMONIKOU KAI TECHNOLOGIKOU PARKOU KRITIS AE, EL
GRANT AMOUNT:	199 400 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 3:	Quality Improvement Institutions and/or methods (incl. school development)
CLUSTER(S):	Employability; Improving the Quality of Education / Training Systems

PROJECT NUMBER: **2014-1-TR01-KA203-011254**

TITLE:

UNDERGRADUATE CURRICULUM AND E-COURSE ON EVIDENCE-BASED DENTISTRY

DESCRIPTION:

Harmonizing dental education and mutual recognition of dental degrees has been always on the agenda of dental associations since the EEC Directives in 1978. Besides the increase in the numbers of dental schools and students, new tools introduced to health care necessitate integrating the crucial subjects and tools to undergraduate dental education to promote convergence. Exponential rise in scientific information coming from research findings, advances in dental materials, technology and treatments presents a big challenge for dentists in making clinical decision for the treatment of an individual patient. Evidence based dentistry (EBD) is the practice of dentistry that integrates the best available scientific evidence with clinical experience and patient preference in making clinical decisions. This approach provides efficient and cost-effective patient care by improving quality and reducing variations. Teaching EBD in undergraduate dental education is crucial for students to acquire its skills earlier in professional life that can be continued for lifelong self-directed learning. The objective of this project is to analyse the current situation of EBD teaching in partner countries, to develop a joint curriculum and a need-targeted e-course for teaching, learning and training EBD. To reach this objective, 5 universities from Turkey, Belgium, Norway, France and Germany with key persons all experienced in dental education and especially in the subject of EBD will develop joint curriculum and an e-course allowing free access to the target group. The product will not only integrated to the curriculum of partner institutions it will be available for the use of other dental schools in Europe and in other countries besides European countries. By the start of the implementation period the shared tasks including surveys, reports, preparation of the curriculum and course content, uploading the content to the web will all be done at local level at each organisation. The transnational meetings will be a platform for presentation of the completed tasks, further improvements by sharing ideas and experiences and for adjusting the road map if necessary. The developed products will be tested, evaluated and improved for Europe-wide exploitation. In local project teams, dental students will take part together with the project key persons in preparation of the digital design, uploading the content, testing and dissemination. Dissemination will be made throughout the project lifetime by publications, media, presentations, with a multiplier event to the end of the project.

The transnational cooperation by combining skills, experiences, knowledge and exchange for good practices will help modernization of undergraduate dental education. Open educational resource will provide access to high quality, relevant learning material for dental students, teachers, practitioners and institutions with no cost. It will provide a convergence in dental education, will affect both learners and teachers, organizations and enhance patient safety.

COORDINATOR:

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CONTACT:

Cansu Alpaslan

PARTNERS:

STICHTING KATHOLIEKE UNIVERSITEIT, NL;
KATHOLIEKE UNIVERSITEIT LEUVEN, BE;
UNIVERSITE PARIS DIDEROT - PARIS 7, FR;
UNIVERSITETET I TROMSOE, NO

GRANT AMOUNT:

167 503 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Supporting the production and adoption of Open Educational Resources in diverse European languages

PRIORITY 2:

Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda

TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Key Competences (incl. mathematics and literacy) - basic skills
TOPIC 3:	Quality Improvement Institutions and/or methods (incl. school development)
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER:	2014-1-TR01-KA203-011611
TITLE:	EFFECTIVE USE OF THE EPOSTL BY STUDENT TEACHERS OF ENGLISH
DESCRIPTION:	<p>In Europe there is a special effort to improve the efficiency of education and training systems. The European Commission states that Education and training systems need to be modernised and be more flexible in how they operate in order to provide the skills for future growth and to increase their responsiveness to labour market needs. From this perspective teacher education plays a significant role in terms of increasing their professional competence and also to provide them with personal experience on how to develop learners' metacognitive learning strategies as successful learners.</p> <p>The "EPOSTL stands for the material called "European Portfolio for Student Teachers of Languages, which promotes transparency as a standard tool recognised across Europe. It has been designed as a self-assessment tool for students in Foreign Language Teaching programmes. It can be used as a standard self-assessment tool by student teachers of foreign languages to analyse and reflect on their knowledge and skills needed to teach language. It helps them to monitor and reflect on their experiences, performance and progress during the whole course of teacher education on a purposeful material based on European standards. This project will gather foreign language teaching academics and student teachers from different institutions in Europe in order to provide a basis to share ideas and experiences on how the "EPOS� can be used more effectively.</p> <p>The target groups of the project are; 1) academics who train foreign language teachers, 2) student teachers at foreign language teaching departments. The project will last two years. In the first year's meeting individual and institutional experiences will be discussed, and implementations in each partner country until the next meeting will be designed. In the second year's meeting experiences based on the implementations will be shared, obstacles and discrepancies will be discussed and a final report will be prepared as the product of the project.</p> <p>The main purpose of the project is to support the dissemination of the EPOSTL as a transparent tool which helps ensure that skills and qualifications of language teachers can be more easily recognised within and across national borders.</p>
COORDINATOR:	<p>Sihhiye yerleskesi 6532 ANKARA, Turkey www.hacettepe.edu.tr</p>
CONTACT:	İsmail Hakkı MİRİCİ
PARTNERS:	<p>UNIWERSYTET IM. ADAMA MICKIEWICZA W POZNANIU, PL; LATVIJAS UNIVERSITATE, LV; SVEUCILISTE U RIJEI, FILOZOFSKI FAKULTET U RIJEI, HR; PRESOVSKA UNIVERZITA V PRESOVE, SK</p>
GRANT AMOUNT:	208 320 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Pedagogy and didactics

TOPIC 3: Teaching and learning of foreign languages

CLUSTER(S): Teaching & Training

PROJECT NUMBER: 2014-1-TR01-KA203-011754**TITLE:****INCLUSIVE EDUCATION IN EARLY CHILDHOOD: DEVELOPING GOOD PRACTICES****DESCRIPTION:**

European Union Commission puts emphasis on education and training policy that enables all citizens, irrespective of their personal, social or economic circumstances, to acquire, update and develop over a life-time both job-specific skills and the key competences needed for their employability and to foster further learning, active citizenship and intercultural dialogue. It is also believed that early childhood education and care can lay the foundations for these goals in life in terms of education, well-being, employability, and social integration, especially for children from disadvantaged backgrounds. Educational disadvantage should be addressed by providing high quality early childhood education and targeted support, and by promoting inclusive education. Inclusive education can be defined as the education of children with and without disabilities in the same setting, mostly in classrooms. Its primary goal is to fight marginalization and exclusion. Inclusive education can be regarded as an important way to achieve "Education for All."

The responsibilities and roles of teachers change with inclusive practices and teachers are expected to understand the characteristics of children with disadvantages, adapt the curriculum according to their developmental level and interact with all children, including the ones with disadvantages. However, previous literature states that preschool and primary school teachers are not adequately prepared to teach children with disadvantages and they do not have sufficient knowledge and skills to teaching in inclusive classrooms. In addition, since pre-service training offers little to teachers to prepare them for this kind of work, there is concern about inadequacy of teacher preparation in terms of meeting the educational needs of disadvantaged children.

The main goal of the project is to produce a manual with the models of inclusive education of the different participating countries and create a transnational model with all the best components together in the languages of participating countries to be used in teacher preparation for the development of competencies and talents of children in inclusive classrooms, as intellectual output of the project. Next to it, this model will be illustrated with 'good practices' from different countries as case studies. The model will also be supported by examples of activities developed by experts of the different countries in different disciplines. This model and the activities for good practices will be introduced to the pre-service teachers to evaluate the effectiveness of the manual. It will also be provided in the languages of participating countries. During the project two intensive study programmes, which will award 4 ECTS to participating students, will be organized. The goal of the intensive programmes is to provide participants with opportunities to learn and compare different good practices of inclusive education, and to gain intercultural understanding about how to develop competencies and talents of disadvantaged children in inclusive classrooms. 112 social education students and pre-service teachers will participate in the two ISPs. The training will be provided by 25 teachers, who will get active part during the implementation of the project and developing of intellectual output.

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Gözde Akyüz

PARTNERS:

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HANZEHOGESCHOOL GRONINGEN STICHTING, NL;
VILNIAUS KOLEGIJA, LT;
UNIVERSITY OF NORTHUMBRIA AT NEWCASTLE, UK;
UNIVERSITY COLLEGE SYDDANMARK, DK

GRANT AMOUNT:

355 915 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:	Developing high quality and accessible Early Childhood Education and Care services
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	Disabilities - special needs
TOPIC 2:	Inclusion - equity
TOPIC 3:	Pedagogy and didactics
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER:

2014-1-TR01-KA203-013102

TITLE:

ENERGY EFFICIENT BUILDING LEARNING APPLICATION

DESCRIPTION:

In Europe, the 2020 Energy policy for reducing CO2 emissions by 20%, raising the share of renewable energy resources by 20% and improving by 20% EU's energy efficiency, aims not only to fight against Climate Change but also to reduce EU energy's importation. The construction sector plays a big role in these targets; as buildings are long-lasting products, they represent an enormous impact in the consumption of resources, energy, and CO2 emissions. Thus, an Energy Efficiency (EE) policy was designed in order to control the energy performance in buildings. Despite actions were taken, and buildings were built with some EE criteria, the only way to reduce impacts was acting on existing buildings. A new sector was created: the Energy-Efficient Building Retrofitting.

Are the businesses ready for the market? Are the new professionals ready for the sector? While the Energy policy was changing the construction sector, the training and education programmes related to this new field were still the same. The demands from the sector for skilled and qualified professionals in the energy efficient (ee) building retrofitting market have to be answered as the regulations and tendencies for reducing carbon dioxide emissions and energy savings are motivated by EU. nEBULA will provide added value to the students and professionals with higher education levels in the areas of building, construction and energy with the skills and competences to upfront in a professional matter projects related to Energy Efficient Retrofitting.

The project starts with a capacity analysis applied to students and young professionals and a needs analysis applied to the building construction and energy companies' representatives (future employers) a novel ICT tool, i.e. a pilot mobile learning app, which is developed and tested throughout the lifetime of the project. During the project the target groups will be defined and reached via surveys and the small number of focus groups will be deeply analysed both in country level and international level. The functional requirements of the nEBULA app, the most suitable methods for assessment to be included in and its platform will be defined. After the pilot testing of the app with the representatives of the target group, the nEBULA app will be available for education of students and young professionals and adapted to the interested higher education institutes' curriculum.

The project will be carried out by 6 partners from Turkey, Spain, Greece, The Netherlands and Belgium including universities, research institutions and SMEs. All partners have direct access, or are representatives of higher level educational institutions (universities & VET) in their countries, thus guaranteeing the realisation and reach of the target public.

The main impact of nEBULA on (future) engineers, architects and technical experts dealing with retrofitting is to increase their awareness on ee and direct them towards design including the ee-concepts and regulations. By using the nEBULA app and through its networking they will be able to embed energy efficiency into their retrofitting designs, applications and/or related products and be able to access the guidelines and technical to-do tips during their professional life.

Expected long-term benefits of the project are; adaptation of the mobile learning application to different higher education institutes' curriculum, increased number of course materials and increased skills and competence of the students/young professionals related to ee retrofitting and entrepreneurship, to get accustomed to ICT tools as teaching materials.

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Ninel ALVER

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GRANT AMOUNT:	299 240 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Energy and resources
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	Education for Sustainable Development; Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER:

2014-1-TR01-KA203-013128

TITLE:

DATA DRIVEN DECISION MAKING FOR INTERNATIONALIZATION OF HIGHER EDUCATION: BRIDGING THE GAP BETWEEN FACULTY AND ADMIN USING EFFECTIVE COMMUNICATION PLATFORMS

DESCRIPTION:

The project idea responds to two specific needs: the need for a data collection and sharing tool/platform for the internationalisation activities of higher education institutions and, the need to bridge the gap in communication and joint work that often exists between HEI faculty, staff, senior management and students in internationalisation efforts and activities.

Existing internationalisation indicators do not reflect its diversity adequately and tend to focus on a single dimension of internationalisation performance such as mobility or research impact. The new tool and the stakeholder involvement process will promote the development of a more complete institutional profile that becomes widely used at institutional level and sustainable in time by being: multi-dimensional, recognising that higher education institutions serve multiple purposes and perform a range of different activities and user-driven (as a stakeholder with particular interests, each internal university group will be enabled to monitor their institutions according to the criteria important to them).

The project addresses policy objectives, challenges and needs of a specific field (higher education) and contributes to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda; it will be implemented by a Strategic Partnership of four organisations from four different EU Member and Non EU programme countries that represent Higher Education Institutions and Research Institutions.

The project would consist of three consecutive parts:

In a first phase running until the end of 2015 the project would design a multi-dimensional data tool/platform system for internationalisation of higher education institutions and a training module in consultation with project partners and other local and national stakeholders.

In a second phase ending in June 2016 the project would test the feasibility of the multi-dimensional tool/platform system for internationalisation on a sample of no less than 40 higher education institutions (10 in each of the project partner countries including the project partners as relevant).

In the third and last phase ending in August 2016 the project would disseminate and promote the adoption of the multi-dimensional tool/platform system for internationalisation with HEIs in Europe and with national HE policy makers.

The expected results on participants and participant organisations include:

increased awareness of the value of the use of data and data sharing for internationalization strategies

increased partnership and collaborative working between administrative and academic units at each partner organisation

increased capacity of relevant staff in data collection, analysis and sharing

The main output of the project is a new internationalisation data sharing tool/platform. This tool/platform will be designed to be an open access product that can be adapted to the needs of different organisations. The project website and the partner organisations websites will host the guidelines for use and the tool itself after the project finishes. If the pilot implementation on a sample group of HEIs shows that there is demand for this tool a new project would be submitted for EU or other sponsor support to scale up its use at European level.

Target groups for the project include:

Higher Education Institutions specifically: Senior Management (Presidents/Rectors/Vice Presidents or Vice-Provosts), Directors of Administrative Units, Senior Faculty with research, teaching and cooperation coordination responsibilities, staff at Office of International Activities/Relations.

International Higher Education research organisations, associations and networks

Businesses with expertise and interest in data management services for education institutions

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CONTACT:	Melissa Abache
PARTNERS:	UNIVERSITAT AUTONOMA DE BARCELONA, ES; MEDNARODNA FAKULTETA ZA DRUŽBENE IN POSLOVNE STUDIJE ZAVOD, SI
GRANT AMOUNT:	158 837 EUR
CONTRACT DURATION:	27 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	Recognition, transparency, certification
CLUSTER(S):	New Technologies & Digital Competences; International Cooperation; Improving the Quality of Education / Training Systems

PROJECT NUMBER: **2014-1-TR01-KA203-013203**

TITLE:

DEVELOPING ENTREPRENEURSHIP AND INNOVATION MINOR PROGRAMMES IN EUROPEAN RESEARCH AREA

DESCRIPTION:

The main aim of this project is to develop a new course in module structure on Entrepreneurship and Innovation Management which targets higher education students from different departments such as faculties or departments of engineering, fine arts, and architecture who have career-plans as entrepreneurs. The duration of programme is 42 hours (14 weeks) which will be designed as one semester course. The course will be developed on a needs analysis report conducted in cooperation with university and business world. It is going to be tested through the organization of an Intensive Programme for 14 days (42 hours of workload).

The partners of the project are;

-3 universities; Yasar University (coordinator), University of Hohenheim (Germany), University of Primorska (Slovenia) who have been working on entrepreneurship and innovation management for years,

- Barinplus (an Austrian company)

-Aegean Exporters Associations (Turkey)

The target group of the project involves;

- 20 students and 5 teachers from all partners who are from different study backgrounds.
- At least 60 companies/enterprises from partner countries and 100 companies/enterprises from Turkey that will participate in the needs analysis survey (they are going to be informed about the results and the new course)

The final beneficiaries of the project are the students from other departments at partner universities, the other HEIs and training centres that might develop the same or similar courses, companies and enterprises in the region which will benefit the more qualified graduates in the middle and long-term of the project as a result of the sustainable implementation of the course.

The added value of the teaching will directly contribute to not only the objective of the project but also to the priority of the strategic partnership programme on promoting the take-up of practical entrepreneurial experiences in education, training and youth work. Through the project, the learners will improve their knowledge, skills and competencies on entrepreneurship and innovation management. The new course will also bring another added value since it will be shared with the partners to disseminate the impact of the project and to ensure its sustainability.

The main activities involve; developing and implementing a needs analysis survey, developing new course content and course materials, organizing an intensive programme, organizing a seminar, publishing an academic book, dissemination and evaluation activities

The main outputs of the project are;

-A new course on Entrepreneurship and Innovation Management, course material that is confirmed and validated by both business world and academia.

-2 transnational meetings for debating the development of the new course and the materials.

-A gap needs analysis report reflecting the needed qualifications in business world and offered qualifications of by the universities through the existing courses.

- 2 weeks intensive programme/pilot trainings for pedagogical testing; mobility of 15 students and 5 teachers/experts,
- Increased entrepreneurial knowledge, skills and competences of 20 students (including local YU participant students) through the teachings of international teachers and experts

- Improved teaching skills and know-how transfer among the teachers
- One final conference at Yasar University which is planned to be attended by 150 participants on Entrepreneurship and Innovation Management education
- One academic international book/publication on Entrepreneurship and Innovation Management
- Transfer of knowledge and skills between European institutions- not only institutions but also business world
- Enriched new partnerships among HEIs and business world, increased synergies between partners

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CONTACT:

Cagri Bulut

PARTNERS:

brainplus- Projektmanagement Schabereiter, AT;
EGE IHRACATCI BIRLIKLERI, TR;
UNIVERZA NA PRIMORSKEM UNIVERSITA DEL LITORALE, SI;
UNIVERSITAET HOHENHEIM, DE

GRANT AMOUNT:

241 610 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Promoting the take-up of practical entrepreneurial experiences in education, training and youth work

PRIORITY 2:

Developing partnerships between education and employment

TOPIC 1:

Enterprise, industry and SMEs (incl. entrepreneurship)

TOPIC 2:

New innovative curricula/educational methods/development of training courses

TOPIC 3:

Entrepreneurial learning - entrepreneurship education

CLUSTER(S):

Employability; Teaching & Training

PROJECT NUMBER:

2014-1-TR01-KA203-013379

TITLE:

OPENING MORE EMPLOYMENT GATES FOR ART AND MUSIC STUDENTS

DESCRIPTION:

The context for this project lies in the discrepancy between the skill sets required by the greater music/arts industry and the traditional education available at music/arts departments of European Conservatories and Music/Arts departments of European Universities.

The traditional education of these Institutions does not offer basic skill sets such as team building, business establishment, marketing, web site design and tournee/event design which are amongst the most important facets of Project Management. It is precisely these elements that are most often pre requisite to the enhancement of employability in the greater music/arts industries.

The objectives of our project are therefore directly derived from this present circumstance and are the following:

- 1) To impart to students of set fields the basic skill sets mentioned above
- 2) The transformation of this knowledge into real world applications
- 3) The employment of students in small apprenticeships within the frame work of the project.
- 4) The placement of students in real work situation through post project termination placement in existing arts and music event (festivals, museums, small business, summer schools) internships.
- 5) The development of practical abilities to allow the students to become self-employed and to travel the path of entrepreneurship.

Our methodology consists of the creation and implementation of a project management twelve week course and curricula that addresses all the above mentioned skill sets. Besides this, the theoretical portion of the course, the small apprenticeships in various subjects such as poster design or web site design will supplement as the applied portion of the course. The synthesis of these two facets, the theoretical and applied will result in the real world experience of the internship.

The expected results and impact of this project are multiple. We envision the following:

- 1) A higher rate of employment of artists and musicians in the work force.
- 2) A higher rate of self-employment in the fields of art and music.
- 3) The creation of a novel course and curricula.
- 4) An increase of desirability for the Conservatories and Universities that adopt this project course.
- 5) The expansion and development of teacher careers.
- 6) The collection and publication of project course materials and its free dissemination.
- 7) The involvement of industry as an influence on and benefactor of this project.
- 8) The involvement of a media complex (internet, print, visual and audio) in the implementation and dissemination of the project.

We believe that the above mentioned expectations not only represent realistic goals but also potential longer term benefits.

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CONTACT:

Payam Susanni

PARTNERS:	Conservatorio Statale di Musica "E. F. Dall'Abaco", IT; Fundació Privada Universitat Abat Oliba CEU, ES; IONIAN UNIVERSITY, EL; Be Artive, EL; CORK INSTITUTE OF TECHNOLOGY, IE; EGITIM VE GENCLIK CALISMALARI ENSTITUSU DERNEGI, TR
GRANT AMOUNT:	137 973 EUR
CONTRACT DURATION:	28 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Employability; Teaching & Training

PROJECT NUMBER:

2014-1-UK01-KA200-001796

TITLE:

MOBILISING AND TRANSFORMING TEACHER EDUCATION PEDAGOGIES

DESCRIPTION:

Despite the increasing popularity and adoption of mobile devices by young peoples, universities and schools are only recently starting to consider if and how these technologies can be harnessed for formal learning and there is a dearth of research-informed advice and guidance to support educators in integrating them into their practices to effect pedagogical change. This is particularly noticeable in Teacher Education which straddles both the Higher Education and school sectors, helping to prepare new teachers, and in turn students, for the challenges of the 21st century. What little research exists suggests teacher educators and lecturers, are ill-prepared to grasp the opportunities which mobile phones and the tablet computers offer, and are unaware of the pedagogical transformations which might be achieved if they are harnessed effectively. Emerging research undertaken by members of this project team show that teacher educators and other academics are interested and excited about the opportunities to embrace mobile technologies in their teaching but are also ignorant about what constitutes good practice in this field or how to go about implementing such pedagogies at both an individual and institutional level.

This cross-sectoral project addresses these needs and in so doing it meets a number of key European priorities identified by all of the project partners including those of modernising practices (in this case pedagogies) in Higher Education, revising and strengthening the professional profile of the teaching profession, and utilising ICT as a vehicle to support and transform learning.

It would be impossible to leverage such changes without a cross-sectoral partnership which brings together academics, teacher educators and school teachers working across boundaries around this common theme of developing 21st century pedagogies. This partnership consists of three European universities which specialise in preparing and training new teachers (Hull, Bergen and Karlsruhe) along with two other universities who have been included because of their specific skills and expertise in the design and construction of multimedia artefacts for mobile learning (Stuttgart) and the design and theoretical modelling of mobile learning scenarios in teacher education (UTS, Australia). Three secondary schools complete the partnership (Hull; Bergen and Karlsruhe) and these have been selected because of their existing involvement and support for European intercultural activities, their expertise in using technology, and their direct involvement in the preparation of trainee teachers. Together the partnership offers a complementary blend of expertise skill sets to achieve the overall ambitions of the project and to establish the basis of an ongoing European/International m-learning network.

To achieve these ambitions project partners will adopt a Design Based Research (DBR) which will work with partners to iteratively construct four outcomes which include a mobile learning toolkit to support educators in evaluating and implementing mobile learning pedagogies; a set of e-Books across a range of curriculum areas to exemplify how teachers and students can use mobile technologies to co-author original materials; an online training course in iTunesU to support educators in using mobile technologies, and a set of academic publications to validate and further disseminate the outcomes of this project to a wider audience.

As a result of this project teacher educators and teachers will have a greater understanding and ability to incorporate the use of mobile technologies into their practice in ways which brings about significant pedagogical change. They will have access to a European wide network of practitioners and resources/ training materials that helps them to exploit the unique affordances of these technologies and in so doing enables them to prepare trainees and students to be more skilful in the use and application of digital literacies and other 21st century skills, thus helping them to become more employable and better learners. In the longer term this network and the resources created by the project will contribute to establishing Europe as a centre for innovation and excellence in the use of mobile learning and associated pedagogies in teacher education and higher education and will act as a beacon for modernising of the teaching profession more widely.

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PARTNERS:	UNIVERSITY OF TECHNOLOGY SYDNEY, AU; HOCHSCHULE DER MEDIEN, DE; Akademiet Bergen AS, NO; HOGSKOLEN I BERGEN, NO; Rennbuckel Realschule Karlsruhe, DE; PAEDAGOGISCHE HOCHSCHULE KARLSRUHE, DE; Lentiz Revislycum, NL
GRANT AMOUNT:	448 133 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Pedagogy and didactics
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER:

2014-1-UK01-KA200-001803

TITLE:

COMMUNITY PARTICIPATION IN PLANNING: LEARNING AND SKILLS FRAMEWORK

DESCRIPTION:

The British Isles are passing through a significant period of local government modernisation and public service reform. In each of the relevant jurisdictions there are evolving interpretations of how this transformation occurs, and the constitution of 'community planning'. Nevertheless, all these definitions of community planning share a set of common principles revolving around the concepts of Participation, Planning and Partnerships. Additionally, the emerging legislation (Local Government Bill, 2013) in Northern Ireland will place a statutory duty on all new local authorities ('Distinct Council') to facilitate a process of community planning to prepare 'community plans' for promoting the social, economic and environmental well-being of their area through identifying long-term objectives for achieving sustainable development.

These developments are not exclusive to the United Kingdom, with other countries like Portugal and Italy going through a shift of the local and regional policy landscape, towards a stronger participation of the local communities and residents in the planning and delivery of public services, as well as in the development of spatial plans. This change has consequences for the Planning practice, on one side, and for the local communities themselves, in the other. Planners will need new skills and competencies in order to effectively engage with local communities, while the latter must also be provided with new capacities and skills to improve the quality and objectivity of their participation.

The Universities of Ulster (NI) and Aveiro (PT), the Politecnico di Milano (IT) and Community Places (NI) are the proponents of this project, aiming to tackle these needs through an integrated approach that prepares current and upcoming Planning practitioners and simultaneously local communities. The partners in each country will be responsible for the local organisation and development of two main types of activities.

On the first type, project partners will involve local communities and staff from the local authorities in a series of workshops to discuss and share experiences and ideas about Community Participation in Planning. This will constitute the base work for a second series of workshops and taskforce meetings with the objective of developing a local model for Community Participation in Planning.

On the second type, the Higher Education partners will design and test new teaching modules of Community Participation in Planning. These activities will also be informed by the ongoing developments taking place the first type of activity, in order to infuse the teaching with the knowledge and experience collected there. The curricula and teaching materials developed here will be available after the project is finished to allow other organisations to adopt or adapt them to their own teaching or training activities.

Activities of Blended Mobility will bring together members of the local communities (including both adult and young people), staff from local authorities involved and Higher Education students from all of the participating countries to receive further training for capacity building, network and share the progress done at each country.

The learning and experiences developed over the project will be reflected on a publication titled Community Participation in Planning: Learning and Skills Framework. This will be a policy document with guidelines on the processes, resources, skills and methodologies applied to realise the link between Community Participation and the diverse dimensions of Planning.

By the end of the project, it is expected that:

- participants from each of the local communities (Belfast, Aveiro and Milan) will have new skills and capacities to engage in processes of community participation in the planning and delivery of public services, as well as in spatial planning;
- Staff from local authorities will have an upgraded set of skills and methodologies to be able to better communicate and engage local communities in processes of community participation;
- Higher Education students involved in the project will have new skills, capacities and access to methodologies which will allow them to answer the challenges posed to the Planning practice.

The project aims to have an impact on both the curriculum of Planning degrees and the practice of Community Participation in Planning at all geographic levels. More specifically, it is ambitioned that further Higher Education organisations in the U.K., Italy, Portugal and other E.U. countries will adopt or adapt some of the new teaching modules developed over the project. It is equally ambitioned that local and regional statutory organisations, in the same range of countries, will take interest in the practices and framework of Community Participation in Planning developed over the project, and consider their adoption and development in their regions/municipalities.

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PARTNERS:	UNIVERSIDADE DE AVEIRO, PT; Community Places (NI), UK; POLITECNICO DI MILANO, IT
GRANT AMOUNT:	245 954 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Stimulating active participation of young people in democratic life
TOPIC 1:	EU Citizenship, EU awareness and Democracy
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Reaching the policy level/dialogue with decision makers
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER:

2014-1-UK01-KA200-001858

TITLE:

YOUTH EMPLOYABILITY TRAINING AND SELF-DEVELOPMENT FRAMEWORK

DESCRIPTION:

It is increasingly recognised that having career goals, setting targets and taking ownership of their own future career plans can lead to more positive career outcomes in young people. To maximise their potential young people should start thinking about their future career at a young age. However many young people do not engage in career planning and personal development planning and lack aspirations, attitudes and confidence with respect to future careers.

Over the last ten years there has been an upsurge of interest in using digital games for learning and attitude and behaviour change. This has emerged from optimism that the motivating features of entertainment games could also be deployed to motivate learning. However, games also offer methods of learning that are highly consistent with modern theories of effective learning, which propose that learning activities should be active, situated, problem based, interactive and socially mediated.

Aims and objectives of the project: The aim of the current proposal is to develop a game-based approach to supporting awareness raising and behaviour change in the area of youth employability and career management. A game could provide an active, decision-making approach to supporting young people in thinking about employability and self-development by using motivational game mechanics that can induce in the users a sense of fun and self-actualisation patterns that will be helpful in raising awareness of issues. It seems likely that, as "digital natives who have been brought up with digital technology, young people would find a game-based approach to employability and careers highly attractive.

The YESGAME fits well with current thinking about employability and careers, putting the student at the centre of their career decisions. The YESGAME will be built around 4 key features that young people need to be aware of in thinking about their careers: self, strengths, horizons and networks (Scottish Government, 2012). The aim of the game is to make young people more aware that taking personal responsibility for planning their own career and having realistic goals is more likely to help them achieve satisfaction in their career. The game should also allow young people to realise that their future career prospects are not fixed and that some factors that impact on their employability are more broad-ranging and flexible than they might realise. The YESGAME will be a role-playing game where an in-game character has the opportunity to take part in a series of activities which will provide "experiences, mini-games or "challenges requiring a series of choices.

During the design phase of the project, tasks will include a literature review of career management and decision-making resources; a review of existing digital employability and careers guidance resources; a user requirements analysis and design specification. Key activities during the implementation stage will be the development of the YESGAME and additional resources to support the game, such as a pedagogical guide and videos. Piloting of early prototypes of the game will determine the acceptability and usability of the game with a small number of end users of the game. In addition a larger scale evaluation will be carried out on the final version of the game to establish the value and effectiveness of the game in interesting and supporting young people in career management activities. Best practice case studies and use case scenarios will provide further guidance about how best to use the game with different groups of young people. A range of dissemination activities to increase awareness and interest in the game amongst key stakeholders and interested parties, will be carried out during the project: a project Web site will be established; newsletters will be distributed, dissemination events will be held for employability and careers guidance practitioners and refereed academic & professional papers will be written.

Game design, development and evaluation will be an iterative process. User requirements and design specification will use a negotiation-centric user-led design process. Results of piloting of early game prototypes with a small number of end users will feed into the refinement of the final game. A larger scale evaluation of the final version of the game will establish the value and effectiveness of the game in interesting and supporting young people in career management activities.

It is hoped that the YESGAME will contribute to enhanced potential for career management skills, with young people taking more responsibility for planning their own career and having aspirational but realistic

career goals. This will not just help them to achieve more satisfaction in their career. It could potentially increase their career mobility and resilience in the global employment market and make a significant contribution to the future of the youth and thus the European economy.

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PARTNERS:	THE UNIVERSITY OF READING, UK; OPEN UNIVERSITEIT NEDERLAND, NL; HASKOLI ISLANDS, IS; Fundatia Centrul European de Resurse pentru Dezvoltare, RO
GRANT AMOUNT:	293 741 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Improving the attainment of young people with low basic skills
PRIORITY 2:	Improving the attainment of young people, particularly those at risk of early school leaving
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Early School Leaving / combating failure in education
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER: **2014-1-UK01-KA203-001624**

TITLE:

QUALITY AUDIT TOOL FOR SCHOOL LEADERS

DESCRIPTION:

This application is for funding to support the development of a Quality Audit Tool for School Leaders (QATSL). The project partners (five European HEIs, The University of Oslo (UO), The University of Murcia (UM), Jagiellonian University (JU), University College Dublin (UCD) and Canterbury Christ Church University (CCCU)) have substantial and successful experience of collaboration over six Erasmus Intensive Programmes for Masters students of school leadership. This audit tool will question school leaders about their settings and their practice in an effort to engage them in a school improvement agenda that augments those currently offered by their national inspection organizations. The audit tool, which will be presented as a virtual learning environment, will offer literature and case studies to support the school improvement agenda. It will also offer opportunities for discussion and forums on issues of joint educational interest to school leaders. The project will foster and encourage a network of European school leaders as it develops from initially being a tool for Masters students on leadership programmes to something that school leaders and schools generally can access.

This project aims to collaboratively involve future and practicing school leaders and their workplaces while offering them the chance to develop as critical change agents able to lead more participative and democratic schools and environments and contribute to the discourse on school improvement. The primary modes of learning will reflect an inclusive democratic approach recognising participants' diversity and needs and promoting active engagement. Concurrent with this, a wide and articulated set of outputs relevant to development and dissemination of innovative teaching materials (using ICT) and to sharing views, ideas, experiences and good practice is expected as well. The project will directly build on our previous IPs, using the same HEI consortium, building on our experience in working with the target beneficiaries.

The project will have benefits for school leaders, schools and also HEIs who will be able to modernise their provision by developing technological approaches that enhance their curriculum and who will also benefit from new learning and in-school research captured as part of the case studies on QATSL.

The project will start with a start-of-the-art report to capture national education policy in the participating countries and topical issues related with school improvement. The online tool will then be developed, reviewed and redeveloped. The final stages of the project will involve embedding this resource into the curriculum in the participating universities and developing a wider use to support School Leaders in improving their practice.

The development of this project will be a self-conscious process which will be continually reviewed and examined by the project partners to support the development of future working. This process will be profiled through dissemination strategies. QATSL will not only provide a resource for school leadership but will offer opportunities for learning about and from collaboration and using technology to support the development of networks for school leaders throughout Europe.

COORDINATOR:

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CONTACT:

Fiona Stephens

PARTNERS:

UNIwersytet Jagiellonski, PL;
UNIVERSITETET I OSLO, NO;
UNIVERSITY COLLEGE DUBLIN, NATIONAL UNIVERSITY OF IRELAND, DUBLIN, IE;
UNIVERSIDAD DE MURCIA, ES

GRANT AMOUNT:

207 571 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 3:	Quality Improvement Institutions and/or methods (incl. school development)
CLUSTER(S):	Teaching & Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2014-1-UK01-KA203-001625

TITLE:

DEVELOPING EMPLOYABILITY SKILLS THROUGH INNOVATIVE EDUCATION USING MOOCS FOR YOUTH

DESCRIPTION:

Our consortium consists of 4 HEIs and 4 Youth Organisations in 4 EU countries:

STAFFORDSHIRE UNIVERSITY, Bitjam Limited (UK)

UNIVERSIDAD DE LA LAGUNA, EVM Project Management Experts S.L. (Tenerife)

TECHNOLOGICAL EDUCATIONAL INSTITUTE OF CRETE, Sentiment Analysis Market Research(Crete)

DOBA Fakulteta za uporabne poslovne in družbene studije Maribor, KADIS, kadrovske izobraževalne inženiring d.o.o., Ljubljana (Slovenia)

It is well known that EU member states are in a time of economic challenge. There is an acknowledged need for more innovation and entrepreneurship among our businesses, to foster economic growth and provide more jobs for our unemployed (or under-employed) labour market, but while our youth and adult job seekers leave schools and Universities with educational qualifications, employers complain that there is a mismatch in the skills these job seekers offer, and the skills the employers require.

This project seeks to address this skills mismatch and improve the employment prospects of youth and adult work seekers, and employees who wish to improve their skills for better employment, through the use of MOOCs (Massive Open On-line courses) that are directly related to the needs of the local LABOUR MARKET, and are recognised by local employers. The project will IMPLEMENT and TEST a method to support these learners in such a way that the drop out is reduced, and successful completion has a positive impact on employment skills.

The rationale of this project is to RESEARCH skills needs, then DEVELOP targeted MOOC tools, then IMPLEMENT, TEST AND REFINE a method for HEIs to PROMOTE and SUPPORT the use of MOOCs to address local labour market SKILLS SHORTAGES, and in so doing to support regional ECONOMIC DEVELOPMENT while improving the EMPLOYABILITY of local youth and adult learners.

It will do this through the following objectives:

1. Research into the availability and access of MOOCs by EU region and by curriculum sector, including factors such as language, cost, level, accreditation and content, including transversal skills
2. Research into local labour market skills needs and the skills offered by work-seekers, using partner organisations with direct access to employers, work seekers and labour market intelligence
3. Match MOOC offerings to labour market needs and produce pathways using MOOC learnings
4. Produce and implement training for Stakeholders (Academics, learning support staff, careers staff, recruitment staff, employers and HR professionals on the value of MOOC learning, (including their use as entry to other more formal education programmes using a recognition of prior learning process)
5. Develop models for HEI initiatives to host a MOOC Cafe/Study Club (MSC), including hardware, software, staffing etc.
6. Promote the MSC through partners, extensive networks and contacts such as youth organisations, HR departments, Local Chamber of Commerce etc.
7. Implement a pilot run of 4 MOOC Cafes followed by test, review and evaluation of results
8. Review and re-design the models according to results, and
9. Implement Phase 2 - repeat of promotion and implementation of improved MOOC Cafe
10. Critically analyse findings from the project, and disseminate model and key lessons to stakeholders for exploitation and legacy.

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PARTNERS:	UNIVERSIDAD DE LA LAGUNA, ES; Bitjam Limited, UK; DOBA Fakulteta za uporabne poslovne in družbene studije Maribor, SI; Sentiment Analysis, EL; TECHNOLOGICAL EDUCATIONAL INSTITUTE OF CRETE, EL; KADIS, kadrovske izobraževalne inženiring d.o.o., Ljubljana, SI; EVM PROJECT MANAGEMENT EXPERTS SL, ES
GRANT AMOUNT:	439 608 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Overcoming skills mismatches (basic/transversal)
CLUSTER(S):	Employability; Teaching & Training

PROJECT NUMBER:

2014-1-UK01-KA203-001629

TITLE:

DOCTORAL SUPERVISION OF MULTI-DISCIPLINARY PRACTICE BASED DOCTORATES: AN APPRECIATIVE INQUIRY INTO BEST PRACTICE IN THEIR DESIGN, DEVELOPMENT AND DELIVERY

DESCRIPTION:

Doctoral degrees are no longer simply a training ground for the next generation of academics. Different forms have evolved to encompass multi- and trans-disciplinary study by practitioners within their work context (Lester, 2004). The designation has also changed to include terms such as professional, industrial or practice-based PhDs or Doctorates (Fillery-Travis, 2012), called modern doctorates for the rest of this text. These developments are driven by the contribution to knowledge exchange these degrees make and how they facilitate innovation and growth within diverse sectors. But supervision of modern doctorates is currently not fully codified although it requires a number of capabilities (academic and professional) recognised as being beyond those needed for conventional PhD supervision such as advising and facilitation (Boud & Costley, 2007). Previous research on PhD programmes has largely focused on the competences required of candidates (Vitae, 2010) not of their supervisors. However without effective supervision, delivery of the full benefits of these degrees to the host/sponsoring organisation (and the progression and attainment of the candidates) will be compromised. This project will identify best practice in the supervision of modern doctorates and codify it within a framework supported by appropriate resources (training workshop, examiner list, handbook and social media) for European universities and companies to leverage the innovation and new knowledge these degrees can produce. In moving beyond this state of the art the project objectives are to:

- (1) Access best practice in the supervision/advising of modern doctorates:
- (2) Identify the host/sponsoring organisations requirements from supervision (if any) and their contribution to it
- (3) Develop a framework of practice (supported by training resources) suitable for modern doctorates
- (4) Disseminate this best practice framework to all stakeholders
- (5) Produce a sustainable impact on supervisory practice throughout the EU.

This project will strengthen cooperation between HEIs in the exchange of this practice and use Appreciative Inquiry(AI) (Cooperrider, Whitney, Stavros, & Fry, 2008) to gather and analyse the rich stories of emerging supervisory practice in the field and the challenges/dilemmas faced by stakeholders (using the Discovery and Dream Stages of AI). The stories, perceptions and practice examples collected will be analysed using thematic analysis (Guest, 2012) in terms of opportunities and barriers to learning and how these have been addressed within supervisory practice. These themes will be collated within a practice framework using the meta-model approach of Lane & Corrie, 2006 (Design Stage). The resulting framework of practice will be the major output of the project and will be disseminated across the EU (Destiny and Delivery Stage).

The impact of the project at national level for candidates will be on progression as supervision practice facilitates their studies more appropriately and corresponding completion rates should improve. Overall there will be an evidence base for the doctoral journey for these candidates and that will manage expectations of their study and hence their overall satisfaction with their degree.

Similarly a rise in the number of doctoral programmes of this type offered is expected both within HEIs and across the sector. There has been a growth in numbers that is thought to be due to the perceived financial returns such programmes can command during these economically challenging times for the higher education sector across Europe. Whilst this is undoubtedly true there has been a barrier to further development as the supervision is perceived to be complex (as it is!). An evidenced-based framework for supervision will lower such perceived barriers and drive growth in the area for the benefit of all stakeholders. Specifically the framework will enable HEIs to enter a market of industry/academic collaboration with an evidence based practice guide. This will enhance the capacity to leverage the full impact of such work both for the sponsoring organisation and the academic. This project contributes substantially to the needs of HEIs/organisations if they are going to be part of the Modernisation Agenda for HE. Specifically the project facilitates doctoral provision within the workplace focusing on research of immediate impact

at the site of production. This is in direct alignment with the Modernisation Agenda which identifies the requirements for research training in HE...to be bettered aligned with the needs of the knowledge-intensive labour market and encouragement of partnerships and cooperation with business as a core activity of HEI.

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PARTNERS:	THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN, IE; UNIVERSITEIT MAASTRICHT, NL; Fondazione ADAPT, IT; European Council of Doctoral Candidates and Junior Researchers, BE
GRANT AMOUNT:	170 174 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Quality and Relevance of Higher Education in Partner Countries
TOPIC 3:	Research and innovation
CLUSTER(S):	Teaching & Training; Research & Innovation

PROJECT NUMBER:

2014-1-UK01-KA203-001631

TITLE:

WHEN LOOKS GET IN THE WAY: OPTIMISING PATIENT OUTCOMES THROUGH THE TRAINING OF HEALTH CARE PROFESSIONALS

DESCRIPTION:

Body image dissatisfaction, resulting from disfigurement or the consequence of perceived social pressure to conform to unrealistic and narrow beauty (and ageist) ideals, indiscriminately affects the mental and physical health of a significant and growing proportion of the European population. Those with disfigurement also experience social discrimination that negatively impacts on personal aspirations, education and work opportunities. As medical advances improve the survival rates of those born with or who acquire a disfigurement, and the demand for cosmetic interventions and psychological support increases, professionals from diverse health and social care areas are increasingly being exposed to the challenges of identifying and addressing the needs of patients burdened by complex and unique psychosocial issues. These professionals are perfectly placed to ameliorate these issues but report that they often lack the necessary expertise to help and therefore patient access to expert support is inadequate.

A consortium led by the internationally renowned Centre for Appearance Research in the UK with university partners in IT, LT, SE and TK and the European Cleft Organisation (NGO) in NL, who have collaborations with health professionals and patients in various healthcare settings, will execute an innovative project to design, test and implement a multi-modal, evidence-based course for use in higher education that will equate to 2.5 credits (75 hours required to achieve learning outcomes). It will have extensive and culturally specific materials to enable health and social care trainee and qualified professionals identify and manage patients and clients affected by disfigurement and body image concerns. The need for action in this area is further validated by the current COST action IS1210 of which most partners are members, that highlights the negative psychosocial impact of appearance concerns and the importance of these issues within health settings (http://www.cost.eu/domains_actions/isch/Actions/IS1210) and

Partners will form strategic regional working groups and will be allocated tasks to suit their strengths and expertise. University partners will survey at least 100 multidisciplinary health professionals in each partner country to determine the current state of training for health professionals involved in the care of people with any disfigurement, their awareness and understanding of the issues facing those affected, their confidence in supporting patients with appearance-related concerns, their training needs and views on the best way to deliver and promote educational materials. The European Cleft Organization will also produce a European report on health professionals' current awareness of appearance issues and training needs. Reports from each partner will inform the development of multilingual material for a 6 module course, that will adhere to the European Quality Framework and provide education on the psychology of body image and disfigurement, risk factors for body image dissatisfaction and its psychosocial and health impact across the lifespan, the impact of disfigurement for the individual and family with reference to protective and risk factors for adjustment, the development of skills to the promote positive body image, assess and meet the needs of people with disfigurement and skills to manage professional issues related to instigating and sharing best practice around this subject. Materials and their mode of delivery will be pilot tested in each country by potential users and reviewed by the NGO and if necessary adapted further. A course handbook providing guidance to course administrators and course website with down-loadable multilingual materials will be developed and the course will be widely advertised using the many contacts and networks provided by the partners. National exploitation multiplier events in each country and via the COST action above, will ensure dissemination to hundreds of multidisciplinary health professionals from a minimum of 30 countries and 50 relevant organizations.

In the short term this project will provide a unique, cost-effective, widely available and internationally transferable course, informed by a UK partner with extensive expertise in the field that addresses educational and skill deficits identified by multidisciplinary health professionals across the UK and EU. We expect this expertise will improve health care provision for people affected by disfigurement and more general body image dissatisfaction, which in the longer term has the potential to improve associated physical and mental health-related outcomes. It will also challenge poorly informed attitudes that can lead to discrimination, by raising awareness of these issues to health professionals and contributing to a social dialogue about stigmatization and the social exclusion of individuals/families with disfiguring conditions and appearance-related concerns.

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GRANT AMOUNT:	262 320 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Developing short-cycle post-secondary or tertiary qualifications in accordance with the European Qualifications Framework
TOPIC 1:	Disabilities - special needs
TOPIC 2:	Health and wellbeing
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Health & Medicine; Teaching & Training

PROJECT NUMBER:

2014-1-UK01-KA203-001642

TITLE:

FIELD-BASED LEARNING: MULTIDISCIPLINARY MOBILE MAPPING METHODS

DESCRIPTION:

Academic disciplines develop their own distinctive ways of researching and teaching about the world. These research methodologies and ways of teaching depend upon technologies which change, and upon a similarly changeable set of cultural norms, which are rarely challenged. We can learn from different ways of doing teaching and research and in particular we can learn from playful ways of finding out about a place, where the mobile phone and mapping offer new ways of situating knowledge.

This project investigates field encounters between groups of students and academics, from different nations and academic fields. Its aim is to improve learning in the field, by contrasting methods. For three years 35 students will investigate the Mediterranean island of Gozo in a ten day field course. Coming from fields as diverse as Geography, Development Studies, Game Studies, Sociology, New Media Studies and Geographical Information Science they will be players in location based games, deployed to structure group-based and student-led investigations of Island Geography. Facilitated by academics and researchers from Manchester, Warwick, Utrecht, Olomouc and Malta the students will compare and contrast different research methods. Mapping games and more conventional research methods will be used. Students will present results of their investigations and begin to appreciate the significant differences that discipline and nationality bring to learning about Island Studies. Learning in the courses will be under the control of students, and staff will design subsequent courses in the light of the successes and failures of early encounters. Field practice will change and best practice will be established.

Students will learn about mobile technologies in the field. They will share in game design through a game jam. They will explore the potential of mobile mapping as a research tool and investigate the different assumptions that students bring to the activity. Academic best practice between disciplines will be shared in the field between participants and subsequently with a wider group of stakeholders, in a joint International Seminar held at the conclusion of the project. Peer reviewed journal articles will disseminate our conclusions to different academic audiences as well as to other stakeholders. It is intended that the Partnership will lead to a collaborative International Masters programme.

The Strategic Partnership will also lead to improved field practice, a greater awareness of the differences that stem from how we approach the field, an exploration of the potential of serious gaming as an educational tool, and a greater appreciation of the role of direct field experience, across academic disciplines. It will contribute towards modernising academic practice in Europe, enabling learning through technologies that are taken for granted by current (and, more so, future) cohorts of students. It will bring fun back into learning in higher education!

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PARTNERS:

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UNIVERZITA PALACKEHO V OLOMOUCI, CZ;
THE UNIVERSITY OF WARWICK, UK

GRANT AMOUNT:

210 335 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways

PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Pedagogy and didactics
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER: **2014-1-UK01-KA203-001645**

TITLE:

NURSUSTOOLKIT: A TEACHING AND LEARNING RESOURCE FOR SUSTAINABILITY IN NURSING

DESCRIPTION:

The Europe 2020 flagship initiative for a resource efficient Europe stresses the need for an urgent and significant transition towards using our natural resources more efficiently. Natural resources are inextricably linked with health and wellbeing; promoting good health reduces healthcare costs and promotes healthy ageing and independence. Due to its relative large carbon dioxide emissions, use of toxic materials and production of excessive waste, healthcare is compromising public health and damaging the ability of future generations to meet their needs. Education in sustainable development (ESD) is stressed by initiatives under the U.N. However nurses and nurse educators are poorly prepared to understand the connections between resources, climate change, sustainability and health.

The aim of this project is to enhance the relevance of the learning offer in nursing education and sustainability by developing and testing innovative teaching and learning approaches, disseminating good practice and promoting take-up of learning approaches through strategic use of information technologies. It will facilitate vocationally relevant Sustainability Literacy and Competency to enable nurses to work in a labour market that needs to adjust to and prepare for a changing climate.

This project will be conducted by a partnership of four HEIs, currently working together through bilateral Erasmus agreements. Plymouth's commitment to ESD is supported by the Centre for Sustainable Futures. Plymouth has reviewed and researched potential health impacts of climate change and how healthcare providers are addressing climate change and sustainability. Scenarios for practitioners dealing with supply interruptions have been piloted and embedded in the nursing curriculum. Sustainability education has been explored through innovative mechanisms using social media. For Esslingen University, sustainability is a central political issue, with expertise in implementing sustainability in leadership. Esslingen brings experience of behaviour change, and running European projects and dissemination strategies. Jaén University promotes social transformation through active and participatory learning and is committed to the development of a sustainable society model and embedding training for pro-environmental awareness and intentionality. Jaén brings expertise in ecology and global change, developmental health and immigration, public health policies, health guideline development, and environmental risk factors in disease outcomes. Maastricht University (UM) is well-known for the system of Problem-Based Learning (PBL). Sustainable development is being integrated as a curricula topic e.g. Masters in Sustainability Science and Policy and the new course-module Climate Change and Public health in the BA European Public Health. UM brings experience in designing sustainability curricula and adopting innovative didactical PBL approaches. UM has relevant (research) expertise on climate change (and its health impacts), as well as other sustainable development issues. Three of the four partners are engaged in teaching over 2000 nursing students and supporting continuing professional development. All partners have links with other nursing schools, providing opportunities for testing project outputs with stakeholders.

The output of the project is an Open Access Sustainability Literacy and Competency (SLC) framework, evidence-based resources and teaching and learning course content.

The main activities of the project are:

1. A detailed review of evidence-based resources to provide sustainability, climate change and health resources
2. A scoping exercise of partner and stakeholder curricula to identify examples of good practice and opportunities for integrating sustainability into the nursing curricula, and Delphi consensus development study of partner and other stakeholder organisations to identify and agree sustainability course content and key competencies.
3. Development of a competency framework and learning materials, adapting learning materials for demographic relevance. Link learning materials to European Credit Transfer and Accumulation System (ECTS)
4. Evaluation of the teaching and learning materials with approximately 200 – 300 students

5. Developing the NurSusTOOLKIT for the teaching and learning materials; test with partners and stakeholders, revise interface and add further materials.
6. Dissemination: engage wider stakeholders; prepare and disseminate e-newsletter; write papers for publication and presentation; organise and run international teaching and learning event.

The project will produce an online resource NurSusTOOLKIT, e-modules (linked to ECTS) focused on sustainability for nursing and healthcare linked to key competencies and including an evidence-based resource and innovative teaching and learning approaches. The project will also make recommendations for embedding sustainability in nursing curricula across Europe.

COORDINATOR:	UOP DRAKE CIRCUS PL4 8AA PLYMOUTH, United Kingdom www.plymouth.ac.uk
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PARTNERS:	UNIVERSITEIT MAASTRICHT, NL; UNIVERSIDAD DE JAEN, ES; HOCHSCHULE ESSLINGEN, DE
GRANT AMOUNT:	448 024 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Aligning VET policies with national, regional or local economic development strategies
TOPIC 1:	Environment and climate change
TOPIC 2:	Health and wellbeing
CLUSTER(S):	Education for Sustainable Development; Health & Medicine

PROJECT NUMBER: 2014-1-UK01-KA203-001660**TITLE:****SOCIAL COMPETENCES, ENTREPRENEURSHIP AND SENSE OF INITIATIVE - DEVELOPMENT AND ASSESSMENT FRAMEWORK****DESCRIPTION:**

The aim of SOCCES is to develop and pilot a framework and a methodology for assessment of two competences that are very important for working life - namely the Sense of Initiative and Entrepreneurship, and Social competences.

The developed framework will be translated to a concrete assessment module that can be used in different educational environments. The module will include a collaborative, virtually enabled assignment and will be accompanied with virtually enabled teacher instructions.

The critical importance of transversal competences in future employment is widely recognised. However, in most countries the educational practices are still under development and transversal competences are taught using different methods. Related subjects may have cross-curricular status, they may be integrated into existing curriculum subjects or they may be introduced as separately. In each case different assessment is used, hence no consistent framework exists.

The lack of a standardised assessment has been encountered in the participating organisations internally and in collaborative activities between the institutes, hence the need for the SOCCES project was identified by the partners in their own practice. It was also recognised from the scientific and professional literature as a problem at a national and European level (and more widely).

The consortium is built on the basis of previous collaborations. The project is coordinated by Coventry University (UK) and the other partners are Laurea Applied Science University (FI), Bologna University (IT), NHTV Applied Science University (NL), St. Cyril and St. Methodius University of Veliko Turnovo, (BG), University of Montpellier I (FR) and Savares B.V. (NL).

The framework is to be piloted by the participating organisations in different educational environments making use of an incorporated virtually enabled platform. Based on the experiences in the pilots, internet based training for teachers will be developed to assist the wider distribution and use of the method.

SOCCES builds on the European framework for eight key competences, defined in 2006 (ANC 2006/962/EC). The ECTS guidelines for assessment and credit definitions will be followed in designing potential suggestions for credits systems.

The European framework (ANC 2006/962/EC) describes competences related to basic cognitive skills, these being communication in the mother tongue; communication in foreign languages; mathematical and science and technology competences. Transversal competences include digital skills; learning skills; social and civic skills; sense of initiative and entrepreneurship and cultural awareness and expression. SOCCES focuses on social skills and sense of initiative and entrepreneurship.

In SOCCES a mixed methodology is used. Desk-based research as well as interviews with key stakeholders is used to establish the firm baseline and specifications for the case studies and virtual learning environment. Action-based research is used in the case-studies and the development of assessment. Students, teachers and enterprises are involved both actively in the project itself and as the intended beneficiaries.

The main anticipated outputs include: a baseline analysis on existing teaching practices and development needs in the form of an open source published report; a set of key requirements for teaching to enable both learners' development of the targeted competences and professional skills but also the related teachers' skills and available tools; a framework and systematic evaluation methodology for the assessment of the targeted transversal skills; a re-usable and adaptable virtually enabled real-life problem-based assessment module for the defined transversal competences that teachers and learners can use in different curriculum settings; a common set of guidelines and recommendations that teachers can use to develop or evaluate learning content or teacher training programs; instructions and toolkit for the teachers on the assessment method; dissemination events and activities.

A deliverable with long term benefits will be a model for developing a “EuroComPass for transversal competences - a modular European assessment and certification system. In addition the development of a virtually enabled community of practice will facilitate the sustainability of the project and its results and the re-use and development of the outputs from SOCCEs.

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PARTNERS:	St. Cyril and St. Methodius University of Veliko Turnovo, BG; STICHTING NHTV INTERNATIONALE HOGESCHOOL BREDA, NL; UNIVERSITE MONTPELLIER I, FR; ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA, IT; LAUREA-AMMATTIKORKEAKOULU OY, FI; Savares B.V., NL
GRANT AMOUNT:	298 973 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Quality Improvement Institutions and/or methods (incl. school development)
CLUSTER(S):	Teaching & Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER:

2014-1-UK01-KA203-001819

TITLE:

INTERPROFESSIONAL EXPERIENTIAL LEARNING (IPE) SOLUTIONS: EQUIPPING THE QUALIFIED DEMENTIA WORKFORCE TO CHAMPION EVIDENCE INFORMED IMPROVEMENT TO ADVANCED DEMENTIA CARE AND FAMILY CARING (PALLIARE).

DESCRIPTION:

In 2008 the estimated cost of dementia within Europe (EU27) was €160.3 billion, equivalent to €22,194 per person with dementia. Between one third and a half of people living with dementia in Europe do so in resource-intensive facilities (e.g. nursing homes and hospitals), although the policy imperative is to shift the balance of care through family caring. The known variation in the quality of dementia care across Europe, (which ranges from impoverished care to high quality care) represents a major health care inequality. For these reasons the European Parliament recently highlighted the need for common guidelines to inform the training of practitioners and others involved in caring for persons with dementia. The 2013 G8 Dementia Summit additionally called for shared solutions to workforce development across the care continuum.

The middle to late stages of the disease (advanced dementia), may last up to 10 years. This stage is particularly challenging due to the complexity of the condition. A serious qualified dementia workforce challenge is a legacy of under investment in post registration education and a lack of leadership development coupled with the low status of dementia careers.

The aim of the dementia Palliare project is to create an inspirational experiential interprofessional learning solution to equip the European qualified dementia workforce to lead and champion practice reform. The first stage of the project will culminate in the co-production of an evidence based European Best Practice Statement defining the extended palliative phase of dementia and the principles underpinning best practice. An interprofessional education gap analysis will examine what is required to equip the qualified dementia workforce to deliver best practice. The second implementation phase of the project will see the development and piloting of an innovative virtual interprofessional experiential learning solution including an international virtual community of practice and validated modules in a range of languages. The specific objectives and outcomes are as follows:

Phase 1 Objective: An inter professional understanding of best practice for advanced dementia care and family caring during the extended palliative care stage of the illness, and an understanding of the contribution of different disciplines to the achievement of best practice.

Outcomes:

- 1.1) An interrogative literature review of dementia care and family caring associated with the extended palliative phase of the illness.
- 1.2) A comparative documentary analysis of policy across partner countries.
- 1.3) Comparative case studies from the partner countries illustrating the experience of extended palliative care phase of dementia from the perspective of the individual with dementia and family caring.
- 1.4) An agreed European Best Practice Statement.
- 1.5) An interprofessional education gap analysis.

Phase 2 Objective: Develop an innovative virtual interprofessional experiential learning solution to equip the European qualified dementia workforce to transform advanced dementia care and deliver best practice.

Outcomes:

2.1) A learning and facilitation framework based on a pedagogical a review of virtual experiential learning and facilitation methods and interventions.

2.2) A shared online collaborative learning environment .

2.3) Interprofessional module materials (e.g. CoP practice improvement and values reconciliation methodology and modules on Advance Dementia Care Interventions) at undergraduate and post graduate levels in a range of European languages.

2.4) An experiential learning facilitator manual and student handbook in a range of European languages.

2.5) An inaugural European faculty comprising academics and practitioners from partner countries, with experiential learning facilitation capabilities.

2.6) A development plan for a sustainable virtual European Dementia Academy based on the project outputs.

To deliver the project ambition we have assembled a seven country partnership comprising multi-professional leaders with combined expertise in experiential practice based learning and dementia care. Opportunities for international stakeholders to engage with the project will include online and social media, on-line open door events, community of practice membership, pilot work, public conferences and consensus conferences. The project legacy will include the building blocks for a virtual European Dementia Academy founded upon a robust experiential learning framework and state of the art e-learning environment with a skilled international faculty of facilitators. The project will refresh approaches to workforce development and contribute to mobility and virtual mobility and give a much needed boost to advanced dementia care standards and dementia careers.

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GRANT AMOUNT:	290 899 EUR
CONTRACT DURATION:	25 months
PRIORITY 1 OR MAIN:	Developing short-cycle post-secondary or tertiary qualifications in accordance with the European Qualifications Framework
PRIORITY 2:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
TOPIC 1:	Health and wellbeing
TOPIC 2:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Health & Medicine; Teaching & Training

PROJECT NUMBER:

2014-1-UK01-KA203-001842

TITLE:

ENHANCING THE EMPLOYABILITY OF NON-TRADITIONAL STUDENTS IN HE

DESCRIPTION:

EMPLOY promotes the enhancement of the employability of students in higher education from a non-traditional background (both younger and adult) through improving the efficiency of transitions into the graduate labour market. With the development of a mass higher education system across Europe the student population has become more diverse by age, gender, class, ethnicity and disability. The issue of employability is a central policy concern of the EU, national governments and a key goal of the Bologna Process (The European Higher Education in 2012: Bologna Process Implementation Report) and there is also emerging evidence that graduate employability is a problem across Europe. This situation has been affected by the economic crisis but at different levels across Europe so that, for example, it is more difficult for graduate students in Portugal to find employment than graduates in Sweden.

Research shows that non-traditional students are particularly affected in terms of graduateness. For non-traditional students the transition into employment often takes longer than 'traditional students' and there is the likelihood of entering employment which is below degree level and, therefore, less meaningful. There is also a mismatch between graduate credentials and employers expectations. The project involves six partners from a range of countries from north and south Europe. We define non-traditional students as including those from low-income families, under-represented ethnic and socio-economic groups, mature students, first generation into HE and people with disabilities.

EMPLOY centrally aims to improve the efficiency of transition into the graduate labour market of those who enter higher education from non-traditional backgrounds, by developing two European toolkits that presents best practice by HEIs and offers guidance to students on improving their employability. This will be achieved by using the voices, experiences and perceptions of participants (students, university staff and employers) through biographical approaches and in-depth interviews to identify best practices, policies and guidelines to be used in two handbooks. One handbook will be aimed at non-traditional students in higher education while the other will be aimed at employers and university staff. The website and the use of social media, such as Twitter and podcasts, will be important in promoting dialogue and outcomes of the project. EMPLOY has a strong dissemination and exploitation strategy to ensure a wide European impact.

The project will offer new insights into the relationship and different perspectives on employability and competences in relation to non-traditional students in HE. Importantly, this project aims to work for a more inclusive graduate labour market for non-traditional students across Europe.

COORDINATOR:

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UNIVERSIDAD DE SEVILLA, ES;
UNIVERSIDADE DO ALGARVE, PT;
NATIONAL UNIVERSITY OF IRELAND MAYNOOTH, IE

GRANT AMOUNT:

430 870 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda

PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Inclusion - equity
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Inclusion & Tolerance; Employability

